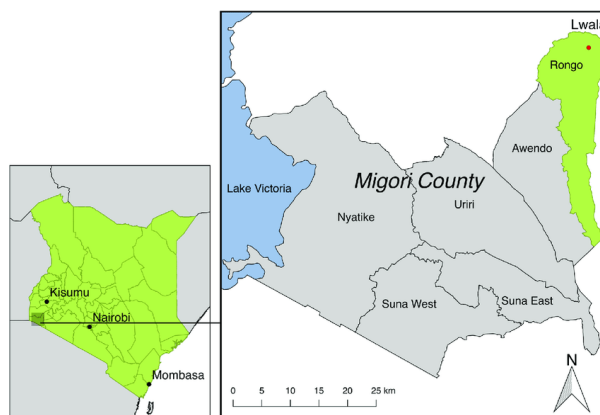


**Report of the activity of ADRA Hungary in SUNCEP-School Development Program and Methodology
Support for Students with Disabilities in Kenya, Migori County 25th of September – 05th of October
2022**

Antecedents:

In 2021 ADRA Hungary has submitted a proposal to Hungary Helps Agency for a school development program, which is a sub - project of the SUNCEP (Special Underserved and Needy Children Empowerment Program) in Kenya. It targets schooling opportunity for children with disabilities in their place of residence, or a nearby location.

Educational institutions in Kenya are not prepared and equipped to educate students with disabilities.



Many students with special educational needs can only complete primary and secondary school in institutions located far from their home.

In this project we are assisting 5 primary schools from Kenya to become an inclusive - available for all model centers for effective education. Additionally the project aims that the knowledge acquired and the new methodology can be passed on to other local educational institutions.

The planned activities were the next:

- assessing the current state of institutions (online questionnaire for collecting basic data, online interview with heads of institutions, analysis of video recordings in the classroom practice, visit of an expert group);
- Preparation of a development plan for each institution and selection of mentors.

The expert organization was the Eötvös Loránd University Bárczi Gusztáv Faculty of Special Needs Education.

Implementation of the project:

This project has been planned for 4 years. During the first implementation phase it was very important to draw the local partners, so for the selecting and information collecting procedure the local organization of Ubin Adam Afrika has been asked, and for the logistic preparation – local transporting, accommodation – ADRA Kenya was our partner.

The first part of the project Ubin Adam Afrika has been selected the schools in Migori county:

Tagache Primary School
Senye Primary School
Kumoni Primary School
Tiany Nyagod Jope Primary School
Kanga Odinti Primary School.

The representatives of Ubin Adam Afrika gathered information from the selected schools according to the survey the experts from ELTE University developed for knowing better the Kenyan educational system and asked the local partner to make videos of classes. At the same time, the Kenyan national core curriculum and the legislative environment were studied.

The special education experts analysed the information and the videos and put together the draft of the local activity for the time of visitation.



The main objective of our project was to enable our partner institutions to achieve effective, inclusive education for all students as well as becoming centres of methodological knowledge that will be able to support further institutions in horizontal learning. This objective is in accordance with the Republic of Kenya Ministry of Education Competency Based Education and Training Policy Framework, that emphasizes:

„CBET the emphasis is on ensuring that individuals achieve high quality of performance, important for industry and business to be successful. General Competence is sometimes defined as; ‘the ability to perform task or do work according to set standards. It is the ability to transfer skills, knowledge and attitudes to a range of situations within a given occupation’.

From this definition it is clear that the terms, ‘competence’ and ‘competency’ relate to the ability of an individual to do something to a required standard.” Our developing-supporting program is in accordance with the 2012 Basic Education Act, which contains provisions on the elimination of gender discrimination, non-discrimination, encouragement and protection of the marginalised, persons with disabilities and those with special needs, and with the 2013–18 Education Strategic Plan pursues, among its six priorities, the principles of equity and inclusion through gender in education. The team worked with children, parents, teachers, school leaders and other members of the education community. For mutual benefits, our experts met a competent expert of the local Ministry of Education Migori and had professional discussion about our developing program.

Earlier this year, ELTE University contacted Kenyatta University in Nairobi, in order to provide digital learning materials to the Kenyan partners for the more effective implementation of inclusive education. During the group stayed in Kenya, 4 of the team members had a meeting with the representatives of the Kenyatta University and discussed about teacher and student collaborations and exchange programs. Since then, the two universities have signed a cooperation agreement.

