

It was so inspiring to see how much they valued their experience in the universities and it was so valuable to hear how they are able to pursue uh what they learned in their home countries in different ways and i think we'll hear about that more in this session so i want to stop here I do not want to take up more time and I thank you all for this webinar and i hand it back over to our host.

Thank you so much Mr. Dooley i appreciate your comments very much i'd like to transition now to our first group of presenters and that would be excuse me one moment Dr Martin Blair who is the executive director of the university of Montana rural institute for inclusive communities in Missoula Montana that's it's also a federally recognized University Center of Excel for Excellence in Developmental Disabilities in the United States and the professional fellow with whom he worked on continues to work Elizabeth Chiakami who is a program manager at with the innovation to inclusion initiative at Leonard Cheshire in Nairobi Kenya so um martin Elizabeth please continue and let me know when you need me to change the slides in your presentation okay thank you sir um i will introduce us Elizabeth and but i'll start with myself Elizabeth and but i'll start with myself Elizabeth as you mentioned and maybe Marty can say he's we can hear his voice sure good afternoon and good evening I'm Marty

SPEAKER:

We are going to present what it has been to us on the developmental agency framework. As per what from the fellowship and the Institute for inclusive education.

When I took the fellowship I was at (unknown term) International Kenya office. And have since transition. You may see a lot of (unknown term) in the presentation.

The fellowship. Mine was the education, inclusive education fellowship because it was unemployment. We are looking together with Doctor Blair and the faculty of the University we settled on one particular bit Again, looking at that that is a big part of the ADA. That is something that is lacking. Not just for children with disabilities but all children should have an intervention footwear that will guide the health, education and social services transitional from home to school. Extensive education for children from ages 0 to 6.

Our key hot lights just to bring all of us -- our key highlights with the project and the fellowship. We are the first cohort able to join in 2017 and also privileged to get Doctor Blair coming to Kenya in October 2017. We were able to present a high-profile paper in the East African inclusive education conference in 2018.

28 we were able to break the director into the centre and health, special education, children and social services to discuss the possibility of having an international framework and it was well received. Six international (inaudible) July 2018.

Many things that Doctor Blair will be able to talk about. March 2021 we were able to get the AUCD and (inaudible)....

SPEAKER:

My role was to ask questions and to help her and her very capable colleagues figure out how what we are doing in the United States would work in the canyon context. My role was also to

help people come together. We recognize doing the project here and there was useful for those who engage in the project but we need to be focusing on institutional and policy level solutions.

That is what we have been working towards and my role is to help bring listings together. -- Bring those things together. It's about partnership. Anyone on this call today understands the benefit that we can accomplish or the goals we can accomplish all come about through a strong strategic relationship.

The starting truth the University -- this started with University of Montana and Kenya and also with its many stakeholders. During my visit to start the process of pulling groups together the administration, teachers and schools and learners with deaf-blindness we visited a Centre in (unknown term) University for education and social protection. The teacher services commission and the Kenyan medical training College of NGOs in Nairobi and also we went up to (unknown term).

The goal of all of these meetings was to help Elizabeth and her colleagues get entrance to organizations and groups in a very credible way so that these ministries, these NGOs would understand she has the support and assistance of the American University and together we would be working to accomplish the goals.

Obviously it requires a great deal of information. A lot of discussion and possibilities. An understanding. I asked a lot of questions of Elizabeth and her colleagues and she asked a lot of questions of me. This has been a dynamic project that has shifted and changed a bit to where we are today with this opportunity which is based on what we discussed in 2017 but has continued to evolve and improve and include additional partners which is exciting.

As far as (unknown term) development recognized early on that in order to develop these partnerships we must be people beyond me and Elizabeth. As Elizabeth says we have become road to what's required. Helping people understand what we are trying to accomplish and on the University side getting on the University's international office. That is absolutely key.

We have had three university presidents and this time since we started four years ago. People change and ideas change so making sure this is an institutional commitment between X and -- between us and (unknown term) International is very important.

It is important when you are looking between the University and student groups. There is a lot of discussion and understanding as to who does what and I don't know that there's any hard and fast rule but you learn over time by trial and error. It is certainly tedious. When we were working it wasn't clear who was going to sign watch. We went through one MoUs process and found out that we had the wrong people signing so we had to start over. And then staff changed and those sorts of things.

As you can see we were doing some really good work up until 2019 and into 2019 and then the pandemic hit. Our focus has shifted to take care of those issues, but the partnerships have endured. We are about the vision. It's not about the relationships with individuals as it is about the organization. Elizabeth?

ELIZABETH SHIAKAMIRI:

What has been reciprocal benefits and value both from international Kenya and University of Montana in this case Doctor Blair from our side as people from Kenya we engage with an (inaudible) and engage with University and the Institute of rural communities is that we have really facilitated the interagency partnership. As I mentioned the benefit was there.

