



**A PHENOMENOLOGICAL EVALUATION OF THE
STRATEGIES THAT CREATE SPACES FOR MALE AND
FEMALE HEARING-IMPAIRED PERSONS IN UASIN GISHU
COUNTY**

by

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ABSTRACT

The study focused on the spaces that lead to the inclusivity of the Deaf within Uasin Gishu County. In particular, the study specifically undertook to evaluate the strategies that can create spaces for inclusivity of this group of persons within Uasin Gishu County. The study was guided by four objectives. These were; to assess the opportunities the national government has availed in Uasin Gishu for the education of the Deaf, evaluate the effectiveness of the interpreters of the county government of Uasin Gishu that empowers the Deaf, evaluate the current measures that the county government of Uasin Gishu and the national government have taken to mainstream gender in Uasin Gishu and finally determine measures the county government and the national government in Uasin Gishu can put in place to create spaces for inclusivity of the male and female. Two theories were used to guide the study. The cognitive theory which examined the correlation between learning and the environment and the Ricoeur's Theory of Interpretation which states that the interpreter must be aware of the purpose of the interpretation and that both the original message and the target message have dissimilar cultures. Meaning the interpreter must be aware of the two cultures. The research design was phenomenological and used both qualitative and quantitative approach. It was found that the national government has one primary school for the Deaf, with no other institution within Uasin Gishu streamed or otherwise. Although the school was large enough to accommodate more students, it was found that parents prefer their children to learn in spaces near their homes rather than in boarding facilities. There was no single employee who is deaf in both county government and the national government. There were two supervisors employed to supervise the Deaf who also acted as interpreters, though not trained in KSL. The study found that there were more male Deaf accessing education than their female counterparts. Parents preferred to have their daughters at home for safety. The study recommends policy change to address the Deaf group specifically. The study also recommends that the national government introduce the Deaf stream in the local primary schools for easy access. The national government and the county government should create public awareness on the need to take the deaf girls and boys to school. They should also employ qualified interpreters in their offices. The study concludes that the Deaf are a marginalised group whose disability is communication and therefore any meaningful intervention must be related to communication.