

INFLUENCE OF KENYA EDUCATION SECTOR SUPPORT PROGRAM ON
EXPANDING SPECIAL NEEDS EDUCATION IN PUBLIC PRIMARY SCHOOLS
NAIROBI COUNTY, KENYA.

BY

NZAU CATHERINE KATHEKE

P. O. Box 92
K1KITA3

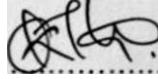
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DECLARATION

This research project report is my original work and has not been presented for a degree in any other university.

Sign



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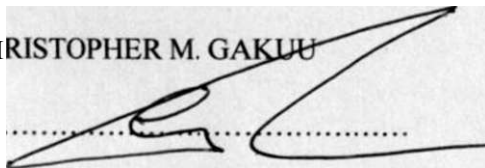
NZAU CATHERINE KATHEKE

L50/63519/2010

This research project report is submitted for examination with my approval as a university supervisor.

Dr. CHRISTOPHER M. GAKUU

Sign



Date

Senior Lecturer

Department of Extra Mural Studies

University of Nairobi

DEDICATION

To my mother Cecilia

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ACKNOWLEDGMENT

My sincere appreciation goes to my supervisor, Dr. Christopher Gakuu for his excellent and tireless guidance in the preparation of this proposal.

My dearest friend Mungai and Mr. Steve Muchina, their encouragement during the course of my work pushed me to completion. Lastly to my family and colleagues whose continued support knew no bounds.

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Figure 1.1 Conceptual Framework

ABBREVIATIONS AND ACRONYMS

EARC	Educational Assessment and Resource Centres
EFA	Education for All
ESSP	Education Sectorial Support programs
GRZ	Government Republic of Zambia
KESSP	Kenya Education Sector Support Program
KIE	Kenya Institute of Education
KISE	Kenya Institute of Special Education
KNBS	Kenya National Bureau of Statistics
MDGs	Millennium Development Goals
MoE	Ministry of Education
MoEYS	Ministry of Education, Youth and Sport
NIE	National Institute of Education
NJCLD	National Joint Committee on Learning Disabilities
SNE	Special Needs Education
TSC	Teachers Service Commission
TTCs	Teacher Training Colleges
UPE	Universal Primary Education
UNESCO	United Nations Educational, Scientific and Cultural Organization

irmVERSnyofnmrob^
KIKUYU library
p. 0. Box 92
KIKUVV

ABSTRACT

Special education has for the longest time been provided in special schools, more recently in special units attached to regular schools, and most recently through inclusive settings in regular schools. Through KESSP the government initiated efforts aimed at addressing challenges relating to access, equity and quality in the provision of education and training to children with special needs. This was to be achieved through provision of appropriate Adequate Facilities, adequate facilities and equipment, which make it possible to integrate special education in regular programmes. Additionally through sensitisation of parent and communities as a whole, to support and advocate the enrolment of children with special needs in schools. According to KESSP the target Gross Enrolment Rate (GER) was targeted to rise from 1.4% in 2005 to 10% in 2010 with the percentage of girls enrolled to increase from 0.6% to 5% and the percentage of boys to increase from 0.8% to 5%. In addition, build capacity among teachers to handle children with special needs. Further the program was to achieve appropriate placement of children with disabilities and provide teaching and learning materials. The objective of this study was to determine the effect of Kenya Education Sector Support program (KESSP) on expanding special needs education through a descriptive research survey of public primary schools in Nairobi East constituencies of Starehe, Kamukunji and Makadara. Cluster sampling techniques was employed to select schools and in turn headteachers. Classroom teachers were be selected through snowballing. Data was collected using self-administered questionnaires for classroom teachers and interview schedules for headteachers. Descriptive statistics was used predominantly to describe the characteristics of the sample. Data was presented in the form of tables and charts. The study found out that enrolment increased, more schools were able to provide SNE and teacher skills were upgraded. The study concludes that KESSP succeeded in improving the skills of teachers, provide a framework for sensitization and pupil placement towards SNE expansion despite pupils transition challenges and societal attitudes. Facility provision and improvement was however not adequate to support expansion. Another shortcoming noted was that despite the effort. KESSP was not able to mainstream inclusive SNE. The study recommends SNE policy be develop to guide on education transition, modes of conduct and roles of different stakeholders and reinforce the mainstreaming of inclusion SNE. In future studies should be conducted to evaluate support programs implemented in other sectors and their effects on various human challenges.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Focus towards the achievement of public sector goals has occasioned an increased awareness and application of project management skills in undertaking projects in the public sector in Kenya today. Project management is the discipline of planning, organizing, securing, and managing resources to achieve specific goals, Cleland and Ireland (2007). According to Cleland and Ireland (2007) a project is a combination of organizational resources pulled together to create something that did not previously exist and that will provide a performance capability in the design and execution of organizational strategies. A project is usually time-constrained, and often constrained by funding and other deliverables. It is undertaken to meet unique goals and objectives through the application of developed distinct technical skills and management strategies.