Right now we are in the business of trying to make sure that the ministries or various departments that held social services and education sit at one table. Even when I was there we were able to pull together on their -- other NGOs for recognition of the need to have it.

Here's one that has been successful. But also the very process of bringing in (inaudible) to be able to speak about interagency partnership, and also to come up with documentation is in itself very fulfilling.

We have also been very privileged to get a lot of knowledge from the US, in this case from the University of Montana, in terms of being able to learn a lot about the short. I was in the University of Montana and also for the last three or four years being able to keep learning and being able to get more success from the University and also from the University as Doctor Blair has mentioned it has been a learning process for them the side of Kenya.

SPEAKER:

Being the Rural Institute for exclusive communities -- Rural Institute For Inclusive Communities that the issues in Kenya are similar to issues in the United States. Those are lessons that I have been able to bring back to our university here. We are not alone. Very much from our colleagues in Kenya as well. We have also learned getting student groups involved takes a lot of work. We try to do some cross student interactions and that has been a challenge. We did not have any one individual in charge.

The benefit to us has been what we have learned. Internal staff conversations, conversations with Elizabeth or colleagues, we are learning as much or more... I don't even know how to say it. We are learning a lot just as Elizabeth and her colleagues are. This is helpful and beneficial for all of us on how to do business. And how to impact policy change as well.

Essentially our issues are similar.

ELIZABETH SHIAKAMIRI:

Essential lessons, again. Starting from the side of Kenya. This is to be universities that are here. It is quite critical how the fellow sources the information and gets all the needed information during the fellowship of the respective university. When I left University of Montana I was bubbling with a lot of information. My program was well packed. Every day I was meeting this and every other time we were grouping with the team that was in charge of my visit just to see our "maybe change the action and speak to this person or go to visit the institution. By the time I was finishing my. At the University of Montana I was able to speak so well and articulately about the transition of children in the early intervention process for children with disabilities in America. To me that was a very important aspect because then I was able to envision what the project would look like.

As you have listened to Doctor Blair and I it is very important why we go as fellows as we apply for these fellowships as individuals. It is important to anchor the projects and the fellowship to a

local organization because making an institutional level it transcends beyond us as fellows and gives it more continuity and longevity on what we learn and what we are able to make sure that it gets in (inaudible).

Another thing is we need to test the viability of the project idea. Maybe I had the privilege that I was coming from a different background that the issues that I was coming to check and the things I was coming to learn at the University of Montana. As a backdrop. It's important that you keep learning at the University and coming back to Kenya or your respective local countries that you keep on testing that project idea. Do not sit with it. Look for an (inaudible) to see how does it compare with the difference and that you will be sure even if that you persist you are on the right course.

From what Doctor Blair has mentioned having come to Kenya I found it a very important activity. Of course given funding not all the fun things -- findings get to do fellowship but it is something for the department to consider. The project brings alive the issues that we seek to address while the children are visitors from Yet, Uganda and Tanzania. The various things we will be speaking about and saying this is what we want to solve. I want to in (inaudible) Doctor Blair was able to understand the needs and challenges within the Kenyan perspective. Something he would not have been able to do at the US level.

MARTIN BLAIR:

And allowed me to answer some questions. One of the most exciting things for me in Elizabeth's visit, was that there was variance essential lessons. These relationships, they take time to develop. You have to start small, you have to be available. These are our perspectives, our joint perspectives. It is that we do not expect a lot of money, with accomplish a lot of what we have.

It is taking an institutional approach is that individuals. You can go back to the final slide, it is fine.

Ensuring that proper documentation and processes and challenges is done. Keeping a running record of what we are doing. In making sure that we are attending to the legal issues between sharing information between countries. That is an important issue that we have to attend to in our documentation. It helps us to get there.

These last three, Elizabeth, take these as well.

ELIZABETH SHIAKAMIRI:

Keep visiting the projects. You never know who will fall in love with the ideas. Conferences, meetings, doing papers, it is very important. One, because as a fellow, the changes that you may come back to your country with time and the idea that the story fit. But then if you keep talking, whatever investment that you gave, will run the full cycle of it.

Continuously, seek funding opportunities. Over and above what the AO CD will present. Of course, back to the bit about they get institutional approach. Because additions can be a better place to look for bigger funding and wider pool of opportunities over and above as a fellow.

Tying that, there is additional approach and continuous seeking of opportunities. Of course, right

now, even with a COVID pandemic, and to make sure that technologies are used acceptably, and the digital divide between America and our country within East African countries is narrowed down. We are able to continue with the discussions and keep the momentum.

I believe that (indiscernable).

SPEAKER:

Thank you so much. I would like to jump into our next presentation, we just focus on the US and Tanzania, with Doctor Margo Izzo, from the Ohio State University (Name) Centre. And Bijal Lal from (indiscernable).

