



1ST DBI AFRICA CONFERENCE ON DEAFBLINDNESS

12TH – 14TH MAY 2022

KENYA INSTITUTE OF SPECIAL EDUCATION, NAIROBI AND ONLINE

***Deafblind Reality in Africa: Meeting the Sustainable Development Goals
Opportunities and Challenges***

CONFERENCE PROGRAM



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KENYA INSTITUTE FOR THE BLIND



Schweizerische Stiftung für Taubblinde
Fondation suisse en faveur des personnes sourdaveugles
Fondazione svizzera a favore delle persone sordocieche
Swiss Foundation for Persons with Deafblindness



OMRÅDET FOR KOMMUNIKATION OG SPECIALPÆDAGOGIK
- i gode hænder



WELCOME NOTE FROM THE LOCAL HOST COMMITTEE

On behalf of the host committee in Kenya, I wish to extend my warm welcome to all the participants of the 1st Deafblind International Africa Conference. As a country, we are indeed excited and honored to host this milestone event in the history of deafblindness services in Africa!

This Conference offers us the opportunity to share information, expertise and experiences on Deafblindness. It also affords us the forum to discuss the future of deafblindness services in Africa. The theme of the conference points us towards reflections on the realities of deafblindness in Africa and to consider the opportunities and challenges towards sustainable improvement of services for persons who are deafblind in the continent.

We believe that this conference will live up to its goals of increasing awareness and recognition of Deafblindness as a distinct disability, and on the challenges faced by persons who are deafblind in Africa; improving educational, rehabilitation and transition programs for persons who are deafblind in Africa; increasing regional and international collaboration on the provision of services and exchange of information on deafblindness; and, enhancing promotion of the rights of persons who are deafblind and their inclusion in all aspects of development.

I take this opportunity to express my sincere appreciation to Deafblind International for identifying the need for an African Conference on Deafblindness and for trusting Kenya to host the Conference. I also wish to thank the International Advisory Committee for the guidance and support; our sponsors for the generous contributions towards the conference; and, all our local teams for their able planning and organizational work.

Finally, and most importantly, I wish to thank you, our Guests, Key Note Speakers, Session Moderators, Exhibitors, Participants and everyone; without you this Conference would not be a reality. Whether you are participating onsite or online, we wish you an enjoyable, fulfilling and rewarding 1st DBI Africa Conference.



David Munyendo
Country Director, CBM Kenya
Chair of the Local Host Committee

WELCOME NOTE FROM DEAFBLIND INTERNATIONAL

Very welcome to the 1st DBI Africa Conference or: KARIBU!

It is indeed a pleasure to welcome you. And it is a decisive milestone to have this conference.

This conference has the great potential

- to raise awareness and inform about the situation and the needs of persons with deafblindness, especially in Africa
- to showcase the talents and the many successes achieved so far, especially in Africa, and therefore invite and inspire to further investments that will promote the rights of persons with deafblindness and their inclusion that will benefit the quality of services for all in the countries
- to learn from exciting new research and practical workshops and especially from exchange with one another
- to connect and establish sustainable networks and communities of practice, maybe leading even to a new Dbl Africa Network, a next conference and much more coordinated action

So let's benefit from this conference - including the results of Dbl's African Researchers' Initiative. Let us also enjoy and celebrate this conference and then go into the future stronger.

Dbl thanks all the individuals, organizations and sponsors involved without whom this conference would never have been possible. Asante sana!



Frank Kat
President Dbl



Mirko Baur
Strategic Vice-President Dbl,
Chair of the International Conference-Advisory

LIST OF EXHIBITORS

Deafblind International Dbl

4Blind

Grosscare International

Modern Solutions

African Union of the Blind

Kenya Institute for The Blind

Sense International Kenya

National Council for Persons With Disabilities

Association for The Physically Disabled of Kenya

Kenya Institute of Special Education

WEDNESDAY 11TH MAY 2022

Registration Open
Exhibition Set Up

THURSDAY 12TH MAY 2022

8.45 – 9.00: PLENARY ANNOUNCEMENTS

9.00 – 10.30: PLENARY SESSION

Opening Ceremony
Government of Kenya

Theme: Nothing For Us Without Us - Deafblind Reality In Africa

Moderator: Natasha Maliko, Lecturer, University of the Witwatersrand, South Africa

Keynote Speaker



Geir Jensen
President

World Federation of the Deafblind, Norway

Panelists

Emnet Ayele, Member, National Association of the Deafblind, Ethiopia

Sansan Dah, President, Association of the Deafblind, Ivory Coast

Harun Hassan, Director, National Council for Persons with Disabilities, Kenya

10.30 -11.00: MORNING TEA/COFFEE BREAK

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Dr. Daniel S. Q. Dogbe, Lecturer, University of Education Wineba, Ghana

An Analysis of Factors That Promote Transition of Learners With Deafblindness To Independent Living

Dr. Everline Nyokabi: Lecturer, Maseno University, Kenya

Prof. Peter Oracha: Professor, Maseno University, Kenya

The purpose of the study was to analyze factors that promoted transition of learners with Deafblindness to independent living. The objectives were to: establish the extent of early identification and intervention of deaf blindness; the role of parents in holistic upbringing of the Deafblind child; the extent of skill acquisition; and the general provisions in promoting skill acquisition. Findings of the study indicated late educational intervention; minimal acquisition of vocational skills and literacy skills; Limitations in provisions related to policy, curriculum differentiation, expectations on learners, teacher motivation and parental involvement.