One such public sector goal is the Millennium Development Goal (MDG) that relates to education whose purpose is to achieve Universal Primary Education (UPE). The target set for this goal is to ensure that all children, boys and girls alike are able to complete primary schooling by 2015, that is, achieve Education for All (EFA) within the same time period.

Success in implementing UPE is not certain this therefore requires the coming together of various stakeholders to develop programs and oversee their implementation. The coming together of the stakeholders in education sector has seen the emergence of Education Sectorial Support programs (ESSP).

1.1.1 Education Sectorial Support Programs

The basic principle adopted in the ESSP is that the programs will be planned and implemented through Government and Ministry systems rather than through parallel modalities. The management framework for ESSP places the focus on strengthening appropriate Ministry of Education directorates and departments at central and provincial levels, including delegation of responsibilities to districts, clusters/communes and schools.

In Cambodia, the Ministry of Education, Youth and Sport (MoEYS) and its development partners responded to and took forward the commitments of the 2005 Paris Declaration and

increased aid effectiveness in the Cambodian education sector. Since the development of a sector-wide approach in the education sector in 2001, MoEYS and development partners developed initiatives and many of the approaches that are now recognized as "good practice" for aid effectiveness. However, the Paris Declaration commitments renewed emphasis on forging stronger partnerships that more directly support national and sector priorities and on working toward aid modalities that more directly support, and work through, national systems and institutions.

In Mozambique, external assistance to the education sector has been provided since 1998 in a sector programme: first, through the Education Sector Strategic Plan (1998-2005), focusing mainly on primary education; and then the current Strategic Plan for Education and Culture (2006-2011), with a more comprehensive coverage of the sector. At the level of policy and strategy issues, dialogue between the Ministry of Education and the donor agencies has clarified the appropriate roles of both parties, resulting in increased Mozambican ownership of the sector programme. More and more donor agencies have joined a system of pooled funds that have been included in the budget of Government of Mozambique. The great majority of the education sector donors are participating in sector coordination. Capacity has been a constant concern. There has been good progress in developing capacity, but public sector administration is not conducive to using this capacity.

1.2 Statement of the Problem

Special education is important for human capital development as it prepares those who would otherwise be dependents become self-reliant. Special education has for the longest time been provided in special schools, more recently in special units attached to regular schools, and most recently through inclusive settings in regular schools. The demand for services for children with special needs at all educational levels in Kenya has increased as a result of Governments' commitment to UPE. The Government of Kenya through the declaration of FPE created an opportunity for a large number of children to enrol in the already existing public primary schools, including those with special learning needs. Through KESSP the government initiated efforts aimed at addressing challenges relating to access, equity and quality in the provision of education and training to children with special needs. This was to be achieved through provision of adequate facilities, which make it possible to integrate special education in regular programmes.