MARGO IZZO:

In addition to Bijal Lal, I would like to acknowledge Doctor (Name), and Andrea (Name), they are the land leadership and education in neurodevelopmental disabilities project directors. Doctor (Name), also introduced us to the echo model.

She has worked with the Wyoming USAID, which is a rural state. And the UC echo model in Wyoming. And Doctor (Name) was working with the Wyoming USAID, and she brought this model to us.

The gel will be sharing the agenda to us. And what we will be accomplishing in the next 10 minutes.

BIJAL LAL:

We will talk about the benefits of sustaining a relationship. And then talk a little bit about the ECO project and how we adapted to fit the international need that we had. Talk a little bit about the evaluations we had. Share some insights and then talk about our next year's plans.

In terms of mutual benefits of sustained relationships, one of the first things that I learned from Doctor (Name), is that the knowledge sharing is a concept that is a two-way street, not a one-way street. Both people are learning something from each other. Interdependently and the teachers, one of the first main things that we learned was building inclusive education.

Especially in the field of intellectual and develop mental disabilities, there is no form of continued training or access to best practices. So this was one of the first practices, our best practices, but most of her teachers over here were introduced to.

The second thing is case studies, I will talk a little bit more about it in one of the later slides. It is the use of case studies in the Echo model. Not only to learn about concepts, but it's out of the teachers about how to apply this best practices within a classroom setting.

One of the other things that we learned was enhancing local capacity. Such that all of the participants of the training were teachers that were teaching within schools. So, we started quickly saying the direct impact that were happening in the classrooms in our students.

Doctor (Name) will talk about the (indiscernable) perspectives.

MARGO IZZO:

The caps echo model was done by the LEN project, where interdisciplinary team of faculty then work with an interdisciplinary team, where we had occupational therapist and other people working together.

And the cultural competence is one of the competencies that we work to assure that all LE ND trainees gain a lot of experience with, especially giving the racial tension that our experience is in the country.

While the last year, we know that racial tension has increased, and this project gave us an opportunity to apply our cultural competence to a developing country, like Tanzania. So that, we could learn about what resources are available in Tanzania and then focus our recommendations on what was appropriate.

So, the ECHO model has didactic presentations. Over the last year, our LE ND trainees, our student trainees, developed with their mentors the LE ND faculty, topics on behaviour management, communication and literacy, sensory processing, evidence-based teaching, trauma informed care, and transition to adult life.

ECHO uses the zoom platform. It is online. There is the didactic teaching, and then the case studies that Bijal mentioned, gives everybody an opportunity to apply what they are learning. For more razors about the program, I put two URLs on this slide and it will be repeated on the last slide, where you can get facilitators, guides and participant guides. And a nice structure for either the 60 to 90 minute meeting that you meet virtually to learn and share information.

Next slide.

Bijal will talk about the case studies.

BIJAL LAL:

One of the features of the program was having case studies. This involves the teachers and presenters of the program presenting a case about student to our meeting challenges to meet their needs. One of the great things about the program and the international relationship that we build to the program, we can tap into all of these experts who are lecturing these.

These are experts that we did not have in Tanzania, they were rare experts. I tap into these resources. We not only provided guidelines and references, but they helped us with basic resources or applied knowledge on how to best use those practices within our students. So, it went above just share knowledge. It encourage education of those best practices.

One of the great things, as I mentioned, we can tap into all of these experts. But the cost that was there was not as high. Because it is a fully online program, there are no travel costs, it is COVID safe, there was nobody going to other places. What is brilliant is that we can tap into these resources without the cause that would normally be associated with this kind of a relationship.

Next slide, please.

MARGO IZZO:

As I mentioned previously, building cultural competence is a key area that every college student needs. But especially (indiscernable), who are being groomed to be leaders in the disability field. We thought that we addressed cultural competence by giving an orientation about the schools in Tanzania, and how special education programs are delivered.

And yet, we did not go in depth enough. For example, we do not explain that in Tanzania, every student does not have access to an iPad or a tablet, or a computer. In fact, not every teacher has access to these types of communication devices.

And when we did our communication and literacy didactic presentation, making a recommendation that students be taught to use augmentative communication was not appropriate because there is no augmentative communication in Tanzania.

The language barriers. Our first eidetic presentation was on behaviour management. And behaviour management does not even translate to a word in Swahili. So, teachers were very confused about what they were sitting in on behaviour management that they do not really understand what it means.

Now, Bijal will talk about the audio challenges and how we adapted the model as we went through these last year pilot.

BIJAL LAL:

One of the other challenges we saw was audio challenges. It was not just internet lag or internet issues, but even accent across countries. It got quite difficult. Seven that we did was that we started sending in all the questions I had of time, we sent in case studies ahead of time. Making sure that both the sides had a digital reference to everything that we use.

