LIBRARY AND INFORMATION SERVICES
FOR THE VISUALLY HANDICAPPED IN
EDUCATION INSTITUTIONS IN KENYA:
A SURVEY

A RESEARCH REPORT SUBMITTED IN THE FACULTY OF
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BY

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1991
DECLARATION

THIS RESEARCH REPORT IS MY OWN ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY

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THIS RESEARCH REPORT HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS A UNIVERSITY SUPERVISOR

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DEDICATION:

This work is dedicated to my loving grandmother Nkiria Mugambi and my late grandfather, M'Mugambi for planting the seed of education in me.

To my husband Mwiti and our children Nkirote, Kimathi and Makandi for being a source of inspiration and encouragement.
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ABSTRACT

This study was designed to investigate the library/information needs of the visually handicapped in educational institutions; the state-of-art of the information services; role of information in the rehabilitation of the visually handicapped; and the manpower requirement of an information service for the visually handicapped.

The study covered seven educational institutions, six in Nairobi and its environs and one in Meru: Thika Primary School for the Blind; Kilimani Primary School; St. Lucy's Primary School for the Blind; Thika High School for the Blind; Machakos Trade Training Institute; Kenyatta University and University of Nairobi.

The review of related literature indicated that there was need for the assessment of information needs of the visually handicapped; information providers did not know the state-of-art of information services for the visually handicapped; the need to know the role played by information in the rehabilitation of the visually handicapped; and that information services of the visually handicapped required quality and quantity manpower in order to offer effective service. It was therefore necessary to investigate the above aspects in order to improve the existing services and to establish others.
Two questionnaires were distributed, one to the library/resource persons and another one to the visually handicapped information users. Interviews were conducted and observation done concerning the information services.

The findings of the study showed that the visually handicapped had the same information needs as the sighted and in addition they required information to rehabilitate them. It was also found out that the existing information services for the visually handicapped did not have the required quality and quantity of manpower.

The study recommended that frequent needs assessment should be carried out and that a body to coordinate the services of the visually handicapped should be established by the Government. The same body would be in charge of the production and distribution of information materials for the visually handicapped. It was recommended that the Government should be the major source of funds in order to avoid the collapsing of such services.
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1.00 THE PROBLEM

1.10 BACKGROUND TO THE PROBLEM:

In the world today, whether one is young or old, male or female, literate or illiterate, rich or poor, sighted or not sighted, he needs information for one reason or another. As a result, information has been regarded as a universal resource which should be made available, accessible and shared equitably. Since the discovery and development of print, a lot of the information is now presented and preserved in print. This means that anyone who is print-handicapped cannot be completely independent of assistance by the sighted. And yet, Article 27 paragraph 2 of the Universal Declaration of Human Rights states that "Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and share in scientific advancement and its benefits".¹

It is with this in mind that Twala maintains that "libraries as we know them deprive certain individuals of this right to participate. Full participation in any sphere of advancement and development by necessity involves information. Information holds the key to the individual capacity to understand and participate. Since information is an integral part of learning, the opportunity should be open to all"
These handicaps have, therefore, forced many nations of the world, developed and developing, to provide alternative services for the print-handicapped, and especially the visually handicapped people.

The International Year of the Disabled Persons of 1981, and the United Nations Declaration of the Right of Disabled Persons has educated the public and created awareness of the visually handicapped. Such awareness has resulted in some governments stepping in to assist the voluntary bodies, which have been serving the visually handicapped by producing reading materials for them. Bramley says that in the United Kingdom, "Early foundations for the blind owed much for their existence to voluntary bodies, and were indebted to the awareness of a few individuals who instigated services aimed at alleviating some problems for the visually handicapped. But the recognition that society as a whole had a duty to alleviate the difficulties which the blind faces was slow to come. In the United Kingdom, not until the Elementary (Blind and Deaf Children) Act of 1893, were authorities granted the power to provide for the education of blind children." Consequently, other countries followed the example of the United Kingdom, and so in the
United States, "the Bardon-la Follette Act of 1943 provided the starting point for the programme for the rehabilitation of the blind, and this was strengthened after the war by Public Law 565 ...."4

In Kenya, institutions for the visually handicapped were started as early as 1946 when the Salvation Army established a school at Thika. It was not until ten years later, in 1956 when the Kenya Society for the Blind was established through an Act of Parliament Cap 251 of the Laws of Kenya. The society became a charitable organization with the following objectives:

"To promote the welfare, education, training and employment of blind;

To assist the Government, Societies any institution, organization or any person in all matters pertaining to the blind;

To awaken public interest in the welfare of the blind and all matters relating to blindness;

To advise on all things necessary or required in any matter relating to or connected with the blind."5

The Kenya society for the blind should therefore be operating as an umbrella body under which other bodies and institutions operate.
In July 1968 the Hadley Correspondence School for the Blind, currently known as Kenya Institute for the Blind was established. The main objective of Hadley School for the blind was to facilitate secondary education of the visually handicapped through correspondence. This has been done through the provision of braille materials. The school also lends braille books to other visually handicapped people who can read braille. Currently the school is unfortunately winding up its services because of lack of enough funds to run it. It is hoped that the Government, through the Ministry of Education, will have a residential school for the visually handicapped established in the premises.

The Government of Kenya has also set up the Kenya Institute of Special Education (KISE) to cater for the training of teachers for the various groups of the handicapped. Apart from the training of teachers, KISE helps in the assessment of the handicapped, and also in the production of teaching aids, for example, the white canes that are used for mobility by the visually handicapped.

With the increasing number of visually handicapped students at the universities and the resulting demand for reading
materials, Kenyatta University library was proposed as the Centre for the Production of Reading Materials for the Blind in Kenya. In 1986 the Centre received Kenya shillings 500,000 from the National Fund for the Disabled Persons. UNESCO is also giving a great deal of support to the programme.

Other bodies that are doing a wonderful job for the visually handicapped are the Royal Commonwealth Society for the Blind (British) and the Christoffel Blindenmission (German). The Royal Commonwealth Society for the Blind produces braille materials for the visually handicapped. Christoffel Blindenmission started operating in Kenya in 1967. Currently, the organisation is giving a lot of support (financial and material) to integrated education of the visually handicapped.

So far, we have seen that the Government of Kenya, charitable organizations and institutions have realised the need for the provision of reading materials in an effort to make the visually handicapped as independent as possible. In order to provide adequate library/information services to the visually handicapped, an assessment of needs is a prerequisite. These needs should then be mirrored at the state-of-art so as to reflect on the adequacy or shortcomings of the existing service.
A number of bodies and professionals of librarianship have stressed the need for research to establish the information needs of the visually handicapped. Ng'ang'a (1984), pointed out two major problems faced by those trying to establish information services for the usually handicapped. These are:

"2) Lack of information on materials available in both braille or cassettes.

3) Lack of adequate knowledge on the information needs of the blind people."

In addition to the problem of unidentified information needs is the other problem posed by the fact that Kenya's copyright Law does not make any provisions for the production or reading materials for the visually handicapped. This is a crippling handicap because the copyright Law does not allow flexibility concerning the production of reading materials for the visually handicapped.

There has been the problem of lack of proper registration of the visually handicapped population in the country but it is hoped that with the release of the 1989 population census results, the problem will be solved.
Other serious problems that face the information services for the visually handicapped in Kenya are lack of effective coordination and cooperation. These two problems result in duplication and limited resources and as a result they are a big drawback to the establishment and development of information services for the visually handicapped.

1.2.0 STATEMENT OF THE PROBLEM

From the background information, it is clear that information services are being offered to the visually handicapped. However, facts that have already been reflected and make up the problem of this research are:

a) Most information centres/libraries in Kenya do not satisfy the information needs of the visually handicapped. The questions that emerge from the fact above are: why are the information needs of the visually handicapped not satisfied by the existing services? What is lacking in the services already in existence? and, How can these information needs be satisfied?
b) Lack of knowledge about who provides what service for the visually handicapped; and hence the problem leading to uncoordinated services and lack of organised resource sharing for effective service.

The problem that this study will address itself to revolves around the following issues:

1) The range of information needs of the visually handicapped;

2) The state-of-art of information services;

3) The role of information in rehabilitating the visually handicapped;

4) Manpower.

Information/Library services offered should be geared to rehabilitating the visually handicapped, thus making them self-reliant people who can contribute to many aspects of life. It would be unfair to just cater for the majority sighted information users, and to forget the few but significant visually handicapped counterparts.
In Kenya, where the education system is competitive and examination oriented, libraries and all information providers would be doing disservice to the visually handicapped by offering them information that is short of their needs. Adequate service can only be offered by sufficiently trained manpower.

1.3.0 OBJECTIVES OF THE STUDY

a) To find out the information/library needs of the visually handicapped in Kenya.

b) To establish the state-of-art by finding out what information/library materials are found in institutions for the visually handicapped and how appropriate they are.

c) To find out how these information/library services can be used to rehabilitate the visually handicapped.

d) To establish the type and level of manpower required to serve the visually handicapped.
1.4.0 SIGNIFICANCE OF THE STUDY

It is hoped that, first and foremost, this study will assist libraries and all information workers to cater for and serve the visually handicapped better. Secondly the study will help the relevant Government Ministries, organizations and institutions for the visually handicapped to know the state-of-art, and therefore make decisions and policies that will be practical to the needs of the visually handicapped. It is hoped that through the findings of this study, it will be possible to know which institutions and organizations produce reading materials for the visually handicapped, and also the type of services offered. As a result, organizations and institutions will be able to coordinate their activities, and therefore be able to serve the visually handicapped more effectively.