Additionally through sensitisation of parent and communities as a whole, to support and advocate for the enrolment of children with special needs in schools. According to KESSP the target Gross Enrolment Rate (GER) was targeted to rise from 1.4% in 2005 to 10% in 2010 with the percentage of girls enrolled to increase from 0.6% to 5% and the percentage of boys to increase from 0.8% to 5%. In addition, build capacity among teachers to handle children with special needs. Further the program was to achieve appropriate placement of children with disabilities and provide teaching and learning materials. While these goals may not be exhaustive in so far as expansion of special needs education in Kenya is concerned like is the case in all support programs illustrated in the background, the project was meant to provide the impetus for further development. This study therefore sought to evaluate whether the efforts of teacher training, Adequate Facilities provision, sensitization of parent and community and placement as espoused in KESSP were achieved. On the other hand, good project management practices dictate that projects be subjected to monitoring and evaluation. While this study may not have lived to perform the monitoring thus the collection of progress data while the project was being it finds it necessary to conduct an evaluation of this project and hence provide fill to the lacuna for making value judgments.

1.3 Objective of the Study

The general research objective of this study is to determine the extent to which the implementation of Kenya Education Sector Support Program (KESSP) occasioned the expansion of special needs education.

1.3.1 Specific objectives of the study

- (i). To establish the influence of teacher training on expansion of special needs education in public primary schools.
- (ii). To assess the influence of provision of adequate facilities on expansion of special needs education in public primary schools.
- (iii). To establish the influence of sensitization of parents and stakeholders on expansion of special needs education in public primary schools.
- (iv). To determine the influence of placement of children with disabilities on expansion of special needs education in public primary schools.

1.4 Research questions

In order to achieve the set objectives, the following questions were used as a guideline:

- (i). How does teacher training influence the expansion of special needs education in public primary schools?
- (ii). To what extent does the provision of adequate facilities influence expansion of special needs education in public primary schools?
- (iii). How does the sensitization of parents and stakeholders influence the expansion of special needs education in public primary schools?
- (iv). To what extent does placement of children with disabilities influence expansion of special needs education in public primary schools?

1.5 Scope of the Study

This study is on the effect of Kenya education sector support program (KESSP) on expanding special needs education through a survey of public primary schools of Nairobi County in Kenya.

1.6 Significance of the study

This study is important to the Government and Ministry of Education because it sought to undertake a direct assessment of KESSP with regard to special needs education. It highlights the performance of KESSP in enhancing the inclusion policy alongside the government's policy on UPE and FPE also for learners with special needs. The study sought to inform donors and partners in education on the status of the special needs education on the basis of enrolment, teacher training and provision of equipment.

The study may be beneficial to people living with disability by providing an insight in the development of special needs education and recognizing the gains made towards improving access, equity and quality in the provision of education and training to children with special needs.

The study contributes knowledge in both the areas of project management and special education. Specifically in project management the study highlights the successful application

of project planning and management skills in implementation of KLSSP. Whereas in special education the study provides vital information regarding enrolment, teacher training and equipment provision that is useful for decision making in the sector.

The study intends to raise awareness among the general public to enhance support for special need education and overcome cultural and belief system that view disability as bad omen or taboo.

1.7 Delimitation of the study

The study focused on Nairobi Eastern constituencies. The specific constituencies include Makadara, Strarehe and Kamukunji. The study was limited to public primary schools. The resources available for the study limits the researchers focus to, teacher training, provision of adequate facilities, sensitization of parents and placement of learners, aspects of the KESSP on special needs education.

1.8 Assumptions of the study

There are three main assumptions in this study:

- (i) Public primary schools are beneficiaries of government support through Kenya Education Sector Support Program.
- (ii) A proportion of the support received by public schools is directed to the expansion of special needs education.
- (iii) There exists a relationship between support provided and expansion of special needs education.

1.9 Definitions of Significant Terms

Special Needs Education Is the education of students with special needs in a way that addresses the students' individual differences and needs.

Adequate Facilities Refers to a full continuum of services, facilities and equipment ranging from regular classrooms with support to special classes that ensure children with

special needs are educated in the least restrictive environment that is appropriate for them.

Placement

The physical placement of a special needs student, into a school in a manner promoting the maximum possible interaction with the general school population.