We also started using the checkbooks features. This was a small difference, but it made a lot of difference. We went to the initial program, we went to Gouda laptop, and all the teachers around. Without that it inserted using the projector.

We kept changing it to best meet the communication needs of both.

In terms of the advantages of the adaptive model, we recorded that didactic conditions, which was basically the knowledge during part of it. We firstly gave us time to truly make sure that everyone understood concepts, there was a concept of trauma informed care. Half of the time, we came in with the idea of trauma meaning physical hard. But we learned that it meant psychological. All of these new concepts that we had time to digest.

Long term, those videos are still used (indiscernable) continued professional development. It is being used by new teachers. I think it helped and had great value. Doctor (Name) will talk about evaluations of our pilot project.

MARGO IZZO:

We, very quickly, did an evaluation of every session and we ask teachers what they learned and whether they can apply those skills after the ECHO webinar. We found that there was an above average increase in learning new knowledge and being able to apply those knowledge.

We also did a focus group. Some of the comments are posted there on the screen. I will just read one.

"The program improved my knowledge which help me resolve difficult situations in the classroom."

We also gave certificates to all five per dispenser participate in the pilot. Now we just might Will share the insights that we learned through this full-year pilot that we accomplished in FY 21.

BIJAL LAL:

One of the first insights I got was the initial relationship when we started. I had access to all these experts and I wanted to go really big really quick. What I have learned, and especially if someone is in (inaudible), because I know there are classrooms in this webinar it is important to sometimes start small. It's important to move a pilot project because when you start small if there any changes you want to make you aren't already in a big thing and cannot change it. It allows you to make modifications.

There's also the question of how do you engage stakeholders? When you do a successful pilot project stakeholder-there is an impact upon it and they are likely to (inaudible). This is not only for Tanzania. They saw the positive impact where this project was making and tried to subscribe to the next project we are doing. I do think that it has its benefits, in terms of the final project we had additional external funding -- no additional external funding so we use the resources that we have. Someone just needed a laptop or smart phone to screen connect.

Especially if those things were already available in the public sector we need to go with this little more and need funding for it, but it still comes to benefit -- cost effective when you see the benefits you are getting. Margo mentioned the final project and occupational therapists. This was just the direct beneficiaries of the program. This program, the videos are still being used. It is a long-term sustained program.

In terms of this year at the next year we are lucky enough to secure a grant and so we are expanding the program to 15 teachers all from the public sector which we are excited about. The next thing I would like to say is if you are starting a program like this or anything similar it is going to do a needs-based assessment because knowledge itself is very big.

There so much you can learn. There so much information. When you do a needs-based assessment, we did within our school, we talked about our most pressing needs and then we communicated this with the presenter. We used to their experts and tapped into their expertise and he created this kind of perfect match where we were mutually learning from each other. That freed us up. Sustainability to make sure that knowledge and best practices have greater outreach and we are planning to go ahead with professional development. Put all this information in groups so those who can't participate still have access to the knowledge.

Something else that worked out great was having a participant focused group. Sometimes the knowledge we get become harder to translate within the culture and infrastructure that we have. For instance we do not have smaller classrooms, we have large classrooms. We don't have that support that much sometimes in our classrooms. This group with just participants in Tanzania allowed us to translate that knowledge and made it more locally applicable within what we had.

One of our future goal is to translate the beneficiaries to increase the outreach. Thank you, everyone.

SPEAKER:

Thank you, Margo and Bijal for that presentation. I would like to introduce Doctor McDonald Metzger. Doctor Metzger please go ahead.

DR MACDONALD METZGER:

Thank you very much. My name is McDonald Metzger and I work for the University of Minnesota about the Minnesota UCED and ICI. I want to talk about how we started our partnership with Daniel from Kenya. And how that led to the creation of what is now referred to as the Institute for disability services. Our partnership and collaboration down there grew out of the PFP ID program. When an (inaudible) was placed on ICI in our host Centre I worked alongside Daniel as his mentor was quickly developed a very good working relationship. He shared his goals and objectives with me and his desire to increase disability support in Kenya.

A leader, an advocate, and a champion for such a venture. Kudos to you. Daniel dreamt of creating what we have at ICI. He dreamt of creating an ICI in Kenya. As we talked about it I was like, how are you going to do this? Who will you bring to the table?

I was like, that's a big dream because ICI was not created in one day. A lot of the programs and different units that we have did not just start like boom and then everything just sprouted and grew up. Like Bijal said you have to start small.

Became up with a plan gradually that plan led to the establishment of a presenter. The picture you see on the screen right now is when I did the follow along program with people from (unknown term), people with disabilities organization where Daniel serves as a Vice Chair.

The initial idea was actually to leverage or use shipping containers to create a place where people with disabilities could run their own businesses and move away from the opiate market and have their own shops. It's also what we call a strip mall. The project itself had some funding challenges, but we eventually moved.