Thirdly, the researcher hopes that the study will contribute to the growth of knowledge in librarianship, and specifically information/library services for the visually handicapped. The findings of the study will be useful to the proposed Centre for the Production of Reading Materials for the Visually Handicapped in Kenya to be established at Kenyatta University.
1.5.0 **SCOPE OF THE STUDY:**

This study will examine the information needs of the visually handicapped; the state-of-art of the services being provided; the role of information in the rehabilitation of the visually handicapped; and the manpower requirements of an information service for the visually handicapped. These aspects will be examined in seven institutions of learning. The study will therefore be confined to the six institutions in Nairobi and its environs (Machakos and Thika) and the seventh institutions - St. Lucy's School for the Blind in Meru. The study will also be confined to the information services of the visually handicapped in Primary, secondary and Tertiary levels of education.

1.6.0 **LIMITATIONS**

Time was a highly limiting factor. The project is allocated three months which are distributed in the second year of study. This means that lectures and the research and writing up took place almost concurrently. The second limitation experienced was financial and so the researcher operated on meagre financial resources.
1.7.0 DEFINITION OF TERMS

**BRAILLE**: A system of reading and writing for the blind in which letters are formed by raised dots embossed into paper in groups of six, three high and two wide. Named after the inventor Louis Braille (1809-52), blind Frenchman.

**BRAILLER**: A machine for brailling or writing braille.

**BRAILLIST**: A person trained to braille.

**LARGE PRINT**: It is difficult for partially sighted people to read material in ordinary print because the typographical characters are not sufficiently large and bold for them. This makes the text appear to be insufficiently clear or contrasted. Therefore provision should be made for large print books as well as that of correction and magnifying glasses in order for their reading capacity to be improved.

**REHABILITATION**: The restoration of a disabled individual of maximum independence commensurate with his limitations by developing his residual capacities.
REFERENCES


CHAPTER 2

2.0.0 LITERATURE REVIEW

This chapter deals with the four issues concerning the visually handicapped: Library/information needs of the visually handicapped; the state-of-art of the services being provided currently in Kenya; the role of information in rehabilitating the visually handicapped; and finally, the manpower requirements of information/library services for the visually handicapped.

An effective information/library service for the visually handicapped should critically examine the following components: information needs; the state-of-art of the services being provided; rehabilitation, and the manpower requirements. The needs assessment helps to establish the varied and dynamic needs of the visually handicapped, which mirrored at the state-of-art reveal the weakness and strength of a service. An information/library service for the visually handicapped should have rehabilitation as its prime objective with the provision of information as the vehicle to achieving it. We should however, not forget that an effective information service should have the right quantity and quality of manpower to deliver its goods.
Various authors writing on information/library services for the visually handicapped have emphasized the importance of the assessment of information needs before the establishment of a service. Muya, asserts that "The needs assessment should always be done before a service is launched. Needs assessment should, be an on-going activity because needs are dynamic and change with time." Clear perception of the information needs of the information users helps the providers of a service to specifically know what to offer, and what to give priority to in the case of limited resources.

Discussing information/library services for the visually handicapped, Ng'ang'a notes that "lack of adequate knowledge on the information needs of the visually handicapped has been one of the handicaps in the provision of a service for the visually handicapped." Much has been discussed in IFLA Conferences about needs assessments. In one of such conferences, Godber notes with concern that "My needs are affected by my handicap but are wholly caused and conditioned by it. At work I need to read minutes, journals and reports and at home I need to be able to escort my son to school and change my daughter's nappy. Unfortunately, we limit our discussion to reading and information needs.
and avoid the minefield of psychological, social, economic and environment factors." The argument that Godber is putting across is that a visually handicapped person's needs are basically like those of a sighted person and even more. Visually handicapped people are first and foremost human beings and as human beings they have their roles to play in society either as employees or employers, wives and husbands, parents, children etc, and they have to fulfill their roles in these positions.

In Library and information needs of the visually handicapped persons in Kenya: A survey, Muya, Owino and Ogenga have developed this argument of information needs of the visually handicapped further. However, the survey is general and not directed to a specific group of the visually handicapped information users. It is hoped that this research will go a long way in dealing with the visually handicapped users found in educational institutions. This research will therefore attempt to find out the difference between information needs of primary school pupils, the secondary school students, and the tertiary level of education. The above survey outlined five basic needs which are general to all visually handicapped information users, and which should be the foundation of any study directed to a needs assessment of a specific group. These basic needs are:
(1) Information to satisfy psychological and physiological needs.

(2) Information to correct impairments, daily living skills.

(3) Information about jobs; careers; exploration, education opportunities; educational information; job related information.

(4) Social; cultural; economic; political;

(5) Blind; blindness; blind affiliated organizations."

What the needs above reveal is the fact that information is of great importance to the visually handicapped. Confirming this, Helen Keller, the great blind American lady once said that, "Books (information) are the eyes of the blind; they reveal to us the glories of the light filled world; they keep us in touch with what other people are thinking and doing; they help us to forget our limitations." It is with this understanding of the vital role that information plays in the life of a visually handicapped persons that the World Blind Union Committee on Social Development recommended that "attention be paid towards information needs of the visually handicapped youth."

The understanding of information needs of the visually handicapped is a prerequisite for any information service which aims at success. Putting up an information service
before understanding the needs of the visually handicapped is like putting the cart before the horse and such a service would definitely face many problems.

2.2.0 INFORMATION/LIBRARY NEEDS OF THE VISUALLY HANDICAPPED:

The state-of-art is important in the establishment of a service because it reveals what there is in as far as the service is concerned. Much has been written about the state-of-art of information service in developed countries especially in Britain and the United States of America. This has been done effectively by libraries devoted to the services for the visually handicapped. The Royal National Institute for the Blind and the National Library for the Blind in Britain, and the Division for the Blind and Physically Handicapped (DBPH) of the Library of Congress in the United States of America.

In Kenya, there are hardly any country wide surveys showing the state-of-art. There are, however, bits and pieces of literature covering small sections of the visually handicapped. In one of these surveys, Ng'ang'a notes that "At Kenyatta University College, the problem has reached a level where it calls for some action... Towards this end, we are currently undertaking research to investigate
among other things:

1) The state-of-art of information facilities of the visually handicapped.

2) The possible nature and reform of an information service which could be developed for academic and public libraries.

3) The possibility of developing a national information framework which could either be centralized or decentralized.

This statement implies that by 1984 there was hardly any established information service for the visually handicapped, and no national information framework for the visually handicapped. Each institution for the visually handicapped has tried to develop its own independent collection which hardly co-operates or shares its resources with others. For instance, Kenyatta University, which has the highest number of visually handicapped, 24 in 1989/90 academic year, compared to other national universities, has developed a service for the visually handicapped along other services of the library. These services have developed through the initiative of the Chief Librarian. In 1986 the library received financial help from the National Fund for the Disabled Persons. In the same year it received a grant of US $45,000 to be spent on
equipment. Kenyatta University has since been declared the Centre for the Production of Reading Materials for the Blind in Kenya.

University of Nairobi Library is currently trying to establish an information service to serve its visually handicapped population. A few meetings have been held by the Chief Librarian, her senior staff and the administration in trying to find out ways and means of starting an effective service for the visually handicapped students who are mainly found in the Faculties of Arts and Law. Otherwise nothing much has been done.

The Thika School for the Blind runs a resource centre which holds old books donated by European donors, and which are, in most cases, not related to the school curriculum or the Kenyan culture. The Thika primary school for the Blind too has a resource centre composed of old encyclopedias and Bibles in braille.

The Kenya Institute for the Blind produces braille materials for students sitting for 'O' level examinations through correspondence. The Kenya Society for the Blind stocks Clarke and Smith Cassettes supplied by the Royal Commonwealth Society for the Blind. This literature was initially intended for use by the visually handicapped in the
then Kenya colony. The use of the talking books is curtailed by the non-ownership of Clarke and Smith cassettes or any other playback on which they can be read. There is great need to coordinate the activities of information centres for the visually handicapped in order to share the responsibilities and resources; and to serve the visually handicapped more effectively.

Another important factor to consider in the state-of-art apart from the materials is the statistics and the causes of blindness of the visually handicapped population that a service is intended for. Statistics from the World Health Organization indicate that there are "an estimated 1.5 million blind children (under 16 years of age) in the world; every year approximately half a million children become blind; the blindness in about 70 per cent of new cases is due to vitamin A deficiency, and, of the children going blind, about 60 per cent die within one year". During the WHO meeting where the above statistics were released, it was clearly stated that to combat blindness, a series of measures must be taken: "It is necessary to gather more precise data on the prevalence, incidence and causes of childhood blindness in different parts of the world... The Training of primary health care workers and other concerned is important for treating corneal lesions which may result in blindness. Prevention awareness and information on the dangers of certain traditional
home eye remedies is essential in some societies."9

Most of the visually handicapped population is found in the Third World countries. In fact "more than 80 per cent of the World's blind population lives in the Third World."10 In Kenya there are about 275,000 blind people and about 100,000 are at the risk of getting blind. The major cause of blindness are: cataract 43 per cent, Trachoma, 16 percent, Glaucoma, 14 percent and others (measles injuries, old age and malnutrition, 27 percent.

This being the state-of-art of information services for the visually handicapped in Kenya, it requires not only the involvement of charitable organizations, but also total commitment on the part of the Government in providing adequate information services in order to rehabilitate the visually handicapped.

2.3.0. HOW CAN INFORMATION BE USED TO REHABILITATE THE VISUALLY HANDICAPPED?

Why should anyone be thinking about the provision of information to the visually handicapped? What does rehabilitation mean and what does it involve? These are important questions especially in many African countries where it is believed that having a blind
child is a curse from God, and whereby such a child is regarded as a curse from God, and whereby such a child is hidden from the normal family/society activities or even killed. However, with development and especially with the Universal Declaration of Human Rights, Article 27 paragraph 2 it is clear that "Everyone had the right to freely participate in the cultural life of the community, to enjoy the arts and share in scientific advancement and its benefits."