ROOM 2

Moderator: Dr. Lucy Marete: Lecturer, Kenya Institute of Special Education, Kenya

Examining The Tactile Sign Language Used By And With The Deafblind In Ethiopia

Dr. Pawlos K. Abebe: Lecturer and Researcher, Addis Ababa University, Ethiopia

This study examined the tactile sign language used in Ethiopia. The Identification of the adaptations made, the features of the visual sign language lost in the process of adaptations, the strategies adopted to compensate for the loss of the grammatical features of the visual sign language that can no longer be perceived and determining their impact on the communication process were the focus of this study. The findings showed that the required adaptations and modifications in the visual sign language were not made which rendered the communication ineffective and deprived the individual with deafblindness of the much-needed information for survival. These findings thus uncovered the need for further study on use of the Tactile sign languages used in Africa.

ROOM 3

Moderator: Richard Mativu: Country Director, Sense International Kenya, Kenya

Prevalence And Causes Of Visual Impairment Amongst Hearing Impaired School-Going Children In Sub-Saharan Africa: A Scoping Review

Dr. Michael Agyemang Kwarteng: Lecturer/Optometrlist, Bindura University of Science Education, Ghana

Learners living with hearing impairment are at a higher risk of visual impairment. The objective of this study was to summaries the relevant literature investigating the prevalence and causes of visual impairment among learners living with hearing impairment in sub-Saharan Africa. This review has demonstrated that there is a paucity of high-quality well-designed studies that have investigated the prevalence and causes of visual impairment amongst hearing-impaired children in sub-Saharan Africa suggesting the need for further research in the area.

ROOM 4

Moderator: Victor Locoro: Lecturer, Kyambogo University, Uganda

COVID-19: Implications For A Deafblind Adult In Ghana

Nana Opoku Acheampong: Lecturer, University of Education Winneba, Ghana
Gifty Nana Yaa Rockson: Lecturer, University of Education Winneba, Ghana
Cyril Mawuli Honu-Mensah: Lecturer, University of Education Winneba, Ghana

In this study, we described the understanding, awareness, communication, and social life experiences of an adult who is Deafblind during COVID-19 pandemic in Ghana. The adult with Deafblindness was interviewed using Tactile Ghanaian Sign Language. Coding and categorization of data was done to generate the themes for analysis.

11.45 – 12.00: SESSION CROSS-OVER BREAK

12.00 – 12.45: PANEL DISCUSSIONS SESSION TWO

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Naomi Lugoe: Country Director, Sense International Tanzania, Tanzania

Specialist Andragogy For Deafblind Interpreter Guides Towards Achieving Sustainable Development

Natasha Parkins-Maliko: Lecturer, University of the Witwatersrand, South Africa

This presentation provides a situational analysis of ten (10) countries in the SADC region with a focus on the status of Deafblind interpreter guides with reference to professionalization. The UNCRPD article 21 makes mention of DB persons' right to access information through an equitable communication mode of their choice. Here, the presentation poses the question: "How is the right afforded to DB persons if the interpreter-guide lacks the required credentials to provide such access?" Following the trajectory of curriculum design principles, a training model is proposed based on andragogy principles for Deafblind interpreter guides.

ROOM 2

Moderator: David Munyendo: Director, CBM Kenya, Kenya

Thinking In Dialogue: Enhancing Cognitive Abilities In Children And Adolescents With Congenital Deafblindness

Kim E. Tosolini: PhD Candidate, Rijksuniversiteit Groningen, Netherlands
Dr. Saskia Damen: Senior Researcher & Associate Professor, Koninklijke Kentalis & Rijksuniversiteit, Netherlands

According to Piaget, typically developing children go through four subsequent stages of development: the sensorimotor stage, the pre-operational stage, the concrete operational stage and the formal operational stage. Possibly, children with congenital deafblindness (CDB) go through the same developmental stages as typically developing children, but longitudinal studies about the cognitive development of children with CDB and how to enhance their cognitive abilities are lacking. The aim of this study is to investigate to what extent teachers and caregivers can enhance the cognitive development of children and adolescents with CDB. The study researches the effects of present interventions on the following six cognitive abilities: means-end relations, object permanence, symbolization, fantasy games, classification and perspective taking.

ROOM 3

Moderator: Dennis Moogi: Head of Programmes & Partnerships, CRESNET Centre, Kenya

A Survey On Application Of Pedagogy In Facilitating Learners With Deafblindness In Tanzania: A Case Of Patandi Teachers' College of Special Needs in Education

**Rajabu Ally Mtunge: Teacher Trainer, Patandi Teacher's College Of Special Needs Education,
Tanzania**

This study intended to examine the quality of teacher training practice against the educational service provision to students with Deafblindness in Tanzania triggered by the baseline survey conducted at Patandi Teachers College, the only teacher training college for special needs in education in Tanzania. The study concludes that there is no clear mention of the kind of training offered to teachers in this area. The curriculum is silent on the necessary adaptations needed that could cater to such learners' needs throughout the country. The study recommends that there is a great need for the government to train more tutors in the field of Deafblindness to reach the needs of the children with Deafblindness in the country. Further, the government should invest more in aligning the available government policies and regulations with the actual services (practice) directed to the group of children with Deafblindness.