The project leader was Dr. Andrea Perlusz (Vice-Dean for Scientific and Strategic Affairs, special needs teacher, teacher of special needs education and specialist teacher) from the ELTE.

The further members of the professional team were as follows:

Dr. Gabriella Papp (Dean, special needs teacher, learning disability)

Dr. Eszter Márkus (Vice-Dean for Educational Affairs, special needs teacher, physically disability, teacher of special needs education and specialist teacher)

Éva Keresztessy (special needs teacher, hearing impairment, teacher of special needs education and specialist teacher)

Dr. Erika Kiss (special needs teacher, visually impairment)

Réka Zászkaliczky (high school English teacher, with inclusive school experiences)

Dr. Veronika Bolla (special needs teacher, learning difficulties, psychologist)

Dr. Tibor Vámos (special needs teacher, occupational therapist)

Attila Erdős (director of the international office)



The schedule of the visitation was the next:

26th of September - arrival in Nairobi, meeting with ADRA Kenya representatives, meeting with Kenyatta Universities

27th of September transfer to Migori town

28th of September School Development Professional Programme with screening in Tagache Primary School

29th of September School Development Professional Programme with screening in Kumoni and Senye Primary Schools

30 September School Development Professional Programme with screening in Tiany Nyagod Jope Primary School

1st of October Workshop for children in Tagache Seventh-day Adventist Church, meeting with families are participating the SUNCEP Pilot project has started in the beginning of the year 2022 in cooperation with ADRA Kenya and Ubin Adam Afrika

3rd of October School Development Professional Programme with screening in Kanga Odinti Primary School

4th of October back to Nairobi, Meeting with the ambassador and first secretary of Hungary in Kenya, departure from Kenya.

Our program focused on joint activities with teachers to provide professional assistance for supporting differentiated and individualized learning. This is in accordance with the objectives of CBET: „It is

individualized – learning is trainee centered and the role of the trainer changes to that of a facilitator. Trainees can access learning through different methods and means.”

During our interactive joint workshops with local teachers, using simple and accessible teaching tools and teaching methodology ideas. The main objective of the workshops was to increase the possibility of access to the curriculum for children with different abilities and for children living with different disabilities. Those activities support the 2012 Sessional Paper No. 14 on Education, Training and Research further called for appropriate adaptation of curricula, teaching methods, education resources and the learning environment to cater for individual differences in learning processes and procedures.

During our stay, the team held 5 teacher workshops related to the curriculum, covering:

1. to organise learning according to the different needs of pupils, using local natural resources for differentiated group work (stick, chair, book);
2. educational screening and development procedures to support children with special educational needs;
3. to increase the accessibility of the school and classroom environment, and to improve accessibility in a spirit of reasonable accommodation.

The team organised two types of programmes for pupils: one was a screening programme with prior parental agreement, where visual, hearing, learning capacities and movement screening is carried out and then the experts taught this to local colleagues, and we provided the necessary tools for the local screenings and the experts will share these tools to make the screening sustainable.

The other programme was a methodological workshop supporting student cooperation, where the experts promoted positive attitudes towards children with disabilities and acceptance of each other's diversity.

The screening programme took place in parallel with the teaching, and the student workshop was integrated into the teaching time. This activity supported the 2003 Persons with Disability Act lays down their rights to accessibility and mobility, including barrier-free and disability-friendly environments, to enable them to have access to buildings, roads and other social facilities (Section 21). As subsidiary legislation, the 2009 Persons with Disabilities (Access to Employment, Services and Facilities) Regulations seek in particular to promote accessibility in education (Regulation 9).



During the fieldwork the experts have screened 291 children and more than 50% of them need further assistance like getting glasses, hearing aid, physiotherapy. The parents participated in the workshops got special advises.

Medialinks:

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Lessons learnt:

1. Basic hygienic education is needed

The experts experienced the lack of information about personal hygiene, like washing hands, cleansing nostrils etc. Even the parents did not have the basic practices.

2. Basic education about healthcare and insurance is needed

In some cases the experts found children with easily treatable disease without caring which can cause more severe statuses. The parents said the medicines are expensive and the medical service is hardly available. They did not have proper information about health insurance what could decrease the price of medications.

3. Involving the Local Ministries is needed

We need to make interested the local Ministry of Health and Education to connect to the project, otherwise it is very likely the sustainability of the development will be endangered. The local Ministry of health should send experts to educate parents about the healthcare system and health insurance. The local Ministry of Education should put some financial support to the program.

21st of October 2022



Zoltan Sitkei
country director