Rehabilitation means "The restoration of a disabled individual to maximum independence commensurate with his limitations by developing his residual capacities." Rehabilitation of a visually handicapped person is determined by many parties among them, the parents or guardians and the family members at large; the social workers (teachers, nurses included) librarians and all other people that a visually handicapped person gets into contact with. The process of the rehabilitation of the visually handicapped should therefore start with the education of all the groups concerned. It should be noted that "the integration of a blind person depends very much upon the attitudes of the sighted people with whom he comes into contact with. It would seem that much work needs to be done in educating both the agencies for the blind and the sighted public into the idea that the blind have the same social needs as the rest of us, and have every right to fulfil them." Scott gives caution in his findings that, "the
policy of the agencies for the blind had profound effect on the subsequent behaviour of those who passed through them. Those agencies catering for dependence created dependence in their clients, while those agencies encouraging independence tended on the whole to achieve their aim". It is therefore the duty of the librarian and information providers who are part of the rehabilitating group to make sure that the kind of information they provide bears the fruit of independence in the visually handicapped.

The second and the most important component of the rehabilitation of the visually handicapped is the provision of information. Information ought to be provided in the right formats and at the right time to enable the visually handicapped to be rehabilitated. It is only then that "information provision will be judged to have succeeded if it helps the disadvantaged to overcome or control it sufficiently to make valuable contributions to society." An example of how information can be used not only to rehabilitate but also to prevent blindness is by educating the people on the causes of blindness through the spread of information on primary health care. Information on immunization, for instance, would go a long way in alleviating blindness. It is with this understanding that it has been concluded that "Essential to the roles
of rehabilitation professionals, whether they are counsellors, teachers, or orientation and mobility specialists, is information." \(^{16}\)

In order to rehabilitate the visually handicapped, various types of information is required: "client information; medical information; vendor information; similar benefits information; adaptive devices information; job market information, and much more. The ability to access, process, and use appropriate information on a timely basis will differentiate the successful from the unsuccessful rehabilitation of the future." \(^{17}\)

2.4.0 MANPOWER REQUIREMENTS FOR AN INFORMATION/LIBRARY SERVICES FOR THE VISUALLY HANDICAPPED:

Having discussed the needs of the visually handicapped, the state-of-art of the information/library services provided for them, and their rehabilitation, it is only fair to look into the type, level and manpower requirements of an information service for the visually handicapped.

The question that comes into our minds is, what kind of manpower is required to serve the visually handicapped? In a seminar by the National Library of Australia, the following was said concerning manpower requirements for the service of the handicapped: "Professional Library
services must be available. This involves the understanding of problems of handicapped people by library staff, who should be appropriately trained and provided in adequate numbers to cope with their demands of an intensive and personalised library service, at all times.\textsuperscript{18} Coupled with the professional training, librarians who deliver services to the visually handicapped should be able to understand their handicapped, and to help them. The seminar laid down qualities and attributes of staff who serve handicapped people as "empathy, awareness, sensitivity, sense of humour, patience effective questioning, listening, and desire to help."\textsuperscript{19}

Mchombu's paper presented at SCECSAL VIII is a landmark in as far as discussion for training requirements for the delivery of information and library services to the disadvantaged groups in Eastern, Central and Southern African region is concerned. Considering that most of the library staff that serve disadvantaged groups, the blind included, are rarely educated and trained, he says that "... the overall objective of ET (Education and Training) is to provide staff with required competencies measured in terms of knowledge, skills, attitudes etc. to function effectively at the work place ... we have to ask ourselves: What are the information workers going to be doing in the library/information centres. What education and training is necessary to support the types of activities and programmes offered."\textsuperscript{20}
A UNESCO report written for Kenyatta University Library by Thiele indicates that training of staff in the various skills that concern the services for the visually handicapped is of vital importance. He has emphasized the ability of the library staff to braille and to record talking books. Kenyatta University Library is, therefore, directing its attention to these requirements by encouraging its staff members to learn braille and how to record talking books.
REFERENCES:

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2. Ng'ang'a, J.M. Libraries for the blind in Kenya
   A paper presented at IFLA, Nairobi, 1984 P.6(8)

3. "The unmet needs of visually handicapped people" by John J. Godber


9. Ibid, P.14

10. Ibid, p.5


15. Mchomba, Kingo. Training requirements for the delivery of information and library services to
disadvantaged groups. A paper presented at
SCECSAL VIII, MBABANE, Swaziland, July 1988, p.5.


17. Ibid, p. 18.


3.0.0 METHODOLOGY

3.1.0 Sample

The sample was made up of two categories of respondent drawn from seven institutions of learning covering primary, secondary and university. The total number of respondents were 125 consisting of 118 visually handicapped and 7 librarians/resource persons. The seven institutions from which the sample was drawn were:

1. Thika Primary School for the Blind;
2. St. Lucy's Primary School for the Blind, Meru;
3. Kilimani High School for the Blind;
4. Thika High School for the Blind;
5. Machakos Trade Training Institute for the Blind;
6. Kenyatta University;

3.2.0. The Sampling Technique

It was decided that due to the problems of finances and time limit, the research would cover institutions in Nairobi and its environs. As a result, the institutions chosen for research fall in this geographical scope except for St. Lucy's School for the Blind in Meru. St. Lucy's School was favoured because together with
with Thika Primary School for the Blind and Kilimani Primary School, the researcher would get a better representative sample of the primary level of education. Secondly, Kilimani Primary School is an integrated school and therefore unique in many ways. St. Lucy's Primary School for the Blind, in Meru was chosen because the researcher was more conversant with the locality, and because it would be more convenient compared to schools found in Western Kenya and Mombasa. Thika High School for the Blind was the only secondary school for the visually handicapped in Kenya, and so it was chosen to represent the secondary school level of education. Machakos Trade Training Institute represented post primary/secondary level of education intended to show the fate of the visually handicapped school dropouts. Kenyatta University and University of Nairobi represented the tertiary level of education.

3.3.0 Instruments:

3.3.1 Questionnaire:

There were two questionnaires: one for the librarians/resource persons as Appendix A, and the other one for the visually handicapped information users as Appendix B. Each questionnaire had both open ended and closed ended questions covering the four objectives namely:
information needs of the visually handicapped; state-of-art; rehabilitation of the visually handicapped; and manpower requirements of an information service for the visually handicapped.

3.3.2 Unstructured Interview:

The researcher conducted interviews and discussions with librarians/resource persons, teachers of the visually handicapped, visually handicapped teachers and students and administrators of the seven institutions. The interviews were based on matters concerning the information of the visually handicapped; the state-of-art; information and rehabilitation of the visually handicapped; and manpower requirements of an information service for the visually handicapped.

The researcher would ask extra questions in addition to those in the questionnaire. The researcher discussed with administrators matters concerning any problems encountered by the institutions in trying to satisfy the visually handicapped students' and teachers' information needs and their opinion on such problems could be solved. The teachers (both sighted and visually handicapped) were interviewed on the problems they encountered in teaching the visually handicapped, and in particular information related problems. The
visually handicapped students were also interviewed about the problems they encountered in as far as information was concerned. Librarians/resource persons were asked about the problems they encountered in the acquisition and organization of information materials for the visually handicapped.

3.3.3 Observation:

The researcher visited the seven resource centres/libraries and literally observed the type of materials that were provided to the visually handicapped. This was made possible with assistance from the librarian/resource persons. Observations were based on organization of the materials, the formats in which information was presented and the tools used for retrieval e.g. catalogue and the loan system. Included in the observation was the equipment used in the library/resource centre.

3.3.4 Methods of administering the questionnaire:

The researcher made an appointment with the administration when to visit the institution. During the visit the researcher explained to the administration the aims and objectives of the research. If there was still time left, the researcher distributed the questionnaire to the respondents or left them with the administrator or librarian/
resource person to distribute them to the respondents. Some of the teachers assisted in filling in the questionnaire because the visually handicapped respondents could not do it for themselves, except the one respondent at Kilimani who typed the responses after someone read the questionnaire for her. In cases whereby the researcher could not manage to do all these things in one day, she returned on another set day to collect the questionnaires.

3.4.0 Data Collection and Storage

All the questionnaires were collected personally by the researcher. Data analysis was done manually. First, all the questions of the two questionnaires were analysed, after which the researcher sorted out the various questions according to the objectives of the research. The data analysis was done through tabulation of frequency from which percentages were calculated. These percentages and statistics in general were used to illustrate various items of the objectives of the research. The chapter on data analysis was then written using the statistics obtained. Interpretation of the data, conclusions and recommendations were done in chapter 5.
4.0.0 DATA PRESENTATION AND ANALYSIS:

In this section, data will be analysed according to the sections outlined in the objectives.

4.1.0 STATE-OF-ART

4.1.1. The Number of Visually Handicapped and their Levels of Education:

Librarians/resource persons were asked to indicate the number of the visually handicapped that use their libraries/resource centres. The visually handicapped respondents were asked to indicate their level of education. The results of these two items are summarized below in Table 1.

TABLE 1: Level of Education and the total Number of Visually Handicapped

<table>
<thead>
<tr>
<th>LEVEL OF EDUCATION</th>
<th>TOTAL NO. OF VISUALLY HANDICAPPED</th>
<th>FREQUENCY OF RESPONDENTS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRIMARY</td>
<td>390</td>
<td>65</td>
<td>55.1</td>
</tr>
<tr>
<td>SECONDARY</td>
<td>390</td>
<td>47</td>
<td>39.8</td>
</tr>
<tr>
<td>UNIVERSITY</td>
<td>31</td>
<td>6</td>
<td>5.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>811</td>
<td>118</td>
<td>100</td>
</tr>
</tbody>
</table>
4.1.2 Information Services provided to the visually Handicapped

The visually handicapped library/resource centre users were asked to indicate the services that the library offered to them while on the other hand the librarians/resource persons were asked to indicate the type of services that they offered to the visually handicapped users. The results on services provided are summarized below:

TABLE 2: Services Provided to the visually Handicapped:

<table>
<thead>
<tr>
<th>SERVICE</th>
<th>FREQUENT</th>
<th>TOTAL</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature searching</td>
<td>11</td>
<td>118</td>
<td>9.8</td>
</tr>
<tr>
<td>Lending of:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a) Printed books</td>
<td>54</td>
<td>&quot;</td>
<td>45.8</td>
</tr>
<tr>
<td>b) Audio/recorded material</td>
<td>34</td>
<td>&quot;</td>
<td>28.8</td>
</tr>
<tr>
<td>c) Braille Books</td>
<td>91</td>
<td>&quot;</td>
<td>77.1</td>
</tr>
<tr>
<td>d) Large-print books</td>
<td>66</td>
<td>&quot;</td>
<td>55.9</td>
</tr>
<tr>
<td>Guiding in the library</td>
<td>37</td>
<td>&quot;</td>
<td>31.4</td>
</tr>
<tr>
<td>Current awareness</td>
<td>33</td>
<td>&quot;</td>
<td>28</td>
</tr>
<tr>
<td>Student readers</td>
<td>66</td>
<td>&quot;</td>
<td>55.9</td>
</tr>
</tbody>
</table>
Table 2 shows that among the services provided by the libraries to the visually handicapped, braille lending stands out above all other services, while lending of large-print books and student readers comes in the second place. Lending of printed materials comes third, while the services of current awareness, guiding in the library and literature searching figures indicate that these services are not effectively provided.