This is the slide you see is a picture of me. The DayStar Vice Chancellor would be the president of the University. (Name) in the middle Doctor (Name) and Doctor (Name) who is also on this webinar tonight.

It was hard instrumentality and Daniel's dream. Our collective vision that really led to what became the creation of MoUs between ICI and Minnesota and DayStar University. It was really surprising on this day. This picture, I went to visit and meet with the leadership and I thought it was just going to be an informal conversation.

To my surprise the entire leadership of the University involved the deputy, the Chancellor, they were all gathered together at conference room and I was asked to present to them this idea and why I thought it could be viable or good project for DayStar University. I quickly put on my trainee hat and moved into the training mindset. Me delivering my training to them and telling them why was it important to them to establish a Centre for disability services at DayStar. Right after that the entire leadership was like a mini vote. Everybody supported the idea and the Vice

Chancellor says if everyone agrees we're going to do it. And so they developed an MoUs and we reviewed it seven times. We agree what we were going to do, we agreed on technical assistance, collaboration research, sharing resources and that's all we have been doing.

On April 21, 2021 I think it was about maybe 1 o'clock my time in Minnesota started the IDS, DayStar Institute of disability studies was launched. We had a little over 100 participants. It was done virtually on sumac. People from all over the country Martin and they participated.-- Country logged in and participated. They asked how they could register and participate.

It was an exciting event. This also culminated met with the launch of our entrepreneurship training program for people with disabilities in Kenya, in northern Kenya at the coastal areas. So, Nairobi, (unknown term), all of these other (Laughs). All of these other coastal cities people came from to join this webinar.

It is a year-long project funded by the US State Department. We are training people with disabilities on how to create a business plan. That is the project that has been done during the collaboration with DayStar University DIDS and involvement with Kenya.

AADISAO was born out of, sometimes I don't like to take the credit, but sometimes I want to put the credit on AUCD because when I participated in the leadership Academy at Georgia State University after that leadership Academy I asked myself, what am I going to do after this? What can I do with all this learning? Am I just going to use the training I have gained here at ICI?

I said, I think I can bring together disability leaders in the US and Africa and people like Daniel together so we can start a network like at UCD to bring together all organizations. There are disability organizations, many of them all over Africa, in many different countries but they are all working independently. They are not talking to each other and there is no collaboration happening. It was born out of the idea to become an umbrella organization for those disability organizations and family members of persons with disabilities, and small CBO's that they can start working together on small grants, doing strings together, sharing expertise.

The picture you see here is one of our team members who visited (unknown term) University. It trains people in special education. This was the first meeting. We sent a team to the leadership of the University to get discussions moving on who would be the partner for the next University. Here are some suggestions of resources that can be shared by AADISAO network. This is an open invitation in the network, and also people joining in from Africa, AADISAO is open to everybody.

Feel free, go online, become a member. We want to have fellows that participate in this program, and other programs that AUCD has posted.

We wanted to continue to be leaders within your communities. We are certain about regional structures in East, Central, and West Africa.

We have representatives in each of those regions. If you reach out to us, we can connect you with those leaders. You guys can work together to create your own AADISAO regional chapters. For those of you in Kenya, you can reach out to Daniel in Kenya, and you guys can work together and launch her own chapter.

We really want to work with network members to create awareness for inclusive employment. Advanced disability policy and advocacy. The whole issue of this disability advocacy has been happening at the local level. But most times, it does not involve talking to your lawmakers, does not involve talking to legislators, did not involve talking to your local governors.

For me to want to provide tools that you can use to work with your local legislators to create policies. But not just doing that, but also implementing those policies.

And they are viewing you is a great resource within your communities, as leaders in the disability field and as experts that they can leverage your knowledge skills and abilities and creating policies for the good of people with disabilities in their constituents.

Sustainability and reciprocal benefits of international partnerships. I really want to talk about how we have been able to sustain this relationship and continue the great work that we started.

I have two slides. One image is sitting with me and Daniel and his sisters house, outside of Nairobi. We visited her and interacted with her.

But this was me coming from the US University. Not just in the city, I would want to be comfortable, no, I went out there and met with his family. These are the kind of relationship that you want to build. Outside of that office environment. Get in the field. Get to see the people, get to interact with them. You cannot build long-lasting partnerships or collaborations without having a trusting relationship.

Me going out there and talking to Daniel's family, connecting with them, really helped sustain our partnership. It went beyond just a mentor and mentee relationship, but more like a brotherhood. As I see in this light, there is a win-win relationship.

We have to work together. When he went to the US, I brought him into my home, he directed with my family. That, again, made him feel at home. He ate our local Liberian food. I ate his Kenyan food. His sister boiled milk right where were sitting. I did not say that I was from the United States and that I could not drink milk straight from the cow. I did not do that. I adjusted and adapted and fit in.

