INTEGRATION OF DEAF CHILDREN

IN

KIBERA SLUMS


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HI Kenya
HI Background

Handicap International (HI) is a Non-Governmental Organization registered in Kenya under section 10 of the NGO Co-ordination Act, with the registration number OP.218/051/9352/380.

Founded in 1982, Handicap International is specialized in acting on behalf of the disabled and particularly vulnerable groups. Although programmes were traditionally directed towards the rehabilitation of the physically and mentally disabled persons, they now incorporate the social, economic, physical, and psychological rehabilitation of vulnerable groups irrespective of their cause and nature. These programmes aim at assisting people whose vulnerability has been brought about by disease, deficiencies, accidents and violence as well as any physical, sensorial, mental or psychological alterations.

The approach of Handicap International can be described as both the restoration of a person’s capacities in order to reduce the effect of their vulnerability and secondly the restoration of the person’s environment for the purpose of smooth adaptation.

HI partnership with NFSS

NFSS has been running a CBR programme in Kibera since 1982 with the aim of maximizing independence among the disabled children and educating the community on disability issues.
NFSS has replicated its activities in Kibera in two other slum areas that is; Dagoretti and Kangemi areas of Nairobi.
HI established partnership with the local NGO (Nairobi family support services (NFSS) in 2003, because it of its similar objectives to HI mandate and the dire commitment to their work in the slums of Nairobi.

Project area

Kibera is one of the largest slums in Nairobi with a population of over 700,000. The slum is generally characterized by squalid living conditions, poor sanitation, lack of affordable medical care and congested households with the low-income earners being the majority in the area. According to the World Bank report 2000, in every six absolutely poor Kenyans, one is a person with disability.

Kibera is a cosmopolitan area with people from all parts of the country, mainly those who have come to town in search for employment.

Urban services are minimal or non-existent at all. Water and sanitation in general is very poor. Morbidity and mortality rates are high and usually caused by diseases stemming from environmental conditions.
Disability is prevalent in the slum owing to high levels of poverty and lack of basic health services in the slum.

Problem statement

A deaf child/youth in Kibera an expansive slum area faces many challenges. He/she lives in poverty, denied his/her basic right to education from the time he/she needs it; ignored by his/her family due to communication barrier, lacks the opportunity to expand his/her knowledge and experience and is subjected to a life of isolation and misery.

Even though the Kenyan government has declared free primary education, the deaf children do not get the opportunity to attend because of the high school fees imposed. Kibera and its environs does not have an integrated unit for the deaf, unlike the other disabilities that have units in the government schools. The few children who go to school and come back home find it difficult to adjust simply because that they now communicate in the official sign language and that the domestic language that had been developed is now gone.

The community around the deaf do not understand them therefore resulting in isolation and non involvement in community activities.

Rational for the project

NFSS has been working in Kibera slums for the last 22 years carrying CBR activities. Key in their work has been the identification, referrals, assessments and placements of children with disabilities.
Over the years, children have been enrolled in their playgroups as they awaited placement in various schools and special units. Due to lack of personnel and expertise, NFSS keep together the deaf children with the mentally retarded, a situation that ends up retarding the development of deaf children in terms of activities of daily living, interaction and social norms of the community.

The plight of deaf children is becoming grim if no measures are taken. Most of the children continue to lack in education, even though the Kenyan government in 2003 declared free primary education in the country. There is lack of understanding among family members and rebellion by the deaf due to desperation of communicating and being understood.

Project Objectives

The main aim of the project is to enhance community integration of the deaf by empowering deaf children and their families to discuss issues affecting them and advocating for their rights as equal community members.
Goal: To promote social integration of the deaf and harmonize the means of communication through use of Kenyan sign language

Specific objectives

1. To develop sign language among the deaf children, service providers and family members of the deaf.
2. To improve communication and socialization among the deaf children.
3. Enhance community education on issues related to deafness in the slum area
4. Promote and develop community integration systems of the deaf
5. Promote Lobbying and advocacy on the rights of deaf children

Project activities

The main activities will be community awareness campaigns starting from the Deaf’s families, their neighbours, schools, churches etc. while providing education to the deaf from an early age. The Deaf children and youth will have a chance to fully participant in development and issues in their families and community. Community will be sensitive to the needs of the Deaf.