The above responses can be contrasted with the responses from the respondents on the formats that they prefer. These contrasts will show whether or not the services provided really satisfy the visually handicapped information users.

**TABLE 3: FORMAT PREFERRED:**

<table>
<thead>
<tr>
<th>Type of material preferred</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille</td>
<td>36</td>
<td>30.5</td>
</tr>
<tr>
<td>Talking Books</td>
<td>73</td>
<td>61.9</td>
</tr>
<tr>
<td>Printed Books</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Large-print</td>
<td>9</td>
<td>7.6</td>
</tr>
<tr>
<td>Total</td>
<td>118</td>
<td>100</td>
</tr>
</tbody>
</table>
In examining Tables 2 and 3, it is found that the libraries provide a significant portion of braille materials as compared to materials in the other formats, while in the formats preferred by the users, it is not braille that is preferred but talking books. Librarians indicated that they provide 45.8 percent printed books, and looking at Table 2 we find that print is usually not preferred at all. Only 28.8 percent of the respondents indicated that they are provided with talking books and yet this is the format 61.9 percent of the respondents prefer to all the other formats.

4.1.3 Training and experience of manpower and duration of service:

Librarians/resource persons were asked to indicate the level of training and experience, and the duration they had served in the institution. The results obtained are summarized in the chart below:

**TABLE 4: Categories of Manpower:**
The chart above shows that well over half the manpower found in the institutions sampled are untrained. Apart from lack of any formal training, the 57.1 percent has not attended any workshops or seminars in librarianship or resource centre management. All that they have is long working experience that depends on personal initiative of the resource person. From interviews, the researcher learnt that some of the untrained resource persons are teachers with a full teaching load apart from the responsibility of taking care of the library. The duration that they have worked in the institution shows that they have been there long enough to deserve some training, but the administrators complained that there is lack of enough funds to sponsor them for training. None of the resource persons and librarians had worked in the institution for less than two years.

The responses from the librarians and resource persons are refined further in Table 5 below:
<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>QUALITY OF TRAINING</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. St. Lucy's Primary School for the Blind</td>
<td>Untrained</td>
<td>57.1</td>
</tr>
<tr>
<td>2. Thika Primary School for the Blind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Thika High School for the Blind</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Machakos Trade Training Institute</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Kilimani Primary school</td>
<td>Certificate in Librarianship</td>
<td>28.6</td>
</tr>
<tr>
<td>2. Kenyatta University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University of Nairobi</td>
<td>Postgraduate Diploma in Librarianship</td>
<td>14.3</td>
</tr>
</tbody>
</table>
4.1.4 Funding of Information Services for the Visually Handicapped

Librarians/resource persons were asked to indicate their source of funding for information services to the visually handicapped. They were also asked to list these in order of the magnitude of assistance given. The responses are summarized as follows:

Table 6: Sources of funds

The largest amount of financial assistance comes from international and private donors — with each providing an equal amount of support as the other. International and private donors are followed by Government and national donors in the order of magnitude of the assistance. It should be noted that the community does not give any financial support.
4.1.5 Cooperation in the provision of Information Service to the Visually Handicapped:

Librarians/resource persons were asked to indicate the institutions they cooperated with and the areas of cooperation. 42.9 percent of the respondents said that they did not cooperate with any of the information centres, while 57.1 percent indicated that they had some cooperation. It was however, noted through interviews that the kind of cooperation that there is between some of the libraries/resource centres is flimsy and not formal or documented. It was found out that the extent of cooperation was dependent on the relationship between cooperating heads of libraries/resource centres. Otherwise cooperation is not anything any of the libraries/resource centres would claim as a right.

4.2.0 INFORMATION NEEDS OF THE VISUALLY HANDICAPPED:

4.2.1 Information services required and formats preferred by the visually Handicapped:

In Section 4.1.2 the respondents were asked to indicate the services which their library/resource centre offered them, after which they were asked to indicate the other services that they would like the library/resource centre
to offer to supplement the existing services. The most outstanding of the responses were requests for provision of story books and textbooks. A few respondents requested for the provision of current awareness; guiding in the library; provision of large-print and reference books; a trained librarian and a catalogue. The respondents also emphatically suggested the formats they preferred. Talking books were the most preferred format (61.9 percent) followed by braille (30.5 percent) and large-print (7.6 percent).

There was also the intention of establishing what each of the groups (primary, secondary and tertiary) preferred in order to try and find out if they have same or varying needs as far as the formats in which information is presented is concerned. The responses are summarized in the bargraphs below:

**TABLE 7: Use of Braille, Talking, Printed and large-print Books**

<table>
<thead>
<tr>
<th>Coding</th>
<th>PS - Primary School</th>
<th>SS - Secondary School</th>
<th>MI - Machakos Institute</th>
<th>U - University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Braille</td>
<td>278</td>
<td>38.9</td>
<td>11.4</td>
<td>4.4</td>
</tr>
<tr>
<td>Talking Books</td>
<td>58.2</td>
<td>38.9</td>
<td>14.4</td>
<td>2.1</td>
</tr>
<tr>
<td>Print</td>
<td>56</td>
<td>37</td>
<td>14</td>
<td>5.6</td>
</tr>
<tr>
<td>Large-print</td>
<td>55</td>
<td>37</td>
<td>14</td>
<td>5.6</td>
</tr>
</tbody>
</table>
The diagram above indicates that Machakos Trade Training Institute which is usually made up of primary and secondary school leavers preferred braille to talking, printed and large-print books. It also shows that the primary school respondents preferred talking books to the other three formats, while the secondary school also preferred talking books. The University respondents indicated that they can do quite well with braille and large-print books. The table also shows that none of the respondents preferred print.

It should also be noted that the highest in use among the four formats was talking books (56.2 percent) in primary school, while the lowest use was recorded among the university respondents (1.4 percent). The use of braille was regular (38.9, 27.8, 22.2, 11.1 percent) compared to the one of talking books (56.2, 37, 5.5, 1.4 percent) which is quite irregular. The highest number of users is found in the primary school even though this was not the format that they preferred. The reason behind this finding was that there were more partially sighted respondents in the primary school than in secondary school or university.

3.2.2 Reasons for Preferences:

The respondents were asked why they preferred one format to another. From this item, it was found out that braille
was preferred by most of the sample because they are conversant with it; and secondly it is convenient to use because they do not have to rely on a sighted reader. The respondents also said that compared to either talking or printed and large-print books, braille can be read at the pace of the reader without straining him.

Those respondents who preferred talking books said that the format was convenient to use because it can be used at leisure and if need be, it can be played back.

Large-print was preferred by a few users who were partially sighted and who gave the reason that they would like to use their residual sight. The partially sighted also preferred large-print because they argued that it is not as bulky as braille.

None of the respondents preferred print. The reasons that were given were: first, printed books were not convenient because they force the visually handicapped to use a reader. Secondly, the visually handicapped said that they would like to be as independent as possible in seeking information.

4.2.3. Library Hours:

The respondents were asked to indicate at what times of the
week days or weekend that the library was open to them. The results of their responses indicated that in the primary and secondary schools, and Machakos Trade Training Institute opened the library/resource centre during the normal working hours - 8 a.m to 5 p.m. The resource person at Thika High School for the Blind indicated that the resource centre is open on Saturdays and Sundays, but there is no manpower to serve the users. They just use the resource centre as a reading room.

The two universities open their libraries from 8 a.m. to 10 p.m. on normal working days and from 8 a.m. to 5 p.m. on Saturdays. The libraries are always manned by staff when they are open.

4.2.4 Problems encountered by the visually Handicapped in their search for information:

The respondents reported that they encountered many problems among which are: lack of appropriate information; delays in the provision of information required; lack of equipment to be used. The findings from the questionnaire for the visually handicapped information users indicated that 49 respondents out of the total of 118 encountered the problem of lack of appropriate information. The problem of lack of enough equipment to be used by the visually handicapped users was experienced
by 85.6 percent of the users. The equipment used by the visually handicapped include brailleers, typewriters, brailion paper, tape recorders, magnifiers and abacus etc. Only 32.2 percent reported that they experienced delays in the provision of information required.

Most of the responses of the administrators interviewed on the problems encountered by the visually handicapped in their search for information agreed with those of the visually handicapped. They reported that there was a problem of the provision of textbooks, especially the 8:4:4 textbooks. The problem of lack of enough textbooks was linked to two other problems: lack of enough trained manpower to transcribe print into braille; and the high cost of braillion paper due to the import duty charged on it.

One of the respondents who was just about to graduate from Kenyatta University reported that during the holidays or after university education, the visually handicapped encountered many problems in accessing to information they required for various uses. The visually handicapped library users of Kenyatta University complained that their fellow students took advantage of them at times, because they kept the books they were expected to read to the visually handicapped for their own use. At the University of Nairobi, the problems faced by the visually handicapped were even more inhibiting to their
information needs. One of the respondents complained that they (the visually handicapped) had even to pay their fellow students some money so that they could read for them.