So, my advice really is that the time is now. There is no better time to kick off a partnership. The start time is now. Do not wait for an opportunity. You should great opportunity. You are the opportunity. Be the opportunity. Reach out, talk to people. If you do not have contacts, reach out within people in AUCD, and say that this is a project in ID that you had. Who can you talk to within a network? Who can you connect with?

Who has a similar program that you can reach out to that they can become a mentor for this project? It is not always about funding first. The mentality of most of the people that I work with in Africa is that they need funding, how can they find this? But most of the time, you just have to reach out and say, "can you just give us expertise? We just need expertise. We have the human resources on the ground but we need people with expertise to support this idea or to help us develop this idea. Also note

Get to know the stakeholders in each country. Even from the (indiscernable) side, if you are partnered with a local university, like I mentioned earlier, Doctor (Name) was a great resource at the ground. Because Daniel was not at they start. He was a person out of DayStar, and he needed an outline into the DayStar. That person really helped take that idea from just that concept from the word-of-mouth, to reach out to leaders within DayStar. And said that this gentleman has a vision, he has something bigger than all of us here.

With our collective partnership, the leadership but that idea and this is our second year. We have a state department funding it. We have Arlie applying for an expensive grant together with DayStar.

That is how things go, from just an idea, to a long-term relationship.

I also mentioned to work to establish trust while building a relationship that will take you to higher heights. Note the activity or program that you want to work on. Find a suitable network partnered with clear communication and share a vision with them. Get to know important stakeholders that you want to partner with, who are the movers and shakers. Reach out to them, as for an introduction.

Have goals that are clear from yourself. Be susceptible to change. Sometimes the idea that you come with during the partnership change, things involved. Be flexible to that. Also, trusting your abilities and the powers that you have as a changemaker.

Know that you are a disability advocate, champion in your country. You are the expert of your own experiences.

And so, you really want to trust in those abilities and those... The knowledge you gain from the fellowship, and the mentorship here in the US and leveraged that.

An focus on that air issue, and continued to work on that. They get to know you and what they have... If there the questions, they can reach out to you. For example, they want to talk about special education, developing a land program in Kenya, what can we do?

If you put your hands in too many parts, sometimes it can be hot. It can be hard to find something that you are an expert in. I encourage you to look for the low hanging fruit. Things that you can tap into. Projects that you can reach out to international partners or from the network to help make that happen.

SIDDARTH NAGARAJ:

Thank you for that insightful presentation. Now, we would like to go to Q and A.

Does a little bit information about how this is going to work. Some of you have already been doing this, thank you, we are noting that then. But please submit your origins and comments in the chat box. When you do this, please note your name, your country, and your organization so that we can acknowledge you. And the coordinator who is reviewing this will pass them onto the facilitators.

I would like to introduce my facilitator Sarah Wang'ombe, who was an alum of this program, and

also was up program officer of site savers. There is based off of Nairobi. Will be asking questions of the panelists at large.

But if you also have a comment that you would like to make as a secondary answer or observation, please enter it into the chat box so that we can unmute you. Sarah?

SARAH WANG'OMBE:

Thank you for that introduction. I really want to thank everybody for all of their great point in a good way.

One of the things that is beneficial about this exchange program is that it brings in expatriates from different sectors, geographical areas. Some from developing countries, like the ones in East Africa, as well as those that have an advance disability movement, like the ones in the US.

Our experts in the context of (indiscernable). What I would like Doctor Margo to share some light on is on the question on what are the most significant mutual benefits of partnership like the one that you have with John? Which bring together US universities and stakeholders in East Africa.

You have mentioned the way that you had to adapt a lot, the content that you've already developed. You are to look into your faculty members who have different expertise. They would want to know more about that kind of engagement with Bijal and her organization, has been beneficial to the program that you work in.

MARGO IZZO:

Thank you for the question.

The benefits are too numerous to really name them all. I will share that we have about five different leadership programs for the trainees to select. The ECHO model was the most elected leadership project.

Of the 20 trainees, we had 14 trainees were actively involved every two weeks, and willing to get up at 630 in the morning so that we could present the content to our colleagues in Tanzania, who were at the end of their school day.

I mean, everything from the LE ND trainees, learning how to make a presentation that is appropriate for developing country, that does not have the kind of resources that we have in the United States. 2D Tanzanian teachers who are realizing that all of the different strategies they can implement to build communication and literacy skills and how to use prompting strategies to help students with significant disabilities learn how to engage in the learning process.

How to even schedule a day of learning so that students who may have autism are able to anticipate what the next activity is and how to balance challenging reading and literacy tests with things that are more reinforcing. Like, physical education and play.

The benefits are amazing.

Each week we prepared for the next LE ND training, the next ECHO model and the LE ND

trainees would actively prepare their didactic or look at the case studies and brainstorm strategies that might be helpful for a student that might be avoiding a task because it is too challenging. That type of thing.