To develop sign language among the deaf children, service providers and family members of the deaf

A deliberate move will be made to address the needs of the deaf children. A volunteer special education teacher will be identified to provide basic Kenyan sign language and education to children ranging from the ages of 4 to 18 years as placements is being sought in other special schools and other institutions. Training of the service providers (NFSS staff) in sign language together with the parents or family members of the deaf will also be done.

To improve communication and socialization among the deaf children

Community sensitization to improve socialization is important therefore community mobilization to identify more children and conduct awareness will be done.
This will go hand in hand with assessment and referral of the children for further check ups and/or to schools.
Establishment of games and other activities for the children to play and interact will be done.

Enhance community education on issues related to deafness in the slum area

Conducting awareness sessions in community in specific areas in the dispensaries, schools, churches, and other support systems in the community
Develop tools and identification mechanisms in the community of deaf children and referral points

**Promote and develop community integration systems of the deaf**

In order to establish an environment that is deaf friendly and conducive for the development of deaf children, the project will look at:

- Establish a unit for the deaf in one of the government schools in Kibera
- Educate children in schools how to interact and socialize with deaf children
- Educate parents and guardians on the rights of deaf children
- Expand the existing facilities to cater for the deaf pre school children
- Formation of deaf children playgroups
- Training teachers on KSL in order to promote communication and understanding of the children

**Lobbying and advocacy on the rights of deaf children**

- Facilitate the formation of a parent’s pressure group
- Develop a resource centre for the deaf children
- Support the parents pressure group conduct advocacy activities

**Expected outcomes**

i. At least a total of 45 deaf children trained in Kenyan sign language
ii. At least 40 children with hearing impairments and ear infections identified and referred accordingly
iii. At least 30 Parents/ guardians, 7 NFSS staff and 15 community volunteers trained in basic and advanced Kenyan Sign Language (KSL)
iv. At least 1000 households covered in mobilization and awareness of deafness
v. One deaf unit set up in one of the schools within Kibera division
vi. At least 20 deaf children integrated in the Kibera deaf unit
vii. Increased participation of the deaf in community activities
viii. At least 20 deaf children integrated to other schools
ix. One deaf play group established and operational
x. Effective communication achieved between the deaf other community/family members
xi. One active parents pressure group formed
xii. One resource centre developed and operational

**Monitoring and evaluation**

The project will be closely monitored by both the project manager at NFSS and the disability project officer at HI. The special education volunteer based at NFSS will be assisted by the disability outreach officer and then report to the
project manager who then compiles and approves the report to be forwarded to the officer at HI.

The Programme Director HI will then be briefed on the progress of the activities in Kibera. A mid term evaluation will be done to ensure that activities are progressing as expected and then a final evaluation to determine if the objectives have been met.

**Sustainability**

NFSS has been working with various ministries and therefore the project will be implemented in conjunction with the Ministry of education with the purpose of them later on assuming the educational aspect of the project. The NFSS community volunteers will be re-trained to take the leading role in community sensitization hence the continuity of programme awareness and establishing referral systems within the community.

**Direct beneficiaries**

Deaf children, youth and their families will be the immediate beneficiaries of the project in the 10 villages of Kibera covering a radius of 223.4 Square kilometres. The beneficiaries will be involved in the planning, sensitization, lobbying and advocacy on issues of the deaf.

Other beneficiaries like Service providers (NFSS), teachers and children in schools serving Kibera, Kibera, medical personnel, administration personnel, religious leaders, will be used in networking and collaboration including sharing information and experiences, so that they correctly articulate the issues of the deaf in their work.
Work Plan

Year 1

The project intends to commence on community mobilization and sensitization activities that will bring out more children with deafness;

- Isolate the deaf children from the ones with mental retardation in order to address their needs more effectively
- Have a special education volunteer to teach the children on basic sign language and activities of daily living
- Renovate the NFSS classroom to accommodate more deaf children
- Provide learning materials to the children
- Train the parents of deaf children and NFSS staff in Kenyan sign language
- Conduct community mobilization to identify children with deafness
- Assess and refer children accordingly
- Sensitize school heads on the aspect of inclusive education

Year 2

This year HI intends to reinforce the community awareness and look into the education aspect of the children.