Sensitization of Parents and Stakeholders Refers to advocacy efforts that result in non-discriminatory treatment, as well as addresses negative perception of special needs children.

Teacher Training

Refers to programmes of education, research and training that are related to the development of teacher proficiency and competence which empower the teacher to meet the requirements of the profession and face the challenges therein.

1.10 Organization of the Study

This study has five chapters, Chapter 1 gives a background to the research, and it identifies the background for education sector support programs, the statement of the problem, the research objectives, significance, scope and assumptions of the study. Chapter 2 addressed the empirical and theoretical review for the study which provided a contextual background for the study. It details literature on teacher training, adequate Facilities, sensitization of parents and stakeholders, placement and the conceptual framework for the study. Chapter 3 described the research methodology that is used to achieve research objectives and answer the research questions therein established in Chapter 1, and includes the research design, data sources, the procedures of data collection, data collection instruments and techniques of analysis and presentation. Chapter 4 presents the analysis, findings and discussion which are summarised in Chapter 5. conclusions are drawn and recommendations are also made.

1.11 Summary

In this study, the researcher interrogated the influence of Kenya education sector support program on expanding special needs education in public primary schools Nairobi County, Kenya. The chapter set the study background looking at the issues which justified KESSP, its objectives and goals. This led to definition of research problem, accompanying objectives and questions that guided the enquiry. The chapter proceeds to draw the scope and the value to be derived by various stakeholders when results are applied. Delimitations and assumptions are also considered. The chapter concludes by operationalizing terms used in the study but not before explaining the organization of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter of the study, the research reviews pertinent literature pertaining teacher training. Adequate Facilities, placement and sensitization of parents in light of expanding special needs education. In each section factors necessitating expansion of special needs education are reviewed, taking into account constraints and benefits.

2.2 Teacher Training on Expansion of Special Needs Education

According to Florian and Rouse (2009) the task of initial teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children. Studies suggest (e.g. Sanders and Horn, 1998; Bailleulef *al.* 2008) that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition, or background. The need for 'high quality' teachers equipped to meet the needs of all learners becomes evident to provide equal opportunities for all. Reynolds (2009) says that it is the knowledge, beliefs and values of the teacher that are brought to bear in creating an effective learning environment for pupils, making the teacher a critical influence in education for inclusion and the development of the inclusive school.

The growing demands on schools and teachers are becoming more complex as society now expects schools to deal effectively with different languages and student backgrounds, to be sensitive to culture and gender issues, to promote tolerance and social cohesion, to respond effectively to disadvantaged students and students with learning or behavioural problems, to use new technologies, and to keep pace with rapidly developing fields of knowledge and approaches to student assessment. Teachers, therefore, need confidence in their ability and the knowledge and skills in inclusive education to meet the challenges that they will encounter in the present school climate (Carroll *el al.*, 2003).

The need for improved teacher training arises from the limitations of many current teacher training programs. In many universities, general and special education programs continue to operate under a dual system. Whilst policy makers and those involved in general education teacher preparations consider the design and implementation of programmes, special education is 'rarely on their radar screens' (Rosenburge/ *al.*, 2007). Most debate by policy

makers and reports in is that, many teacher training programs still use a model that ensures separation between regular and special education teacher trainees (separate training model). Teacher training is thus segregated with each discipline being viewed as different and special (Reed and Monday-Amaya. 1995; Villa, Thousand, and Chappie. 1996). With this orientation, there are no opportunities to integrate materials taught or to experience the trans-disciplinary nature of education as it is practised in classrooms today. Teachers rarely see or experience the process of collaboration between general and special education modelled for them, nor the integration of the two areas of expertise (Villa *et al.*, 1996).

As a result, researchers have identified inadequate or inappropriate field-based experiences and lack of exposure to persons with disabilities in many programs (Buck, Morsink, Griffin. Hines, and Lenk, 1992; D'Alonzo, *et al.*, 1996; Edelen-Smith *et al.*, 1993). In a position paper, the National Joint Committee on Learning Disabilities (NJCLD, 1998) suggested that core competencies were required for all educators and that comprehensive trans-disciplinary preparation programs were needed to most effectively meet the needs of students with and without disabilities. The need to ensure that teachers are equipped with practical skills for teaching to a diverse range of students, including those with disabilities has been focused upon in the education sector support programs.