Bijal did you want to add anything?

BIJAL LAL:

Sorry, I could not unmute myself. I think a most of things that Doctor Margo said, I think that work for us, was because we did not have the same expertise that the US had, every time we met was a major opportunity. Especially when we were recruiting for the next session, everyone wants a part of this knowledge sharing aspect of it.

With the ECHO model, sometimes we could go to Google and get a lot of knowledge, but how do we apply this kind of knowledge part? That was something that we truly benefited from on our end.

SARAH WANG'OMBE:

I think that what I am hearing is that both the American as well as the people involved in this program had something to benefit from. Just to reiterate, something that Doctor said, believing in your abilities because you have something to offer in both of the partnerships. There was leadership development, understanding of how to work in a different context, and adapting the expertise that you have to work in a different context. In some of the international experience.

Michael, your colours can say that they have a bit of a better understanding of the global disability movement, especially in East African aspects.

That is great.

Is there another panelist who would like to comment on that? Or can we move to another question?

(Name) would you like to ask the next question?

SIDDARTH NAGARAJ:

The next question I have is for panelists altogether but it's for everyone who has participated. Some of the US alumni and mentors who took part and this program and guided them. Doctor Metzger talked about how there is a strong need for funding and a focus on what funding opportunities can do, but even in this program not everyone is fortunate enough to have that opportunity.

I'd like to ask all of our former and current participants in this program, we have some representatives from organizations like the State Department or USAID, Special Olympics and others that do terrific work in East Africa and around the world. I'm wondering if you have any ideas that you would like to give them about how you think that organizations with large capacity and a strong record of work in East Africa can help enable disability leaders and universities in Africa and the US to communicate and have the kind of exchanges and reason sharing you have had, without necessarily having funding opportunities when it may be difficult to do so.

I hope that came across clearly but if you need me to reiterate I am happy to do so. Among our panelists I'd like to take off with you all and we can have secondary comments from people in the chat box or if you would like to speak I can unmute you.

Documents Kirk would you like to answer that? What are some ideas do you think other groups could loop in on disability inclusion?

DR MACDONALD METZGER:

I think the first thing for the State Department is by creating more opportunities, grant opportunities that US universities can apply for jointly with fellows from East Africa. That's the first step. I know US universities in East Africa have been doing a good job even though the money usually is not two or \$300,000. Even just \$50,000 can go a long way in terms of getting a small project started, testing it out and seeing how far it can go. But also the fellows in their own countries as well have to bring something to the table.

Both parties. If the State Department is contributing something small you also have to rally around your community and bring in the expertise because if you're going to hire people outside of your time and subcontract people it will cost a lot of money. But if you can talk to people within your community and ask volunteers to work on the project it really brings down the cost.

If you have a small amount of money you can do a lot with it. Also, I think for international physicians working in Africa it is also helpful to tap into the knowledge and expertise of the fellows that are here today.

If people are coming here and gaining knowledge and expertise in disability employment or education and then go back home and apply those skills and I think it is a waste of money and we are not really doing justice to them in the countries they represent because they come here as ambassadors from their countries.

When they return home they have high expectations for people in their community and the institutions that they work for. Really also partnering with those local organizations, putting money upfront and contributing resources can go a long way.

DR MARGO IZZO:
Go ahead.

DR MARTIN BLAIR

I think finding a way and I think you alluded to this, helping fellows connect once they get back to their country. What happens is they go back to their country and continue a relationship with us in the US but we are thousands of miles away. A lot of like-minded folks in their own country if you can find a way to promote that in country connection and continue to work on what you are doing that will go a long way.

DR MARGO IZZO:

Totally agree with what Doctor Metzger and Doctor Blair have said. I also think there is so much expertise in universities and we have a group of students who want to learn. Those students would relish an opportunity where they can connect on Zoom with our fellows that are organizing in these developing countries to bring more resources, knowledge and skills to their

colleagues in their country. And so as Marty says if they have a few resources to stay connected. The one thing we have learned from the pandemic is that we don't always have to be face-to-face.

We can use technology to stay connected. Even though I have not sat across a table and shared a meal since 2019 with Bijal I feel closer to her today because of the opportunity to see her every two weeks over the last year than I did when she left the AUCD conference and I had to hug her goodbye.

I think what's important is if that AUCD can continue to play a role and continue to gather people who have international interest and then if we at universities can expand our network beyond just playing to the international clubs that would be interested in taking on a service project, and then our fellows in Kenya, Uganda and-- Tanzania working together through the global disability organization we can then continue a lot more types of-- ECHO projects across developing countries.

SIDDARTH NAGARAJ:

Thank you for those thoughtful and insightful responses. I'd like to follow up very quickly. I know we have so many great questions in the chat and I want to give our attendees a chance. One question I would like to ask is kind of a pop up to what Margo just mentioned. You talked about university collaboration or university centres that are in this network doing more in this area.