ROOM 4

Moderator: Johannah Mweu: Lecturer, Kenya Institute of Special Education, Kenya

Deafblind Realities During The COVID-19 Era In Malawi

**Martha Momba: Programs Coordinator, Visual Hearing Impairment Membership Association,
Malawi**

**Duster Lucius: National Youth Coordinator, Visual Hearing Impairment Membership
Association, Malawi**

COVID-19 has affected people in various ways. Persons with Deafblindness have not been excluded as they also suffer discrimination of other rights; they are also greatly affected by this pandemic. In this presentation the experiences of a Deafblind person highlights more about the situation of Deafblind persons during COVID-19 period and are discussed in attempt mitigate this, information is provided. "Nothing for Us without Us".

12.45 – 14.00: LUNCH BREAK

14.00 – 14.45: WORKSHOPS SESSION ONE

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Mary Maragia: Curriculum Developer, Kenya Institute of Curriculum Development, Kenya

Natural Communication Abilities Among Children with Congenital Deafblindness In Multi-Linguistic Communities Of Zambia

Brighton Kumatongo: Lecturer, Kitwe College Of Education, Zambia
Douglas Gawani Phiri: Lecturer, Zambia Institute of Special Education, Zambia

This study sought to assess the natural communication abilities of children with congenital Deafblindness and further explore measures taken by caregivers/parents to enhance communication abilities of the children. A qualitative case study was used as the research design. Snowball sampling technique was used to sample three (3) children with congenital Deafblindness aged three (3), eleven (11) and twelve (12) and three (3) parents and one (1) relative who participated in the study, making a total number of (7) seven participants from three provinces of Zambia. The findings were that children with congenital Deafblindness were able to use natural signs to communicate their feelings, report mistreatment and use imitations.

ROOM 2

Moderator: Victor Locoro: Lecturer, Kyambogo University, Uganda

From Receiver To Contributor: A Success Case Study Of A Person With Deafblindness In Bangladesh Context

MD. Sazzd Kabir: Development Manager, Centre for Disability in Development, Bangladesh
Marzia Fatema: MEAL Officer, Centre for Disability in Development, Bangladesh

We aimed to explore the transition in the life of a person with Deafblindness that might occur with the help of proper support and services at the right time. This study was performed through in-depth interview of one person with Deafblindness who was enrolled as a beneficiary of a funded project. Findings: Hasanuzzaman (male, 28 years old) with moderate hearing loss and partial vision impairment dropped out of school. With education and cash support from the project, he started a small business, received vocational training with distinction, was awarded with a loan and he started cattle rearing. The conclusion is that support from the government and NGOs is needed to scale up the life of other persons like Hasanuzzaman.

ROOM 3

Moderator: Anthony Nzuki: Director, APDK, Kenya

Towards Equitable Social Protection For Persons With Deafblindness In Uganda. A Case Study Of The State's COVID-19 Interventions

Dr. Aniyamuzaala James Rwampigi: Researcher, University College Dublin, Ireland

The Convention on Rights of persons with Disabilities (UN,2006; Article 28) provides for the right to adequate standard of living and Social protection for Persons with Deafblindness. The National Social Protection Policy of 2015 does not recognise Persons with Deafblindness. The Social Assistance Grants for empowerment (SAGE) targeted only older persons above 80 years and did not prioritise Persons with Deafblindness. The 80% of the research participants with Deafblindness did not get COVID relief assistance from government of Uganda. The government should establish a national social protection programme for persons with Deafblindness to compensate their related costs and maintain their wellbeing.

ROOM 4

Moderator: Susan Thuo, Program Manager: eKitabu, Kenya

Children With Deafblindness And Inclusive Education: Leaving No- / Someone Behind

Kenneth Verngaard: Development Advisor, The Signo Foundation, Norway

A qualitative study about children with Deafblindness in Malawi and Zambia shows that children with Deafblindness are excluded from education and often alienated in inclusive education programs. Children with Deafblindness face barriers and are marginalized and excluded in several ways. Efforts to include children can have opposite effect for children with Deafblindness. Colonial languages and Western-based content in education can dislocate children and lead to poor learning outcomes. There is a rising call to de-colonize education. Inclusive education has the potential to transform education systems. This can only happen if the inclusive education discourse is also de-colonized and the voices of children, parents and teachers are heard.

14.45 – 15.00: SESSION CROSS-OVER BREAK

15.00 – 15.45: WORKSHOPS SESSION TWO

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Dr. Everline Nyokabi, Lecturer, Maseno University, Kenya

Bridging The Gap – Creating A More Accessible Environment

Tracey Veldhuis: Director of Community Services, Deafblind Ontario Services, Canada
Crystal Pigeon-Way: Assistant Community Engagement Manager, Deafblind Ontario Services, Canada

Being able to access your community is important, wherever you live. When people think of accessibility, they often think of having a ramp for a wheelchair, but many aspects important to persons with Deafblindness are often overlooked. In this workshop participants will learn about the successes made towards better accessibility in Ontario, Canada as well as the challenges we still face, and some of the successes we have had in advocating for better accessibility - from being able to navigate your own home to your community. We will brainstorm together suggestions to make peoples living spaces more accessible - from simple “Do-it-Yourself” ideas, to things that can be incorporated into building design.

ROOM 2

Moderator: Dennis Moogi: Head of Programmes & Partnerships, CRESNET Centre, Kenya

Management Strategies for Children with Deafblindness in Special Education Schools in Lusaka, Zambia

Racheal Chomba: Teacher, Munali Girls Secondary School, Zambia

The study investigated management of children with Deafblindness in primary special schools and units of Lusaka district. It also examined parental involvement in the management of these learners and the challenges faced by head teachers, teachers and parents in the process. A qualitative research approach was used in the study. 26 participants were drawn from six selected primary schools. The sample consisted of head teachers, teachers and parents of learners with Deafblindness who were purposively selected.