Edwards and Protheroe (2003) suggest that the focus on pupil performance in national tests emphasises the performance of student teachers as deliverers of a curriculum rather than a more appropriate focus on responsive and interactive pedagogy. Slee (2010) notes that teacher education needs to enter the debate about curriculum rather than 'training teachers to install it'. He notes the need for critical learning in the area of assessment in the age of high-stakes testing and the need to take the opportunity offered by the education of the inclusive teacher to 'insert a less-restrictive vision* that focuses again on the needs, broader capacities and potential of the diverse learners in our classrooms.

The approaches to teacher training for the education sector support were varied. In Cambodia the focus was to ensure an efficient supply of basic cycle teachers and teachers with a bachelor degree to accommodate for system expansion including, training and upgrading of TTC and education managers, National Institute of Education (NIE) trainers, and school directors. This targeted to recruit 5,000 new trainees at TTC recruits per annum, of which at

least 30% from rural, remote and disadvantaged areas- 3,000 primary teachers upgraded to become basic education teachers by 2010.

In Zambia, large numbers of new teachers were recruited and trained. The total number of teachers increased by 35%, from 37,000 in 2000 to 57,000 in 2007 (including 44,000 teachers in Government of Zambia (GRZ) schools and grant-aided schools. 4,000 in private/church schools and 8,500 in community schools). Nevertheless, teacher recruitment can be made more effective by improving teacher education and in-service training. The analyses show a significant, though not very large, effect of better-educated and more qualified teachers. The study did not indicate that providing additional (in-service) teacher training is an effective measure. This means that the current training practice is not very effective and should be improved.

In Kenya the education sector support program is specific to the requirements of special needs education. The Ministry of Education (MoE) through Kenya Institute of Special Education (KISE) proposed a 5-year investment strategy to provide in service training to teachers from regular and special schools especially in improving their capacity in assessing special needs pupils. The target for the program was to train 7,500 of new and 18,000 in-service teachers.

2.3 Adequate Facilities on Expansion of Special Needs Education

Limited or inappropriate resources are regarded as a significant barrier to ensuring inclusive education for children with disabilities. Physical access to school buildings is an essential prerequisite for educating children with special needs (Stubbs, 2008). Those with physical disabilities are likely to face difficulties in travelling to school if, for example, the roads and bridges are unsuitable for wheelchair use and the distances are too great (UNESCO, 2010). Even if it is possible to reach the school, there may be problems of stairways; narrow doorways, inappropriate seating, or inaccessible toilet facilities (Mpika and Manchester, 2003). Principles of universal design should underlie policies of access to education. Many physical barriers are relatively straightforward to overcome: changing physical layout of classrooms can make a major difference (Ferguson, 2008). Incorporating universal design into new building plans is cheaper than making the necessary changes to an old building and adds only around 1% to the total construction cost (Organisation for Economic Co-operation and Development, 2006).

Kenya subscribes to the principle of inclusive education, particularly targeting those with special learning needs. The GoK has set up various programmes on special needs education. Whereas the earlier practice was to isolate learners with special needs into specific schools, the trend has shifted to include them as much as possible in regular schools. Under free primary education for example, the government gives grants to all schools to develop adequate Facilities for those with special learning needs.

Despite the move towards inclusive learning institutions, special schools still exist to cater for learners with physical handicaps, hearing and visual impairment and severe mental disabilities. However, special needs education still excludes a number of children with unique learning requirements such as those who are gifted and talented, psychosocial^ different, autistic, multiply handicapped have specific learning difficulties and/or communication disorders.