Both the teachers and the students complained that it was difficult to transcribe mathematics, geography and science subjects into braille and this was especially more difficult with the 8:4:4: system of education which emphasized all the subjects. They reported that they lack tactile maps for geography, linguistic and music notation in braille.

4.4.0. INFORMATION AND REHABILITATION OF THE VISUALLY HANDICAPPED:

4.4.1 Skills acquired from the information provided:

The librarians/resource persons were asked to indicate the rehabilitative skills that the visually handicapped acquired from the information they provided. Resource persons from Kilimani, Thika Primary and Thika High Schools for the Blind reported that the information they provided helped the visually handicapped to acquire mobility and typing skills. The same three institutions plus Kenyatta University said that their information users acquired brailling skills. Only
the University of Nairobi reported that its visually handicapped acquired the skill of listening to talking books. Thika Secondary and St. Lucy's Primary School provided skills in agriculture and home science.

4.4.2 The level of satisfaction from the information provided:

The librarians/resource persons were asked to rate the usefulness of information they provided to the visually handicapped. All the seven librarians/resource persons indicated that the information provided by their libraries/resource centres was sufficient.

On the other hand, the visually handicapped were asked to rate the usefulness of information provided in relation to their daily living skills; educational and careers; recreational; and information dealing with organizations and institutions interested with the visually handicapped. Both the responses of the librarians/resource persons and the visually handicapped information users agreed. It should, however, be noted that their response was in conflict with the complaint that there was lack of adequate and relevant information. The questions on rating seemed rather difficult for the visually handicapped to understand and as a result, this might have caused a conflict. According to observations made
concerning the level of satisfaction of the information provided, it was proved that there is much more to be desired.

4.4.3. The visually handicapped, their handicap and information:

Libraries/resource persons were asked to indicate whether the visually handicapped asked for information concerned with their handicap most of the times; often; rarely; or not at all. 14.3 percent of the respondents said that the visually handicapped requested for information on their handicap most of the times, while 28.6 percent asked often, and another 28.6 percent asked; and 14.3 percent did not ask at all. Another 14.3 percent did not give any response. This means that at least 42.9 percent asked for some information on their handicap, while an equal percentage rarely or never asked.

4.5.0 MANPOWER REQUIREMENTS FOR AN INFORMATION SERVICE FOR THE VISUALLY HANDICAPPED:

4.5.1. The Quality of Manpower:

Librarians/resource persons were asked to indicate whether or not the quality of personnel provided for their library was sufficient. 85.7 percent of the respondents reported
that the quality of their personnel was insufficient, while only 14.3 percent said that their personnel was sufficient. It should be noted here that, the state-of-art established that only 28.6 percent of the respondents were holders of any training in librarianship, and 57.1 percent of the resource persons have no training in librarianship at all.

4.5.2 The Quantity of Staff:

On quantity of personnel, 71.4 percent of the respondents answered negatively and only 28.6 percent reported that the quantity of their personnel was sufficient. Asked the number of personnel they would require in order to have a sufficient quantity, 71.4 percent said that they would require between 1 and 5 members of staff. These responses indicate that most of the libraries/resource centres (almost 75 percent) were understaffed because currently each of them (the 28.6 percent sufficiently, included) have only 1 person working in the library/resource centre for the visually handicapped. This means that all the libraries/resource centres require more staff.

4.5.3 Attributes of a librarian for the Visually Handicapped:

Librarians/resource persons were asked to indicate what qualities and attributes a librarian for the
visually handicapped should possess. In this case, just like for quality and quantity, 71.4 percent of the respondents agreed that an ideal librarian for the visually handicapped should have empathy, awareness, sensitivity, sense of humour, patience, effective questioning, listening and desire to help. One of the two remaining respondents (14.3 percent) thought that the qualities and the attributes of a librarian for the visually handicapped should only be awareness, patience and desire to help. The other respondents did not respond.

The findings show that apart from the professional training that a librarian should have, a librarian for the visually handicapped should have attributes and qualities as outlined above, which help him to understand the visually handicapped in order to serve them better.
CHAPTER 5

5.0.0. DATA INTERPRETATION, DISCUSSION AND RECOMMENDATIONS:

5.1.0 PROCEDURE:

The data analysed in chapter 4 is interpreted and discussed. Then from the discussion, appropriate conclusions and recommendations are made in line with the aims and objectives of the study as outlined in chapter 1. The interpretation and discussion are, therefore, based on the four broad areas which form the objectives.

5.2.0 STATE-OF-ART OF INFORMATION SERVICES FOR THE VISUALLY HANDICAPPED:

Analysis of data in this section are based on the five subsections which form the state-of-art of the information services of the visually handicapped.

5.2.1 The number of visually handicapped:

In this section of the analysis, the study established the number of visually handicapped found in the sample institutions, and also their levels of education. The institutions studied have an approximated total of 811
visually handicapped persons. There are 390 in the primary school, 390 in the secondary school, and only 31 in the universities. It was the aim of this study to find out the differences between the information needs of each level of education and this is why these distinctions of levels of education are important.

5.2.2 Information services provided to the visually handicapped and the formats preferred:

The findings of this study on the information services for the visually handicapped indicated that they include: literature searching, which was provided to only 9.3 percent of the respondents compared to other services like lending of (printed books 45.8, audio/recorded materials 28.8, braille materials 77.1, large-print 55.9 percent); guiding in the library 31.4 percent; current awareness 28 percent and student readers 55.9 percent.

Table 2 summarizes the findings of the information services provided to the visually handicapped and the formats they prefer. The table shows that the lending of braille materials stand out above all others with 77.1 percent provision. Traditional librarians/resource person have emphasized the provision of braille materials to the visually handicapped because according to them, braille is the most suitable format for a visually handicapped person.
It should, however, be noted that other services are growing and becoming popular with the visually handicapped. Contrasting Tables 2 and 3, it was found out that libraries/resource persons boast of the adequate provision of braille services while the visually handicapped, in Table 3, indicate that they actually prefer talking books to the esteemed braille and other services. This conflict in what is provided and what is preferred by users goes to prove that the visually handicapped are not adequately catered for. This argument is strengthened by the finding that librarians/resource persons (45.9 percent) claim that they provide print media while in Table 3, the visually handicapped (61.9 percent) indicated that they prefer talking books to print media.

The visually handicapped presented various reasons why they prefer talking books to the other media used. These reasons are convenience; talking books are not tiring to make and to listen to compared to braille; talking books are not as bulky as braille media; the partially sighted preferred talking books to large-print and braille media; talking books can be operated at the convenience of the user as compared to print media which someone sighted has to read to the visually handicapped.

Armed with the above argument, one is justified to conclude that what libraries/resource centres provided is not actually what the visually handicapped users require. This conclusion
agrees with what Ng'ang'a (1984) reported as "Lack of information materials available in braille and cassettes ... not relevant to the Kenyan culture and education".

From Table 2, other services that are provided are literature searching, guiding in the library, current awareness and student readers. It should, however, be noted from statistical analysis that these services are not effectively delivered to the users, for example, literature searching is provided to only 9.3 percent of the respondents.

5.2.3 Training, experience of manpower and duration of service:

Table 4 shows the categories of manpower found in the institutions studied. 57.1 percent of the manpower had no training at all while only 28.6 percent had a Certificate course in Librarianship and only 14.3 percent had a Postgraduate Diploma in Librarianship. The findings also indicated that each of the employees in the institutions had worked for more than two years, but majority of them had no chance of training.

From interviews the researcher learnt that some of the resource persons are teachers with full teaching loads which do not allow them to devote their time to information services. The administrators also indicated that
there were no training chances due to lack of adequate funds.

On the strength of these findings, conclusions can be made that manpower found in the institutions studied is inadequate. This argument will be developed further in the section on manpower requirements of an information service for the visually handicapped.

5.2.4 Funding of information services for the visually handicapped.

In an attempt to explore the state-of-art further, the sources of funds for information services for the visually handicapped were examined. Table 6 shows that a total of 71.4 percent of funds come from international and private donors, 21.4 percent from the Government and 7.1 percent from national donors. This means that more than three quarters of the funds come from organizations other than the Government. Some of these organizations are UNESCO, the Royal Commonwealth Society for the Blind of Britain, Christolffel Blindenmission of Germany just to mention a few.

The findings of the funding aspect of information services of the visually handicapped agree with Bramely's report that "Early foundations for the blind owed much for their
existence to voluntary bodies, and were indebted to the awareness of a few individuals who instigated services aimed at alleviating some problems for the visually handicapped. But the recognition that society as a whole had a duty to alleviate the difficulties which the blind faced was slow to come.² His observation is true for Kenya as it was with Britain and America as indicated by the findings on sources of funds. "The community does not provide financial support. What exists is individual contribution to the National Fund for Handicapped persons. These individuals can be viewed as the community (national donors) as opposed to village or people of a geographical location coming to establish an information service for the visually handicapped. In fact most of the administrators and the visually handicapped themselves, argued in an interview that the parents and the immediate community treats them as second-hand citizens. Some visually handicapped observed with concern that their parents give priority to the education of their sighted children, and noted that their education and other needs are considered only after those of the sighted children have been satisfied. This kind of behaviour of some parents and the community proves that they are not committed to the funding of a service for a group that they consider second-class.
Lack of adequate funds has resulted in many problems that are faced by a majority of the information centres. The Kenya Institute for the Blind, for instance, is about to wind up its vital information services due to lack of adequate funds to run the institute. In an interview with the Director of the Institute, it was observed that the institution is facing serious financial problems. He noted that the Institute is in the process of becoming a residential school for the visually handicapped under the Ministry of Education.

The conclusion made from these findings is that most of the information services for the visually handicapped are inadequately funded. The situation can, however, be alleviated by the Government making funding of such services a policy, which will ensure that the funding of these services is included in the national budget. Such a move by the Government would ensure a consistent source of funds which can be subsidized by donors.