ROOM 3

Moderator: Prof. Peter Oracha, Professor, Maseno University, Kenya

Hand-Under-Hand Touch - More Than A Technique

Wanda Frederiks: Care Specialist - Deafblindness, Bartiméus Expertise Center, Netherlands

Ingrid Korenstra: Care Specialist - Deafblindness, Bartiméus Expertise Center, Netherlands

In this workshop we will discuss the technique of hand-under-hand touch for persons with congenital Deafblindness (CDB). These persons depend on their touch to acquire information and to communicate with others. We described this technique in a Dutch publication and supplemented this with a training for care professionals. Persons with CDB and their care professionals need a clear step-by-step guide in order to become familiar with this technique. With this methodical approach we guide persons with CDB and their care professionals in using hand-to-hand touch. This does not only include tactile sign language, but also the use of hand-under-hand touch while doing activities, discovering the surrounding world and learning new skills. The goal of this interactive workshop is to get acquainted with the method hand-under-hand touch as we have developed it within Bartimeus.

ROOM 4

Moderator: Ignatius Kweyu, Program Manager: eKitabu, Kenya

5 Years Of Experience Delivering High Quality Teacher Training Online Education. Experiences And Tips To Share

Karina Elizabeth Medina: Southern Cone and Andean Regional Representative, Perkins International, Perkins School for the Blind

In 2016 Perkins School for the Blind launched a new global teacher training initiative to address the shortage of trained teachers who could provide appropriate educational services to children and youth with vision loss, additional disabilities including those with Deafblindness. The courses called 'Education of Learners with Multiple Disabilities and Sensory Loss' were divided in three levels – Foundations, Advanced, and Program Development. For Perkins with 100 years of international teacher training expertise, this was the first-ever international competency course for teachers working with this specific population.

15.45 – 16.15: AFTERNOON TEA/COFFEE BREAK

16.15 – 17.15: INTEREST GROUP MEETINGS

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

DBI Communication Ambassador Meet-up Tracey Veldhuis: DeafBlind Ontario Services

Drop by to learn more about being a DBI Communication Ambassador. DBI's Communication Committee is looking for Communication Ambassadors from around the world! Come learn how you can make a difference for people with deafblindness worldwide by spreading the word about deafblindness, quality services and Deafblind International!

ROOM 2

Dbi Meeting

(This is a closed-door meeting)

ROOM 3

Conference Resolutions Committee Meeting

(This is a closed-door meeting)

ROOM 4

Conference Secretariat Teams Meeting

(This is a closed-door meeting)

17.30: EVENING EVENT

Welcome Cocktail KISE Grounds

FRIDAY 13TH MAY 2022

8.45 – 9.00: PLENARY ANNOUNCEMENTS

9.00 – 10.30: PLENARY SESSION

Theme: Role Of Research And Higher Education Institutions In Promoting The Right To Education For Persons With Deafblindness

Moderator: Prof. Peter Oracha, Maseno University, Kenya

Keynote Speaker



Professor Olusola Bandele Oyewole
Secretary-General
Association of African Universities, Nigeria

Panelists

Dr. Frances Gentle, President, ICEVI, Australia
Prof. Michael Ndurumo, University of Nairobi, Kenya
Prof. Juvenalis Asantemungu, AMUCTA, Tanzania

10.30 -11.00: MORNING TEA/COFFEE BREAK

11.00 – 11.45: PANEL DISCUSSIONS SESSION ONE

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Dennis Moogi: Head of Programmes & Partnerships, CRESNET Centre, Kenya

Establishing Minimum Standards For Inclusive Education Of Persons With Deafblindness In Uganda

Michael Sebuliba: Country Director, Sense International Uganda, Uganda

Edward Otim: Program Manager, Sense International Uganda, Uganda

This study was carried out to (i) find out the standards adopted and practiced in implementing the 2-step model to ensure quality learning of children with Deafblindness in inclusive settings (ii) establish the perceived costs to the family/ community and school for effectively managing a 2-step model of inclusion for children with Deafblindness (iii) establish other extra costs for their exclusion that existed. The study gave recommendations that cut across; the existing legal frameworks, supportive community structures, available conducive curriculum and adoption by government of these minimum standards to guide the learning of persons with Deafblindness both at home and school.

ROOM 2

Moderator: Victor Locoro: Lecturer, Kyambogo University, Uganda

Determining Barriers To Education And Transition Of Children Who Are Deafblind, Kwale County

Joyce Ng'ara: Teacher, Kwale Special School For The Deaf - Unit For The Deafblind, Kenya

This study intends to explore the barriers to education in the transition of children who are Deafblind in Kwale County. The main aim is the identification these barriers and provide possible solutions that can be implemented to tackle this problem for future smooth education and transition. This study will implement the use of interviews and filling of the questionnaires by the targeted stakeholders as the main methods to obtain the information necessary to accomplish our objectives. By the end of the study, we hope to find the critical issues that cause the hindrance to the smooth education and transition of most children who are Deafblind in the County.

ROOM 3

Moderator: Dr. Pawlos K. Abebe: Lecturer, University of Addis Ababa, Ethiopia

Community Based Inclusive Development (CBID) Approaches That Are Key In Meeting The Needs Of Persons With Deafblindness

Sian Tesni: Senior Global Advisor for Education, CBM

David Munyendo: Country Director, CBM, Kenya

In this presentation, we will provide a brief overview of CBID with practical examples from the field of person-centered, multi-sectoral and multi-stakeholder engagement in order to achieve inclusion for person with disabilities, including those with Deafblindness by working with local government, other like-minded organizations, parents, school communities and communities in general. Examples will be shared from different Low and Middle Income Countries and regions.