2.4 Sensitization of parents and community on Expansion of Special Needs Education

The Special Needs Education is an issue that cuts across all levels of education. The SNI: requires costly equipment, well trained teachers and other enabling facilities. So far, less than 10% of children with special needs have been assessed with only less than 3% of these being enrolled in educational programs. Community support in achieving the set targets is still very low. Current efforts by the sub sector to create a friendly learning environment for these children require additional financial resources to renovate and modernize existing facilities in all education institutions. A study by the Kenya National Bureau of Statistics (KNBS) conducted in 2007 is yet to provide data to help in planning interventions in this area.

Lack of detailed and reliable data on the actual prevalence of disabilities among school-age going children in the country, negative stereotype, misconceptions and beliefs about the causes and consequences of disability as well as high levels of poverty and gender discrimination are barriers within society that prevent children with special needs from participating in education.

Special needs are constrained with inadequate number of specialized expertise, teachers and other support staff in related fields. Thus more trained teachers and support staff are required in all learning institutions. Additionally, lack of appropriate facilities for the children and youth with severe special needs, poses a major challenge. Majority of the Assessment Centres (EARCs) have either obsolete or totally lack specialized equipment and human resource to discharge their services effectively.

There exist limited placement options within the areas of jurisdiction of the EARCs which leads to misplacement of children in special units which cannot cater for the individual needs of the child. The extra costs associated with children with disabilities such as medical treatment, need of special diets and assistive devices raises the unit cost of education.

2.4.1 Attitudes on Special Needs Education

Previous studies of attitudes towards inclusion in special needs education have yielded contradictory results. While some researchers reported uncertain and even negative attitudes towards special need education in an inclusion setting on the part of general education teachers (Hammond and Ingalls, 2003), most reports (e.g., Avramidis et al., 2000; Cornoldi et al., 1998; D'Alonzo, Gordano, and Vanleeuwen, 1997; Daane, Beirne-Smith, and Latham, 2000; Scruggs and Mastropieri, 1996; Smith and Smith, 2000; Vidovich and Lombard, 1998) indicated positive attitudes, accompanied by a belief in the fundamental value of inclusion.

Attitudes vary according to the type and severity of disability experienced by the special needs children. The teacher being a core element of community as well as parenting may be assumed as the basis for evaluating the attitudes of community to special needs education. As seen the survey of 81 primary and secondary teachers in the United Kingdom, Avramidis et al. (2000) reported that regardless of the positive overall value assigned to the concept of inclusion, students with emotional and behavioural difficulties were seen as creating more concern and stress than those with other types of disabilities. In Uganda, in contrast, students who were deaf or hard of hearing were considered to present more difficulties than students with other disabilities, followed by those with severe intellectual disability (Kristensen, Omagos-Loican, and Onen, 2003).

In a comparative study conducted in Finland and Zambia, Morberg and Savolainen (2003) stated that Finnish teachers perceived the inclusion of children with speech disorders, specific learning disabilities or physical disabilities to be more successful, while Zambian teachers were reluctant to include students with physical disabilities and visual impairment. The Zambian results appeared to be due to the difficulties inherent in the long distances students must travel to reach the nearest mainstream school.

The varying perception in success of inclusion from the classroom teacher perspective indeed presents a clear measure of the communities' attitude and perspective toward successful pursuit of special needs education. Thus this study premises that community sensitization would be evident if the classroom teacher predisposes an active involvement in advocacy for special needs children.

2.4.2 Culture and Beliefs

Culturally determined ways of defining women and men and their roles in a given society shape gender-specific opportunities and constraints. Thus, the existence of discriminatory attitudes towards the schooling of girls is informed by customs and culture. Mobility restrictions arise in many societies when girls reach puberty and this translates to a notable effect on girls' retention as opposed to their entry (Lloyd and Blanc 1996).

In some tribes in Africa, as soon as a girl reaches puberty, she is taught the wisdom and knowledge of her society in order to maintain and develop it. These instructions are considered directly relevant to a girl, preparing her for life as a wife and mother in a village. 'Sometimes conflict arises between what is taught at home (in initiation ceremonies) and at school which may lead to parents opposing girls' continued attendance at school' (ODA 1996). Indeed, girls' behaviour is often directly related to the many tribal and traditional taboos which dictate what and what not to do at the various stages of their development which may conflict with the demands of schooling.