- Intensify the education aspect at NFSS
- Conduct refresher training for parents/guardians, community volunteers and NFSS staff in sign language
- Provide learning materials for the children at NFSS
- Support and maintain the special education volunteer at NFSS
- Intensify community mobilization and identification of more deaf children
- Renovate and equip a classroom for a deaf unit in one of the city council schools
- Follow up city education for special teachers to be seconded to the school
- Conduct awareness in the school on issues of deafness and inclusive education
- Conduct training for teachers in sign language

Year 3

This year activities will be concentrated on phasing out of the school activities

- Linking the school with organizations, ministries involved with education for the disabled
- Setting monitoring systems for ease of follow up by the school head
- Building the capacity of the school committee to monitor the unit
- Continuing with identification, referral and treatment of children with ear problems
- Handing over the unit to City education and the ministry of education
- Looking into possibility of duplication of the same to other schools

Duration of the project

The duration of the project is expected to be 3 years i.e. beginning of the year 2004 to December 2006.
<table>
<thead>
<tr>
<th>Activity</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
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<tbody>
<tr>
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<td>Qtr 1</td>
<td>Qtr 2</td>
<td>Qtr 3</td>
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<td>Intensify the education aspect at NFSS</td>
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### LOGICAL FRAMEWORK

<table>
<thead>
<tr>
<th>Programme</th>
<th>KENYA</th>
<th>DISABILITY</th>
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<tbody>
<tr>
<td>Project</td>
<td>Logic of intervention</td>
<td>Objectively verifiable Indicators</td>
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<tr>
<td><strong>Main Objective</strong></td>
<td><em>To promote social integration of the deaf and harmonize the means of communication through use of Kenyan sign language (KSL)</em></td>
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<tr>
<td><strong>Specific objectives of the project</strong></td>
<td>1. To develop sign language among the deaf children, service providers and family members of the deaf.</td>
<td>i). 45 children trained on Kenyan Sign Language ii). At least 40 Parents/guardians, 7 NFSS staff and 15 community volunteers trained in basic and advanced Kenyan Sign Language</td>
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<tr>
<td>2. To improve</td>
<td>a) The number of Deaf</td>
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Integration of deaf children
<table>
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<tr>
<th><strong>Integration of deaf children</strong></th>
<th><strong>Communication and socialization among the deaf children.</strong></th>
<th><strong>Children able to communicate in official KSL</strong></th>
<th><strong>Reports</strong></th>
<th><strong>Monitoring visits</strong></th>
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<td></td>
<td>b) The number of deaf children involved in play activities</td>
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<tr>
<th><strong>3. Enhance community education on issues related to deafness in the slum area</strong></th>
<th><strong>A) 200 community members are aware of deafness</strong></th>
<th><strong>Monitoring visits</strong></th>
<th><strong>Progress / evaluation report</strong></th>
<th><strong>The community members accept and participate</strong></th>
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<td>b) The older deaf are included in development activities</td>
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<td></td>
<td>c) The community members are involved in referrals and identification of deaf children</td>
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<tr>
<th><strong>4. Promote and develop community integration systems of the deaf</strong></th>
<th><strong>A) The number of deaf children integrated to a regular school</strong></th>
<th><strong>Progress report</strong></th>
<th><strong>School register</strong></th>
<th><strong>The community and the deaf accepts to work together</strong></th>
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<td></td>
<td>b) The Other children are trained on KSL</td>
<td><strong>Monitoring visits</strong></td>
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<tr>
<td>Activities</td>
<td>Activities for the anticipated results</td>
<td>Resources needed</td>
<td>Costs</td>
<td>Pre- condition(s)</td>
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| Year 1     | a) Isolate the deaf children from the ones with mental retardation in order to address their needs more effectively | - A Special teacher for the deaf  
- A classroom  
- Learning materials | MOU signed between HI and NFSS  
NFSS and parents consulted |
| b) Teach the children on basic sign language and activities of daily living | • Special teacher for the deaf  
• ADL training materials  
• Teaching aids | A curriculum developed to train the children |
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<tbody>
<tr>
<td>▪ Provide learning materials to the children</td>
<td>• Funding/Money</td>
<td>The teacher has identified the necessary materials to help the children</td>
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</table>
| ▪ Train the parents of deaf children and NFSS staff in Kenyan sign language | • Interpreter  
• Sign language trainer  
• Venue | Parents consulted and planning of the lessons done with them |
| ▪ Conduct community mobilization to identify children with deafness | • Community / Village volunteers  
• Parents of deaf  
• Field Staff | Training of the volunteers done before going into the community |
| Year 1 | / Assess and refer children accordingly | • NFSS Staff  
• Volunteers  
• A special teacher | Referral centre identified |
| --- | --- | --- | --- |
|  | / Sensitize school heads on the aspect of inclusive education | • Field officers  
• Volunteers | Approach city education with the idea and discuss it before implementation |
|  | / Renovate the classroom at NFSS to accommodate more deaf children | • Building materials  
• Furniture  
• Funds  
• Constructors | NFSS consulted and a renovation plan made  
Contract signed between NFSS and the constructors |
| Year 2 | / Intensify the education aspect at NFSS | • Learning materials  
• Special teacher | |
|  | / Conduct refresher | • A trainer  
• Interpreter  
• Venue | Parents consulted on the training |
| Training for parents/guardians, community volunteers and NFSS staff in sign language | Funds |
| Provide learning materials for the children at NFSS | Funding |
| Support and maintain the special education volunteer at NFSS | Funding |
| Intensify community mobilization and identification of more deaf children | Community / Village volunteers, Parents of deaf, Field Staff |
| Renovate and | Funding |