Since the equipment used in the production of reading materials is expensive, the Government should set up a body that will be organizing for the import of the equipment. Import duty charged on such equipment should be waved so that there are few expenses incurred in the services for the visually handicapped. An officer at the Kenya Society for the Blind indicated that the current market price of a brailler is Ksh. 15,000 and
most of the braillon paper used is imported. Webuye Paper Mills produces braillon paper but the quality still needs improvement.

In discussing funds for the information services, it is appropriate to note that the equipment used in the production as well as repackaging of information is quite expensive as already indicated above. During a visit to the Kenya Institute for the Blind, the researcher noted that the equipment used in the production of reading materials for the visually handicapped is slow, breaks down easily and as a result it requires manpower to operate and to maintain it. It is also expensive to purchase. All these factors of the equipment used in the production of reading materials for the visually handicapped require finances. The requirement of extra finances to a situation which is already grim adds an insult to an injury.

In order to use the limited funds more appropriately, the producers of reading materials should be thinking in terms of modern technology which can be used for production, storage and retrieval of information in the appropriate formats. The use of a computer will, for instance, speed production, serve as storage for the information already produced and also facilitate retrieval and access of information. The use of computers will also mean use of
relatively little space compared to the large space taken up by braille materials, for example. Computers might also cut down on the operating and maintaining costs because less manpower can be used and the chances of breaking down will also be limited.

The kind of production which has been discussed above would require a lot of cooperation from the institutions involved in serving the information needs of the visually handicapped. In the next section, we shall look at cooperation and in relation to this, standardization, organization and distribution of reading materials for the visually handicapped.

5.2.5 Cooperation in the provision of information services to the visually handicapped:

In discussing sources of funds for the information services of the visually handicapped it was indicated that cooperation is an inevitable component of fundings and the success of the service in general. Asked whether they cooperated with other information centres, 42.9 percent of the librarians/resource persons said that they did not cooperate at all. 57.1 percent reported that they had some kind of cooperation. However, through interviews it was found that
the nature of cooperation that exists between the information centres for the visually handicapped is weak. The reason for this weak base is due to lack of a firm and documented or policy cooperation. The kind of cooperation that exists is dependent on personal initiatives of the librarian/resource persons as individuals and yet as Jefferson argues "It is the greater magnitude of service created by cooperation that is the justification for its existence. To see co-operation as a means of providing the same service at less cost is too simple a view to conceive. Beyond the use of co-operation to maximize resources and the use of resources, to extend the range of services and to improve service performance, is the ultimate possibility viz. to set new objects not possible for individual library to achieve but which can be reached by libraries acting in concert."13

In fact librarians/resource persons should promote cooperation and coordination of their information services. As Ndegwa notes some librarians have specifically pointed out the need for cooperation "firstly to cut down wastage of resources by reducing unnecessary duplication and, secondly to the interest of the National Information System". Information providers should strive for cooperation and coordination that will lead to the formation of a National Information system for the visually handicapped.
To achieve effective cooperation there should be standardization of information materials, formats and organization so as to facilitate sharing of resources. Standardized equipment helps in the repackaging of information. The libraries/resource centres for the visually handicapped should emphasize compatibility as one of the criteria for the selection of equipment.

In order to promote sharing of resources by the library/information services for the visually handicapped, the providers of information should try to organize an infrastructure for the distribution of information materials to the libraries/resource centres. As noted earlier "the ability to access, process, and use appropriate information on a timely basis " is important for the success of an information service for the visually handicapped. Kenya National Library Services can make a very effective infrastructure for the distribution of information materials for the visually handicapped, because it is a countrywide information services. This aspect of distribution of information materials becomes particularly important in the provision of information to the parents and guardians in regard to making them understand the visually handicapped. The Kenya National Library Services would play a very important role in the distribution of information for advocacy countrywide
Apart from cooperation and co-ordination, standardization and distribution of information materials, another important factor is the copyright law because it allows or inhibits the copying of materials for the visually handicapped. Currently, in Kenya, the Copyright Law is not very strict on copying because users take advantage of the loopholes of the law and copy various information materials not only for their use, but also for commercial gains. The Geneva and the Berne conventions on copyright allow the copying of any information materials for the exclusive use by the handicapped. Since Kenya is a member of these two conventions, she should educate her producers of the information materials for the visually handicapped on how to exploit it. This can be done through seminars organized by a commission to be charged with the responsibility of coordinating of information services for the visually handicapped.

From the findings of the research and the arguments put up by Jefferson and Ndegwa, which have already been cited in this section, there is clear indication that there is no cooperation and coordination in the information services for the visually handicapped in Kenya. The co-operation that exists is on a gentleman's agreement.
and not on policy. In order to ensure that co-operation exists between the information centres for the visually handicapped, and that the services offered are coordinated, there should be a body charged with the establishment of information services. A commission should be established, as a matter of policy, to look into the standardization and organization of information materials so as to facilitate resource sharing by reducing duplication and wastage of resources.

5.3.0 INFORMATION/LIBRARY NEEDS AND FORMAT REQUIRED BY VISUALLY HANDICAPPED:

The information user is central to any information service. As a result, information needs of the user are important to consider in setting up an information service. An information service can only be said to be relevant if it addresses itself to the information needs of the visually handicapped user. It is for this reason that information needs of the visually handicapped are being examined. As Ng'ang'a notes, "Lack of adequate knowledge on the information needs of the blind people" has been one of the handicaps in the provision of an information service for the visually handicapped. The information needs of the visually handicapped are translated into services and formats, and
so it is through the analysis that information needs have been pinpointed.

It is common knowledge that due to their handicap, the visually handicapped cannot read print unless it is transcribed into braille or recorded on talking books/cassette or large-print media. This, means that alternative services which cater for the information needs of the visually handicapped should be devised. The alternative services that have been offered to the visually handicapped are the lending of braille, talking and large-print books and also readers to read print for the visually handicapped.

It cannot be assumed here that, in the provision of these alternatives to print media, that the visually handicapped have stereotyped or homogenous needs. As Muya, Owino and Ogenga noted, the visually handicapped have common basic needs, but they also have specific needs according to their age, level of education, job or status. It is these specific needs of the visually handicapped in the primary, secondary and tertiary levels of education that this study tried to establish.

The responses on the use of braille, talking, printed and large-print books is summarized in Table 7. The table
indicates that the primary school visually handicapped respondents prefer talking books (56.2 percent) to other media for example, large-print (44.1 percent) and braille (38.9 percent). The primary school population of the visually handicapped includes pre-primary school children who have not yet learnt braille, but have good listening skills, and as a result they are more comfortable with the talking books than with any other formats. This view is supported by the findings in this study that the younger visually handicapped prefer talking books because they are more convenient for them to listen to at their tender age than to start reading braille which would be new and confusing to them. There are, however, some problems that can be encountered in the use of talking books in the primary school level. Most of the talking books are recorded in English which is not necessarily the media of instruction in some primary schools especially in the rural areas. But if there is adequate equipment teachers can translate the English versions into the mother tongue or the media of instruction used by the users of that level.

Pre-primary and primary school visually handicapped can also use realia to develop their imagination and the sense of touch which is later used for braille learning. One of the administrators complained that his school lacks these touch items. The findings of this study on the
preference of primary school on talking books and realia agrees with what Kershaw (1973) observes, that "Nothing trains the sense of touch as well as toys and even in the earliest year some of the standard nursery toys – the posting-box, the nesting beakers, hammer pegs and so on can be invaluable ... concentration can be developed by the telling and reading of stories and this also can begin very early. The reading and reciting of simple nursery rhymes, even before he is of an age to understand them, will give him the idea that speech is something worth listening to." 8

Secondary school students also prefer using talking books. Table 7 indicates that in order of preference talking books come first (37 percent), large-print (33.3 percent) and braille (27.8 percent). The administrator of one of the schools indicated that the students prefer talking books to braille and large-print, but he was also quick to add that the visually handicapped have a tendency of spending most of their time listening to music, and that is why they prefer using equipment used in talking books.

The visually handicapped students at Machakos Trade Institute and the two universities studied indicated that they prefer braille to talking, large-print and printed books. The reasons for this preference are that it is convenient and they are more conversant with it.
The comparisons between these three groups, primary, secondary and tertiary, agree with the assertion that the visually handicapped have heterogeneous needs which are particular for the groups and as a result their needs should not be stereotyped. As indicated by the findings in preferences of formats, it is clear that primary school pupils need information to be able to become independent as far as mobility is concerned; they need information to introduce them to their handicap and how they can be able to live with it; and also to introduce them to the world, home environment and education.

The secondary school pupils require information to help them to be rehabilitated not only in acquiring mobility skills, but also in shaping their destiny through education. The university or tertiary users of information are at the stage of becoming employees, mothers and fathers. The information they are provided with should try to satisfy their varying roles and needs. The findings of this study on needs agree with what Godber observes about himself as a visually handicapped. He observes that "My needs are affected by my handicap but are wholly caused and conditioned by it. At work I need to read minutes, journals and reports and at home I need to be able to escort my son to school and change my daughters nappy..."9 Godber means that information needs are varied and are dependent on age, job, education level, status etc.
Following the discussion above it is clear that the visually handicapped in primary school require the information in formats which are in line with their level of development and status as pupils. They need talking books as the major format. They also stressed the need for story books and textbooks. These are different from what the secondary school students need. The secondary school students emphasized the provision of textbooks and current awareness and also story books. The university visually handicapped students need textbooks, current awareness and literature searches so that they can cope with their demanding academic work.