ROOM 4

Moderator: Racheal Chomba: Teacher, Munali Girls Secondary School, Zambia

Challenges In Accessing Economic Opportunities By Deafblind Persons In Malawi

Dalitso Ngwira, National Coordinator, Visual Hearing Impairment Membership Association, Malawi

Hawkins Munyenembe: Advocacy Officer, Visual Hearing Impairment Membership Association, Malawi

Malawi has a large population of persons with deafblindness and it has never been an easy thing for them to benefit from any social economic programs that the government has been implementing to alleviate poverty of its citizenry. Malawi is a signatory to many regional and international human rights instruments that define disability as not inability, but yet, Malawi does not effectively translate these tools into action. VIHEMA – Deafblind Malawi, is an Advocacy organization that supports and protects the rights of persons with deafblindness, so that they too participate in the development activities of the country and those at their household level.

11.45 – 12.00: SESSION CROSS-OVER BREAK

12.00 – 12.45: PANEL DISCUSSIONS SESSION TWO

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Mary Maragia: Curriculum Developer, Kenya Institute of Curriculum Development, Kenya

Prospects And Challenges Of Educating A Deafblind Student In A University In Ghana

Dr. Daniel S. Q. Dogbe: Senior Lecturer, University of Education Wineba, Ghana
Francis Anku: Assistant Lecturer, University of Education Wineba, Ghana

This study described the prospects and challenges of a Deafblind student at the University of Education, Winneba, Ghana. A phenomenological case study design was employed to describe the experiences of the Deafblind student. Data was collected using a semi-structured interview guide with support by sign language interpreters. Data was transcribed and analyzed using the thematic approach. Results and recommendations of this study will be presented at the session. The education of the Deafblind student in the UEW is a cogent evidence that every child, regardless of the disability, is educable and could have equal access to quality education.

ROOM 2

Moderator: Natasha Parkins-Maliko: Lecturer, University of the Witwatersrand, South Africa

Early Screening, Intervention And Transition To Inclusive Education For Children With Deafblindness And Those With Complex Disabilities In Kenya

Richard Mativu: Country Director, Sense International, Kenya
Mellen Marucha: Programs Officer, Sense International, Kenya
Faith Nyaboke: Programs Assistant, Sense International, Kenya

We support government health systems to offer ear and eye screening, and occupational therapy. Screening starts with Community Health Volunteers administering a risk factor identification questionnaire and referring on. We support children with Deafblindness to learn in a nearby mainstream school with a Learning Support Assistant (LSA); a new concept in Kenya. We have worked with the Ministry of Education and the Kenya Institute of Curriculum Development to agree a LSA curriculum and introduce a new cadre of training in the Kenya Institute of Special Education. Details will be given during the full presentation.

ROOM 3

Moderator: Michael Sebuliba: Country Director, Sense International Uganda, Uganda

Be Deafblind In Cameroon: How Does It Look Like?

Majeu Defo Felicite: Lecturer, University of Buea, Cameroon

Andre Ebouaney: Teacher, Istituto Dei Sordi di Torino

This paper aims at advocating for the consideration of Deafblind in Cameroon by emphasizing the point that, despite the fact we live in the 21st Century where the world has become a planetary village, with the fast-growing new technologies and assistive devices, the Deafblind is systematically excluded from the society and education. In Cameroon, the Deafblind is still considered as a witch or wizard, an abnormal human being rejected by the community and seen as burden or mystical punishment by families. Educational attempts of the Deafblind in Cameroon has never been envisaged by educational authorities. Their world generally ends in a dark corner of a small room barely enlightened.

ROOM 4

Moderator: Tracey Veldhuis, Director, Community Services, Deafblind Ontario Services, Canada

Deafblind People Taking Part In Southern Africa: A Delphi Study Looking At Stakeholder Views Of AT Outcomes

Dr. Diane Bell: Academic, Cape Peninsula University of Technology, South Africa

Ms Ilana Hermez: Person with Deafblindness, South Africa

Assistive Technology (AT) can help improve the lives of people with Deafblindness, but we need ways to check and measure outcomes from using AT. This study aimed to look at six outcome dimensions for people with Deafblindness, exploring the relevance and validity of the MyATOF in Southern Africa and to deepen the understanding of the context of AT provision and use. Outcome dimensions were found to be relevant for use with people with Deafblindness in four SADC countries, however under-realisation of rights in the African context exists affecting realisation of their full potential in life. We make several recommendations which focus on outcome measurement and taking part for people with Deafblindness and AT in Southern Africa.

12.45 – 14.00: LUNCH BREAK

14.00 – 14.45: WORKSHOPS SESSION ONE

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Dr. Everline Nyokabi, Lecturer, Maseno University, Kenya

Towards Equitable Access To Public Information And Communication By Persons With Deafblindness in Uganda. A Case Study Of COVID-19 Information

Dr. Aniyamuzaala James Rwampigi: Researcher, University College Dublin, Ireland

Section Two of Article 41 of Uganda's Constitution requires Parliament to enact laws that facilitate access to information for all including Persons with Deafblindness. However, the 2020 Persons with Disabilities Act does not define the information and communication accessibility requirements for Persons with Deafblindness who face multiple barriers to participation, information, communication and mobility (WFDB,2018). The 2005 Uganda's Access to Information Act does not recognize the right to accessibility for Persons with Deafblindness and other categories of Persons with Disabilities.