- **Funds**
  - Special teacher has identified the needs
  - NFSS recruits a teacher and orients he/she to the work
  - The school and
| Year 3 | equip a classroom for a deaf unit in one of the city council schools | • Materials  
    • Contractor | the school committee consulted  
    City education also sought for approval |
|--------|---------------------------------------------------------------------|---------------------------------|------------------------------------------------------------------|
|        | ▪ Follow up city education for special teachers to be seconded to the school | • Transport  
    • Mailings |                                                                 |
|        | ▪ Conduct awareness in the school on issues of deafness and inclusive education | • Field staff  
    • Volunteers  
    • transport |                                                                 |
|        | ▪ Conduct training for teachers in sign language | • Trainer  
    • Interpreter | Teachers consulted |
<p>| Year 3 | ▪ Linking the school with | • HI and NFSS staff | NFSS and HI Cooperation with other |</p>
<table>
<thead>
<tr>
<th>Organizations, ministries involved with education for the disabled</th>
<th>Stakeholders</th>
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<tbody>
<tr>
<td>- Setting monitoring systems for ease of follow up by the school head</td>
<td>- Project officer</td>
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</tbody>
</table>
| - Building the capacity of the school committee to monitor the unit | - Project Officer  
- Head teacher |
| - Continuing with identification, referral and treatment of children with ear problems | - Volunteers  
- Village workers  
- Parents  
- Special teacher  
- Community members |
<p>| The head teacher involved in the process | Committee is ready to take charge |
| Other stakeholders consulted and involved in the process | |</p>
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<thead>
<tr>
<th>Action</th>
<th>Responsible Parties</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Handing over the unit to City education and the ministry of education</td>
<td>PD, Project Officer</td>
<td>City education cooperates and accepts to take charge</td>
</tr>
<tr>
<td>Looking into possibility of duplication of the same to other schools</td>
<td>Project officer, PD</td>
<td>Consultation with partners and looking for other donors</td>
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