In an interview with one of the visually handicapped students of the University of Nairobi, he lamented that they survive on hearsay for current awareness. This lamentation implies that the current awareness service is inadequate. The student complained that unless his friends read the newspaper for him, he remains in darkness due to lack of an effective current awareness service from the library. A visually handicapped primary school teacher complained of the same problem of lack of effective current awareness service. At school his fellow teachers read the newspaper and other materials in print for him. At home he remains in a "black-out" because he has no one to read for him."
A female respondent at Kenyatta University commented that while a lot of people around her were busy talking, discussing and reading about AIDS (Acquired Immuno Deficiency Syndrome), she had no first hand information on this. She therefore argued that the visually handicapped need to be provided with information on various issues affecting society. Examples of some of the areas she considered important and which should be well provided for are: AIDS, drug abuse, family planning and home management. Due to lack of vital information, the visually handicapped find themselves in a lonesome and ignorant world of their own. She concluded that with the loneliness and ignorance, two things are bound to happen:

1. The visually handicapped befriend the other visually handicapped they are often in contact with.

2. Marriages are cultivated in this lonely environments and as a result the possibility of visually handicapped children is propagated. 

Visually handicapped needs are basically like those of sighted persons. They need information to make them all round persons in their environment according to their age, job, status etc, and this has already been
supported earlier on by Godber and Keller. The latter confirmed that "Books (information) are the eyes of the Blind; they reveal to us the glories of the light filled world; they keep us in touch with what other people are doing and think; they help us to forget our limitations." 13

Concerning information/provision to the parents, guardians, teachers, social workers, Klemz indicates that "the social integration of a blind person depends very much upon the attitudes of the people with whom he comes across. It seems that much has to be done in educating both agencies for the blind and the sighted public into the idea that the blind have the same social needs as the rest of us and have every right to fulfil them." 14 This proves that apart from providing information to the visually handicapped only, an information service for the visually handicapped should also include the needs of those that the visually handicapped get into contact with.

Klemz's argument agrees with what one of the peripatetic teachers said, that they organize seminars to educate the parents/guardians of the visually handicapped children in their school. He said that these seminars have gone a long way in making the parents and guardians especially to understand the plight of their children. 15
On the basis of Klemz's and the peripatetic teacher's argument, conclusion can be made that information needs of those that work with the visually handicapped should be part and parcel of an information service for the visually handicapped.

5.4.0 INFORMATION AND REHABILITATION OF THE VISUALLY HANDICAPPED

This study indicates that only 14.3 percent of the respondents said that the visually handicapped asked for information to do with their handicap most of the time. 28.6 percent asked often and another 28.6 percent rarely asked. Only 14.3 percent never asked and another 14.3 percent did not give any responses.

Looking at the figures above and considering the World Blind Union's assertion that "to combat the situation of blindness, it it necessary to gather more precise data in the prevalence, incidence and causes of childhood blindness in different parts of the world... Prevention awareness and information on the dangers of certain traditional home eye remedies is essential in some societies," it can be concluded that information is a key factor in rehabilitation. The visually handicapped should, therefore, be provided with appropriate information to enable them understand what causes blindness and
how it can be treated and prevented. It was however, prevalent in the libraries/resource centres studied that most of them do not stock such information.

Asked what other aspects of information the visually handicapped asked for, the librarians/resource persons noted that the visually handicapped require information on mobility, brailling and listening skills. It should be noted that in relation to the three levels of the visually handicapped being discussed, rehabilitation is considered to be synonymous to education and independence.

Recognising the important role played by information in the rehabilitation process, a committee of the World Blind Union notes that "attention should be paid towards the information needs of the visually handicapped particularly visually handicapped youth ... as economic independence is the key to self sufficiency and equalization of opportunities."17 This means that economic independence and opportunity equalization is largely dependent on information provision thus making information a necessity in rehabilitation.

A visually handicapped respondent from Kenyatta University observed that for rehabilitation to be more practical than it is currently, an integrated system of education
should be established. The respondent argued that integrated education helps the visually handicapped and the sighted to grow up together, to understand and respect one another. According to her, this psychologically prepares the sighted and the visually handicapped to accept one another. In such an integration, it is necessary to provide sufficient, accurate and timely accessibility of information to the visually handicapped so that they can be able to go along with their sighted counterparts.

Chapman agrees with the argument above and quotes Sister Clare (1965) as saying that "when books are prepared for use by the blind pupils in an ordinary school the text should be exact, and arranged so that the pupil can find the place easily, with small volumes and sighted pages given ... It is also important that any specially recorded material be ready before and not after parallel work has been presented in class ...".

It is concluded that rehabilitation of the visually handicapped revolves around information. Information therefore is a factor in rehabilitation. The findings and literature agrees with this argument because the provision of information at the right time promotes economic independence and equalization of opportunities.
between the visually handicapped and the sighted.

5.5.0 **MANPOWER REQUIREMENTS FOR AN INFORMATION SERVICE FOR THE VISUALLY HANDICAPPED:**

Three items were analysed in regard to manpower requirements of an information service for the visually handicapped. These are the quality of staff; the quantity of staff and the attributes and qualities of a librarian for the visually handicapped. In response to a question whether or not the quality of manpower in their library is sufficient, 85.7 percent said "NO" and 14.3 percent said "YES". In the state-of-art, it was indicated that 57.1 percent of the librarians/resource persons have untrained manpower as shown in Table 4. Consequently it is concluded that a high percent of the information service is not dispensed by quality manpower. In fact the 14.3 percent of the respondents who indicated that the quality of their staff was sufficient also wished that they could go for further studies. The statistics show that more than 85 percent of the personnel does not have the right training and experience required in the service of the visually handicapped.

In regard to the quantity of personnel, 71.4 percent of the libraries/resource centres indicated that the quantity of their personnel is insufficient. Only 28.6
percent said that the quantity of their personnel is sufficient. Asked about the number of personnel they would require, 71.4 percent of the respondents said that they would require between 1 and 5 members of staff. This finding confirms that most of the information centres of the visually handicapped are understaffed.

According to the National Library of Australia, manpower requirements for the service of the handicapped should be "professional library services must be available. This involves the understanding of problems of handicapped people by the library staff, who should be appropriately trained and provided in adequate numbers to cope with their demands of an intensive personalised service, at all times." Writing specifically on the manpower requirements of a service for the visually handicapped Thiele observes that "training of a library staff in various skills that concern the services for the visually handicapped is of vital importance." The National library of Australia emphasizes the quantity of personnel in which the ratio of personnel to users should be scrutinized. An information service for the visually handicapped should be personalized service and so it is labour intensive. Thiele emphasizes the quality of personnel by saying that they should possess skills
such as braille and record talking books. The possession of such skills will help the librarian to be able to read and even write braille and to record talking books. Earlier on it was noted that the production of reading materials is quite expensive, however, if the librarian has the skills of production he can produce some of the materials in-house, and as a result reduce on expenditure.

Findings of this study and what the National Library of Australia and Thiele have said lead to the conclusion that 85 percent of the libraries/resource centres studied have insufficient quality of manpower and 57.1 percent have insufficient quantity. In regard to training, a librarian for the visually handicapped should have professional training and special skills such as ability to read and write and record talking books.

Apart from professional training and skills such as braille and recording of talking books, a librarian for the visually handicapped should have special attributes. 71.4 percent of the librarians/resource persons indicated that a librarian for the visually handicapped should possess the following attributes, which the National Library of Australia also regards as vital. These attributes are empathy, awareness, sensitivity, sense of humour, patience, effective
questioning and desire to help. 22 28.6 percent of the librarians/resource persons agreed that a librarian of the visually handicapped should have the following only: awareness, patience and desire to help. Apart from these attributes the librarian of the visually handicapped requires a knowledge of psychology and sociology.

One would wonder why a librarian for the visually handicapped requires the professional training, skills usually acquired by the visually handicapped, special attribute and some knowledge of psychology and sociology. The professional training helps the librarian to carry out library duties such as acquisition, organization and giving the actual service and maintaining the materials. Skills such as braille and recording of talking books would help the librarian to understand the media in which he provides information and it is also useful in enabling him to produce some materials in-house especially considering the high costs of producing information for the visually handicapped. This is why, for instance, Kenyatta University is encouraging its staff to learn braille and how to record talking books.

It is important for the librarian to understand the psychology of the visually handicapped as a group of users so that he can be able to understand their information seeking
behaviour. Knowledge in psychology will, for instance, help him to know the characteristics of a visually handicapped person and the reasons why he has such characteristics. Since psychology is the study of human behaviour, it will help the librarian to understand the intricate behaviour of the visually handicapped information users.

Knowledge in sociology helps the librarian to know how the visually handicapped behave in relation to the other members of society. Both sociology and psychology will help the librarian to know if a visually handicapped library user is an introvert or an extrovert. This determines the way the librarian is going to handle his visually handicapped library users. For example, if the visually handicapped library user is an extrovert, he will freely air his complaints or problems to the librarians who can in turn try to solve them and as a result make the user satisfied. On the other hand, the introvert visually handicapped library user would be difficult to help because his needs and problems would be difficult to know. This might mean complete withdrawal from the library. A library becomes an important tool of information only if it is being utilized, and so the librarian should try to understand the psychology and sociology of his visually handicapped library users or else he closes down his library.
From what has been discussed of above as concerns the acquisition of psychology and sociology knowledge by the librarian, it is clear that the librarian needs much more than this knowledge. In order to understand the psychology and sociology of the visually handicapped, the librarian must of necessity put himself in the shoes of the visually handicapped information users. In this case he requires empathy as an attribute to help him put himself in the place of a visually handicapped to find out how he feels and what problems he encounters. Empathy helps the librarian to have imaginations of a visually handicapped information user. In fact at KISE, the teachers who train to teach the visually handicapped try to blindfold themselves so that they can try to get as close as possible to the real life of their potential students.23

If a librarian has empathy, most of the other attributes are usually present, for example, he will be sensitive to the problems and the general plight of the visually handicapped; he will have patience and desire to help, and a sense of humour to make them feel free to express their needs and problems. It should be noted however, that some of these attributes cannot be acquired easily. They are in most cases inborn attributes and demanding in cases whereby they have to be acquired. These attributes are, however, of prime importance in an information service.
In conclusion, therefore, it can be said that the professional training, acquisition of skills used by the visually handicapped; some knowledge of the psychology and sociology of the visually handicapped; and some special attributes are important in an information service for the visually handicapped. This agrees with the findings of the study and the arguments put forward by the National Library of Australia and Thiele in his recommendations for manpower requirements at Kenyatta University.