This is for everybody including American University leaders who have taken part in this or similar programs. What do you think is a start selling point, or a way to encourage colleagues at American universities who have these best practices to engage more? Because Sarah talked a little bit more and asked a question about what you have learned as participating in this program. All of you interested in your presentations as well. What are some ways that you think organizations like the State Department, or professional fellows in East Africa themselves can convince individual universities to become more engaged in promoting disability inclusion in East Africa and more broadly?

Especially during times of a pandemic or when there are travel restrictions or other barriers to international exchange? It's a tough question I know. This goes out to everybody. If you would like to answer or make a comment please just enter your name in the chat and we will unmute you.

DR MARGO IZZO:

I think the United States has a responsibility to share what we have learned during the development of the early intervention networks, to transition from school to adult life, and we have learned so many lessons over the last 30 years after the last 100 years, a century, on what works and what does not.

If we can take those evidence-based practices and predictors to share with our colleagues in developing countries we can help save them from some of the mistakes we have learned.

Just getting involved and knowing about the global disability initiatives I think is a responsibility of all special ed programs and international programs. So that we are looking at building an inclusive world, not just an inclusive community in the United States.

SIDDARTH NAGARAJ:

Thank you. Before we go to Sarah do you have any question or follow-up you would like to ask?

SARAH WANG'OMBE:

I want to follow up on the address Margo has given. I think what you're recognizing is that huge expertise in the disability movement in America and especially in university centres are research and testing programs. Besides the face-to-face opportunity that has been there for fellows what are some of the in (inaudible) you would say are best for sharing this inclusive education, inclusive employment resources are connecting to individuals? As it is now we have to get through the pandemic. What are some of the best platforms to use reflecting on the ability of resources and the cost-effectiveness. Could you talk about that a little bit more? So that the participants who are from the disability community and are not necessarily in the network and have a good understanding of how to reach out to the network of universities stop

DR MARGO IZZO:

We have found that zoom has worked very well because you can access it on your phone, tablet or iPad. That's the platform we have chosen to use. We also have a Google folder when we can share information. That has been one of the challenges.

Bijal do you have recommendations for other platforms then Zoom or Google or the share boxes many of our universities have?

BIJAL LAL:

I think one of the things...

SPEAKER:

Go ahead.

BIJAL LAL:

One of the things we set up was in dropbox where the trainees would continue endlessly send us resources but that was up to the participants. You could make it larger agreed to share it with more teachers that would help. And then we thought about creating a handbook so that it translates to more people as opposed to just maybe those who have internet or something like that. Those are something that worked with us at least.

DR MACDONALD METZGER:

Let me add to that, Sarah. I think most people here on this webinar tonight have --WhatsApp. You can share small documents with people and that's something we use with the people we work with in Kenya. We have different groups from leadership, training team, and we just use that for communication and sharing. Zoom is a great platform but my friend in Uganda mentioned sometimes you can have connectivity issues. Even on our own here we can have connectivity issues with zoom. Using something that is lightweight that does not require a lot of internet data, because data is costly in Africa (Laughs). That's a big challenge.

I am thinking Facebook messenger app, that's another way you can connect with people, you can do video calls, it's also cheaper. I know for people in the UK and other places I have heard of telegram. I haven't used Telegram but I know people who use it. Those are just options. In



the good old email. (Laughs).

SARAH WANG'OMBE:

Thank you. Elizabeth, you had something?

ELIZABETH SHIAKAMIRI:

I think he said most of it but good old SMS with hyperlinks. Also the simulation is we know the US is an (inaudible). Once there's good information someone can interact with information using a simple handheld device with minimum data.

SARAH WANG'OMBE:

That is right. I believe we have a lot of platforms that we can connect. (Name) will be sharing the links to the website and fellowship websites, so that we can all have access to the virality of the American and African fellows whom you would like to connect with. Feel free to connect with Siddarth on that. And utilize this multiple platforms to connect. Over to you, Siddarth.

SIDDARTH NAGARAJ:

I know that we have come up to 1:30 PM or 8:30 PM, I do want to be respectful of people's time. As Sarah said, we will be publishing the recording of this on the program website. Every person will receive an email to access this recording. I shared that with your colleagues. I know that some people were not able to join.

One thing that we would like to ask is that we know that some people have had difficulties with doom links this evening, if you could, please enter your name within the chat box before you like after that we can look at that as a reference point. Because, some of you have logged in under a friend or colleague's name. So, your name appears twice was right now.

But if you enter your name, your actual name, we have your correct email address in our records so that we can send the correct recording to the correct email. So make sure that you do that before we disconnect. Thank you so much to our presenters. Please send any follow-up questions to us. We wish you well, thank you.

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