ROOM 2

Moderator: Michael Sebuliba: Country Director, Sense International Uganda, Uganda

Meeting The Problem Of Affordability Of Technical Means For Communication And Access To Information

Fedor Belomoev: CEO, 4Blind

Within the presentation, we will talk about research conducted by 4Blind*on accessibility of information and communication to people with simultaneous absence of vision, hearing and speech and also about protection of their privacy. In the report we will bring results obtained while conducting pilot programs of the technology designed for Deafblind people communication. We will introduce the technology which allows a Deafblind person to speak in a synthesized voice and to "hear" the interlocutor's speech due to speech recognition and synthesis provided by Google. Since the technology is already in use today, we will talk about significant changes, which have happened in the life of Deafblind people, starting with ensuring their privacy through the ability for direct communication.

ROOM 3

Moderator: Susan Thuo, Program Manager: eKitabu, Kenya

Social Haptic Communication: Also Suitable For People With Congenital Deafblindness And Intellectual Disabilities?

Ingrid Korenstra: Care Specialist - Deafblindness, Bartiméus Expertise Center, Netherlands

Wanda Frederiks: Care Specialist - Deafblindness, Bartiméus Expertise Center, Netherlands

Social Haptic Communication (SHC) is known as a complementary form of communication for people with Deafblindness. SHC is mainly focused on translating non-verbal information into clear tactile messages that can be felt on the body. In this way, SHC enriches and supports the existing forms of communication of people with Deafblindness. From the professional field the question arises: is SHC also suitable for people with CDB and intellectual disabilities? And if so, can SHC be used in the same way or are adjustments required? The result is a course on SHC for care professionals and family members of people with CDB and intellectual disabilities. In this interactive workshop we discuss the similarities and differences in the application of SHC for this target group.

ROOM 4

Moderator: Racheal Chomba: Teacher, Munali Girls Secondary School, Zambia

Functional Skills Training For Young Adults With Complex Disabilities, Including Dual Sensory Impairments In Residential Setting In Moscow

Irina Moiseeva: Psychologist, Yaseneva Polyana Resource Center, Russia

Young adults with dual sensory impairments often lack daily living skills needed to be independent. The objective of this initiative was to find out the conditions that are efficient in functional skills improvement in young adults with dual sensory impairments. Participants 18 to 31 of age spent from 2 to 6 weeks in residential setting. Assessment used modified version of I.C.A.N. Participants used new skills at home more often if family members were actively involved in the program. Improvement of the functional skills was more noticeable if the participants spent more time in the residential setting. After 6 weeks training not only improvement of functional skills occurred, but also psychological changes.

14.45 – 15.00: SESSION CROSS-OVER BREAK

15.00 – 15.45: WORKSHOPS SESSION TWO

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Dr. Lucy Marete: Lecturer, Kenya Institute of Special Education, Kenya

Education For People With Deafblindness In Tanzania: What's Needed To Reach SDG 4.5?

Naomi Lugoe: Country Director, Sense International Tanzania

Since introducing special schools for children with disabilities to ensure every child receives education 72 years ago in Tanzania, only 10 Deafblind units exist. Data on pupils with Deafblindness in Primary Schools were first published in 2009. Recognition of Deafblindness as a type of disability followed in The Persons with Disabilities Act of 2010. Then, the first ever Primary school Competency Based Curriculum, syllabus and teacher's guide for pupils with Deafblindness were approved in 2021. Despite these achievements there is a long way to go before reaching SDG 4.5.

ROOM 2

Moderator: Victor Locoro: Lecturer, Kyambogo University, Uganda

Visual Function Among Learners With Hearing Impairment In Schools For The Deaf In Ghana

Dr Michael Agyemang Kwarteng: Lecturer/Optometrlist, Bindura University of Science Education, Ghana

Learners with hearing impairment and comorbidities such as visual and cognitive impairment make up the largest section receiving special education in schools worldwide. The objective of this study was to assess the visual function among learners with hearing impairment in Schools for the Deaf in Ghana. The study revealed that the prevalence of Deafblindness and visual impairment were low among the learners. However, these learners use the same learning environment as their counterparts with only hearing impairment. Also, the provision of spectacles can reduce the prevalence of mild and moderate visual impairment since uncorrected refractive error was their primary cause.

ROOM 3

Moderator: Tracey Veldhuis, Director, Community Services, Deafblind Ontario Services, Canada.

Life Long Learning: Child Guided Strategies (CGS) In Daily Practice

Trees van Nunen: Psychologist, Royal Kentalis, Netherlands

Eline Hepe: Senior Researcher, Royal Kentalis, Netherlands

Learning does not stop after school. For people with congenital Deafblindness (CDB), this mainly means learning daily life skills. The "CGS Van Dijk approach to assessment" with eight observation areas can be used by trained professionals to better understand the learning processes of people with CDB. In this research project we study whether an adapted form of the CGS manual could also support parents, residential and day care staff with getting insight in the learning processes of people with CDB. During this presentation we will share with you the findings of the first phase of the study in which descriptions of the eight observation areas, provided by parents and care staff during focus group interviews, were analysed by open coding.