5.6.0 RECOMMENDATIONS

5.6.1. The libraries serving the visually handicapped should carry out frequent needs assessment surveys. Needs are dynamic and so they change with time. Since information needs are a prerequisite for an information service libraries should carry out needs assessment surveys so that the current unmet needs can be identified and accommodated and information provision carried out accordingly.
5.6.2 The Government should take up the major role of funding information services for the visually handicapped to ensure a consistent supply of funds which will in turn reduce the rate at which such services collapse.

5.6.3 The Government should set up a braille, large-print press and studios for the production of reading materials for the visually handicapped locally. These services should be under the control of a national body or commission charged with the responsibility of promoting and coordinating information services for the visually handicapped in Kenya. The Ministry of Education, the Kenya Examinations Council and the braille, large-print press should liaise with one another as far as the production of the educational materials for the visually handicapped are concerned. The commission should ensure that standardization of materials and organization is taken care of to enable resource sharing.

5.6.4 Libraries/resource centres should be established in all the schools for the visually handicapped with the necessary equipment, the manpower and the relevant information. Each of the libraries/resource centres should specialize in the storage, organization and dissemination of
information in one format and service so as to avoid duplication and wastage of resources, and the sharing of resources through inter-library loan.

The resource centres/libraries should work in co-operation and co-ordination with one another, and the national commission charged with the responsibility of production of reading materials for the visually handicapped.

5.6.5 The Kenya Society for the Blind is doing a commendable job of promoting primary health care of the eye. It should, however, diversify its activities to include acting as a clearing house for the materials bought and donated overseas and also try to educate the producers of information materials about the Copyright Law. Since Kenya is a member of the Geneva and the Berne Conventions which allows publications to be copied for use by the handicapped, they should exploit it as much as possible. Libraries must, however, make sure that this rule is not broken by allowing the sighted persons to use the materials for the visually handicapped.
5.6.7 After the materials have been produced ways and means of distributing them should be looked into. The Kenya National Library Services can be engaged in this role of distributing information materials to the visually handicapped, their parents, guardians and all the other people involved with work for the visually handicapped. KNLS is appropriate for the role of distributing materials because it is a countrywide information service.

5.6.8 Library schools in Kenya should include courses geared to the services for the handicapped and specifically the visually handicapped because they are the only ones who cannot read print. Such courses should not only train librarians of the visually handicapped how to offer service but also to produce information materials in-house.

5.6.9 All the parties involved in the rehabilitation of the visually handicapped should be provided with accurate information so that the rehabilitation of the visually handicapped is hastened.
REFERENCES


4. Ibid, p. 66.

5. Yearbook of the Association for the Education and Rehabilitation of the Blind and Visually Impaired vol. 5 (Farewell Edition), 1987, p. 18.

6. Ng'ang'a, J.M., Op cit., p. 6(8).


10. An interview with Mathew Kimanzi of the University of Nairobi on 25th May, 1991.


23. An interview with Fred Wambua, a lecturer at KISE on 7th May, 1991.
BIBLIOGRAPHY


QUESTIONNAIRE FOR LIBRARIANS/RESOURCE PERSONS:

PART A - BACKGROUND

1. Name of institution

2. Name of Librarian/Resource Person

3. Experience and training:
   (a) Levels of certificate held (Please tick appropriately).
      i) Certificate course in librarianship
      ii) Postgraduate Diploma in librarianship
      iii) Masters in librarianship
      iv) Others (specify)

   (b) How long have you worked in this institution?
      (Please tick appropriately)
      i) 1 or less years
      ii) 2 - 5 years
      iii) 6 - 10 years
      iv) More than 10 years

4. How many readers does your library serve, and how many of them are visually handicapped?

<table>
<thead>
<tr>
<th>TOTAL NUMBER OF READERS</th>
<th>TOTAL NUMBER OF VISUALLY HANDICAPPED READERS</th>
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5. What library services does your library offer to the visually handicapped readers? (Please tick the services available)
   (a) Books in braille
   (b) Books in cassette/talking books
   (c) Large-print books
   (d) Student readers (people who read print for the visually handicapped
   (e) Other (Specify)
6. Do you provide the following equipment to visually handicapped readers? (Please tick)

(a) Magnifiers

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(b) Cassette players

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(c) Talking calculators

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(d) Others (Specify)

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7. Who mainly funds your library? (Please rank numerically in order of magnitude of assistance)

(a) Government

(b) International Donors

(c) National Donors

(d) Private organizations/donors

(e) The community

(f) Other (Specify)

8. What kind of cooperation exists between your library and other information centres? (Please tick).

(a) Inter-library loan

(b) Cooperative venture in the production of reading material for the visually handicapped

(c) In-house training of staff for the service of the visually handicapped

(d) Other (Specify)

9. Please indicate the institutions that you cooperate with:

(a) 

(b) 

(c) 

(d) 
10. Please indicate the number of staff employed to man the library according to the following categories.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>NUMBER OF STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL (A person with a degree in librarianship)</td>
<td></td>
</tr>
<tr>
<td>PARA-PROFESSIONAL (A person with a diploma or a certificate course in librarianship)</td>
<td></td>
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<tr>
<td>Other (Specify)</td>
<td></td>
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</tbody>
</table>

PART B - INFORMATION/LIBRARY NEEDS OF THE VISUALLY HANDICAPPED

1. How adequately does the information you provide to the visually handicapped satisfy the following needs? (Please rate the adequacy by ticking appropriately).

(a) Physiological needs
(b) Psychological needs
(c) Educational, Careers' needs
(d) Recreational needs

2. Please rate the level of provision for the following subjects (Tick appropriately).

<table>
<thead>
<tr>
<th>Subject</th>
<th>Very Good</th>
<th>Good</th>
<th>Poor</th>
<th>Very Poor</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Science</td>
<td></td>
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</tbody>
</table>

3. Are there any special features that materials provided have? (Please tick)

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>YES</td>
<td></td>
</tr>
<tr>
<td>NO</td>
<td></td>
</tr>
</tbody>
</table>
If YES, please tick from the list which special features are presented:

(a) Tactile maps and diagrams
(b) Music notation
(c) Maths and Science notation
(d) Phonetic symbols
(e) Other (specify) ________________________________

4. (a) What times of the day is the library open to the users?

From __________________________ A.M. to __________________________ P.M.

(b) If the library is opening at any other time, please specify the times e.g. evening.

From __________________________ to __________________________

PART C - REHABILITATION:

1. What rehabilitative skills does the information in your library/information centre offer to the visually handicapped? (Please tick)

(a) Mobility
(b) Typing
(c) Brailling and how to read braille
(d) Listening and understanding talking books
(e) Other daily living skills e.g. house keeping gender chores

2. The information provided caters for personal needs of the visually handicapped... (Please tick appropriately).

(a) Very well
(b) Well
(c) Poorly
(d) Very poorly
3. The visually handicapped request for information on how to deal with their handicap... (Please tick).

(a) Most of the times
(b) Often
(c) Rarely
(d) Not at all

PART D - MANPOWER

1. In your opinion, do you think that the personnel provided for your library is sufficient? (Please tick).

<table>
<thead>
<tr>
<th>Quality</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity</td>
<td>YES</td>
<td>NO</td>
</tr>
</tbody>
</table>

2. If the answer to Question 1 is NO, how many people would you require? (Please tick).

<table>
<thead>
<tr>
<th>Number of personnel</th>
<th>1-5</th>
<th>6-10</th>
<th>11-15</th>
<th>More than 1</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

3. What qualities and attributes do you think a librarian for the visually handicapped should have? (Please tick)

(a) Empathy
(b) Awareness
(c) Sensitivity
(d) Sense of humour
(e) Patience
(f) Effective questioning, listening
(g) Desire to help
(h) Other (Specify)
QUESTIONNAIRE FOR VISUALLY HANDICAPPED INFORMATION USERS:

1. Name of institution

2. Address

3. Name of student

4. Level of education (Please tick)
   (a) Primary
   (b) Secondary
   (c) University
   (d) Other (Specify)

5. From the list of services provided below, please tick the ones that your library offers you.
   (a) Literature searching
   (b) Lending:  i) printed books
                 ii) audio/recorded material
                 iii) braille reading material
                 iv) large-print books
   (c) Guiding in the library
   (d) Current awareness (information on what is going on or taking place around you).
   (e) Student readers (a sighted person who reads printed material for the visually handicapped).

6. What other services would you like the library to offer to you?
   (a)
   (b)
   (c)
   (d)

7. Which of the following formats do you prefer? (Please tick)
   (a) Braille
   (b) Talking books/cassettes
   (c) Printed information read to me by someone
   (d) Large-print
8. Please give three reasons why the format in Question 7 is the most preferred.
   (a) __________________________________________________________
   (b) __________________________________________________________
   (c) __________________________________________________________

9. What problems do you encounter in getting information that you need? (Please tick).
   (a) Lack of appropriate information
   (b) Delays in the provision of information required
   (c) Lack of equipment to be used by the visually handicapped e.g., tape recorders
   (d) Other (Specify)

10. In your opinion, how best do you think these problems can be solved?
    (a) __________________________________________________________
    (b) __________________________________________________________
    (c) __________________________________________________________
    (d) __________________________________________________________

11. Rate the usefulness of the stock available in terms of provision of information on: (Please tick).

<table>
<thead>
<tr>
<th></th>
<th>Very useful</th>
<th>useful</th>
<th>Fairly useful</th>
<th>Not at all useful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Living skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational &amp; Careers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recreational</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Associations & Organiza-
|     tions interested in the visually handicapped |             |        |               |                  |
| Other (Specify)      |             |        |               |                  |