ROOM 4

Moderator: Johannah Mweu: Lecturer, Kenya Institute of Special Education, Kenya

Using Assistive Tech To Promote Continuity Of Deafblind Children In Primary Education In Uganda

Hakim Wanume Kibedi: Orientation And Mobility Officer, Kyambogo University, Uganda

Children who are Deaf blind in Uganda experience several challenges in accessing Education. Yet adopted assistive technologies can provide children who are deaf blind access to inaccessible environment and educational content through e-learning orientated revised curriculum as one of the key component in adopted information communication technology in the 21century to promote inclusive education. This plat form is designed to provide accessibility and reasonable accommodation to support inclusion and greater participation of learners with deaf blindness. This paper highlights the type of assistive devices, barriers to adoption of assistive devices and the impact of using assistive communication technology in promoting Deafblind Primary education in Uganda.

15.45 – 16.15: AFTERNOON TEA/COFFEE BREAK

16.15 – 17.15: INTEREST GROUP MEETINGS

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Presentation on Dbl Networks

Trees van Nunen: Psychologist, Royal Kentalis and Dbl Network Coordinator

The different network leaders of the Dbl networks will present themselves online to interested participants of the conference and will tell them how to become a member of one or more Dbl networks.

ROOM 2

Promoting Education And Training For Deafblind Children In West Africa

Zongo Pawinpinda Therese: CEFISE/BENAJA, Burkina Faso

Come and learn how CEFISE is promoting inclusive education in Burkina Faso and in French-speaking West Africa. CEFISE is promoting the education and training of learners who are deafblind in the region.

ROOM 3

Conference Resolutions Committee Meeting

(This is a closed-door meeting)

ROOM 4

Conference Secretariat Teams Meeting

(This is a closed-door meeting)

17.30: EVENING EVENT

**Conference Gala Dinner
Nyama Choma Ranch, Safari Park Hotel**

SATURDAY 14TH MAY 2022

8.45 – 9.00: PLENARY ANNOUNCEMENTS

9.00 – 10.30: PLENARY SESSION

Theme: Future Of Deafblind Services In Africa

Moderator: Dr. Pawlos K. Abebe: Lecturer, University of Addis Ababa, Ethiopia

Keynote Speaker



Yetnebersh Nigussie Molla

**Program Specialist, Children with Disabilities
UNICEF, Eastern and Southern Africa Regional Office, Ethiopia**

Panelists

**Ilana Hermez: Person with Deafblindness, South Africa
Ezekiel Kumwenda: President, African Federation of the Deafblind, Malawi
Frederick Haga, Director, Special Needs Education, MOE, Kenya**

10.30 -11.00: MORNING TEA/COFFEE BREAK

11.00 – 11.45: PANEL DISCUSSIONS SESSION ONE

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Dr. Daniel S. Q. Dogbe, Lecturer, University of Education Wineba, Ghana

Supporting Families With A Child Or A Parent With Usher Syndrome: What Is Needed?

Eline Heppe: Senior Researcher, Royal Kentalis, Netherlands

Previous studies showed significant psychological consequences for people with Usher syndrome. Most of these studies focus on psychological wellbeing on an individual level. Only a few studies considered the impact of Usher syndrome on the family. We have carried out two studies studying psychosocial support needs of families with Usher syndrome. Results of the first study showed that a family centered approach is needed when providing psychosocial support to families with Usher syndrome. In our most recent and ongoing study we are evaluating a training program for care professionals providing psychosocial support to families with Usher syndrome. Findings from both studies will be presented during this presentation.

ROOM 2

Moderator: Ignatius Kweyu, Program Manager: eKitabu, Kenya

Where Do We Start?

MUSABYIMANA Joseph: Executive Secretary, Rwanda Organization of Persons with Deafblindness ROPDB, Rwanda

UWIZEYIMANA Naomie: Secretary, Rwanda Organization of Persons with Deafblindness ROPDB, Rwanda

FURAHA Jean Marie: President of the Board, Rwanda Organization of Persons with Deafblindness ROPDB, Rwanda

Deafblindness in Rwanda is the disability category that is not considered as a separate disability type. From Outreach work carried out in Rwanda, 167 Deafblind persons have been identified. The majority are children between 2 and 18 years, while there were some adults between the ages of 50 and above. Some have additional disabilities. This Abstract will help us to understand the challenges of persons with Deafblindness; reach the unreached Deafblind persons; advocate for them to be included in the government program, increase their visibility and find a sustainable solution to their concern.

ROOM 3

Moderator: Richard Mativu: Country Director, Sense International Kenya, Kenya

Children With Deafblindness During The COVID-19 Pandemic In Uganda

Victor Locoro: Lecturer, Kyambogo University, Uganda

Carolyne Maholo Sserunkuma: Lecturer, Kyambogo University, Uganda

This study examined how five families of Deafblind children in central Uganda got along with the participation and educational needs of their children during the Covid-19 lockdowns. The objective was to establish the impact of Covid-19 lockdowns on the learning of children with Deafblindness. The findings reveal varied coping strategies and lessons for service provision.

ROOM 4

Moderator: Anthony Nzuki: Director, APDK, Kenya

Individual Profiles: Utilizing Technology For Consistency In Training

Annette Piggot: Senior Client Services Advocate, Deafblind Ontario Services, Canada

In an effort to ensure success and consistency for individuals transitioning into Deafblind Ontario Services, customized webinars were created for over 85 people supported, titled "Individual Profiles". Each webinar looks through a holistic lens to encompass varied aspects of each individual's life. This includes their vision, hearing, communication, community involvement, as well as strengths and preferences. The benefit of these webinars is a measurable increase in consistency in training as all information comes from one source. It highlights the abilities of each individual through various learning styles in an inclusive learning environment enabling the opportunity for the IV/DSP to process the information prior to providing direct support.

11.45 – 12.00: SESSION CROSS-OVER BREAK

12.00 – 12.45: PANEL DISCUSSIONS SESSION TWO

ROOM 1: SIMULTANEOUS ENGLISH/FRENCH/SWAHILI INTERPRETATION AVAILABLE

Moderator: Naomi Lugoe: Country Director, Sense International Tanzania, Tanzania

Deafblind Communication Challenge In Malawi

Ishmael Spriano: Secretary General, Visual Hearing Membership Association of Malawi (VIHEMA), Malwi

Muzza Owen Thole: Social Inclusion Officer - Kasungu Deafblind Initiative under VIHEMA Deafblind Malawi, Malawi

In Malawi, Deafblind persons experience deeper levels of discrimination compared to those with less complex disabilities. Their major challenge encompasses communication and interacting with others as well as learning and mobility difficulties. This often leads to lifelong exclusion within their families, community and wider society. VIHEMA Deafblind association in the country advocates for rights and needs of the said population. However, the interventions have several challenges in improving the general welfare of families of persons with deaf blindness as the association strives financially to implement activities for the betterment of Deafblind.

ROOM 2

Moderator: David Munyendo: Director, CBM Kenya, Kenya

How Do We Define Deafblindness In The Netherlands? Development Of A Dutch Functional Definition Of Deafblindness

Eline Heppe: Senior Researcher, Royal Kentalis, Netherlands

Trees van Nunen: Psychologist, Royal Kentalis, Netherlands

Deafblindness (DB) is often defined using the World Health Organization criteria for visual and hearing impairment. However, the impact of DB is more complex than just combining the impact of vision and hearing loss. To emphasize the complexity of DB, a functional definition of DB that describes DB in terms of the impact on daily functioning is needed. To develop a Dutch functional definition of DB, we conducted a research project containing a literature study, a Delphi-study, and consensus meetings. People with DB collaborated in all phases of the research project. During this presentation we will guide you through the steps of developing the definition, tell more about our successes and challenges, and show you our final definition.

ROOM 3

Moderator: Dr. Lucy Marete: Lecturer, Kenya Institute of Special Education, Kenya

How an intervention on the Tactile Bodily Modality can improve Communication: A Case Study of a Girl with Congenital Deafblindness in Zambia

Hellen Shakele: Specialist Teacher For Deaf And Deafblind Children, Faith Baptist School For The Deaf, Zambia

This study explored how an intervention addressing bodily tactile communication changed communication between a person with Deafblindness and her communication partners with a special focus on a child with congenital Deafblindness and her family members in Zambia. The study took a qualitative case study approach with the participants including the child, her brother and her mother as well as the researcher who also acted as a role model in tactile communication, and four members of the reflective team who provided insights on the video recordings. The partners' ability to communicate in the tactile bodily modality was observed during feeding, bathing, self-dressing and playing activities.

ROOM 4

Moderator: Prof. Peter Oracha, Professor, Maseno University, Kenya

Petitpouss; Online Education As A Tool For Inclusiveness

Baud Schoenmaeckers: Social & Impact entrepreneur, Stichting Second Wave Education Foundation

Online education in French-speaking sub-Saharan Africa is anything but common. With www.petitpouss.fr we have created a platform with 1500 lessons and 6000 exercises. There are 22 French-speaking countries and we have started in Niger and Togo. For the deaf community in both countries the platform is a godsend for several reasons. With the platform, teachers can be raised to a higher level (and increase the likelihood that they are all at the same level). With PetitPouss sign language modules can be developed and included in the platform. With PetitPouss deaf and hard of hearing children can more easily participate in regular education (strive for inclusiveness) and children in special education can more easily learn.

12.45 – 14.00: LUNCH BREAK

14.00 – 15.45: CLOSING PLENARY

Moving On: From The Conference To Next Steps In Egypt And Africa

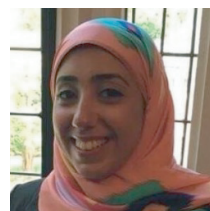
Moderator: Mirko Baur, CEO Tanne and Vice-President Deafblind International

Joint Keynote Speakers



Magda Fahmy

Chairperson Nida Society for Rehabilitation Children with Hearing Disorder and Deafblind, Egypt



Maii Ameen

Deputy Director, Centre for Multiple Disabilities and Deafblindness, Egypt

Panelists

Emnet Ayele: Member, Ethiopia National Association of the Deafblind

Naomi Lugoe: Country Director, Sense International Tanzania

Marianne Riggio, Director, Educational Leadership Program, Perkins School for the Blind

Launch of the DBI African Network

Mary Maragia: Curriculum Developer, Kenya Institute of Curriculum Development

Trees van Nunen: Psychologist, Royal Kentalis and Dbi Network Coordinator

Conference Resolution

Prof. Peter Oracha: Professor, Maseno University, Kenya

Awards

Frank Kat: President, Deafblind International

Mirko Baur: Vice-President Deafblind International

Closure

David Munyendo: Chairman, Local Host Committee

Frank Kat: President, Deafblind International

15.45 – 16.15: AFTERNOON TEA/COFFEE BREAK

SUNDAY 15TH MAY 2022

Excursion!

Please visit the conference website for more information !!!

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African Federation of the Deafblind
World Federation of the Deafblind
Association of African Universities
Royal Kentalis
Sense International
Perkins School for the Blind
Deafblind Ontario Services
International Council for Education of People with Visual Impairment
Centre for Communication in Special Education
German Deafblind Services
Canadian Deafblind Association
The Signo Foundation

Conference and Events Organiser

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