Davison and Kanyuka (1990) observed, cultural factors in Malawi and gender-specific attitudes about the division of labour also shape the decisions about whether a child should or should not be in school. Another factor which also acts together with attitude is religion. Religious privileges of access have often been restricted to certain classes and to males. This pattern of transmitting and gaining of religious knowledge and power has been influential in determining access and exclusion to formal public education. King (1987) found that religion, along with gender; social class and regional location were important determinants of schooling.

2.5 Placement on Expansion of Special Needs Education

Education is the gateway to greater opportunities in life. For the child with special needs, the prognosis of his adult life is highly dependent on the quality of education in his pre-school

and ensuing school years. Early identification and intervention are pivotal to the prognosis of the child with special needs. Many professionals believe that the first seven years of a child's life are critical windows for his development intellectually, socially and emotionally. Findings support the commonly-held view that early services to young children with special needs will enhance their abilities to develop to their maximum potential, reduce later education costs to society, and improve their chances of both economic and living independence. The early development of secure attachment with primary carers is the foundation of the child's ability to optimise what he or she can subsequently gain from new experiences and relationships' (Monck *et al*, 2003).

The challenges of placement are yet to be overcome in Kenya as indicated by a task force report by MoEST. The task force indicated that 90% of the Educational Assessment and Resource Centers (EARC's) in Kenya were making inappropriate placement decisions due to lack of the necessary facilities and appropriately trained personnel. Available literature on assessment suggests that the assessment process sometimes results in wrong diagnosis and therefore wrong placement of children suspected of having varying special needs. The report also sighted that some basic assessment tools and materials in use were found wanting.

2.6 Special Need Education

Education is prerequisite to national development. Seen in this light, education is an indispensable means of unlocking and protecting human rights by providing the environment that is required to secure good health, liberty, security, economic well-being, and participation in social and political activities.

The government declared (FPE) for all Kenyans in 2003. Implementation of FPE is critical to the attainment of Universal primary education which is a key milestone towards achievement of the EFA goal. At independence in 1963, the government recognized education as one of the basic human rights and hence a powerful means for human resource and national development. This recognition has been demonstrated by the government's action of expansion of schools and other educational facilities. At independence, the country had 6, 058 primary and 151 secondary schools with respective enrolments of 891, 553 and 30, 121 pupils. By 2004, these numbers had increased to 17, 804 public and 1, 839 private primary schools with a total enrolment of 7, 394, 763 pupils. Secondary schools had increased to 3, 621 public and 490 private schools with an enrolment of 623, 134 students. This expansion

has not been without major challenges, one of which is equity especially in relation to learners with special needs.

Educational opportunities for children with special needs and disabilities are a major challenge to the education sector. The national education system has been characterized by lack of systems and facilities that respond to the challenges faced by learners with special needs. To this end, majority of learners with special needs and disabilities in Kenya do not access educational services. For instance, in 1999 there were only 22,000 learners with special needs and disabilities enrolled in special schools, units and integrated programmes. This number rose to 26,885 in 2003 (Koech Report, 1999). This compares poorly with proportion in general education. Currently, there are over 1100 units and 100 public special schools in the country which include vocational and technical institutions that cater for learners with special needs and disabilities.

This is despite the government's commitment to support the provision of equal access to education by all children. The government is aware that special education has not been mainstreamed in all education sub-sectors and programmes. The situation is compounded by inappropriate Adequate Facilities, inadequate facilities and lack of equipment. This makes it difficult to integrate special education in regular education and training programmes. The sessional paper (2005) sets out clear policy guidelines for all education sub-sectors, including Special needs education.

Apart from the funds allocated to every learner in primary schools, those with special education need get a top up capitation to cater for specialized teaching/learning material and other assistive devices. This capitation has not been formalized as it is usually done in ad hoc basis.

2.7 Conceptual Framework

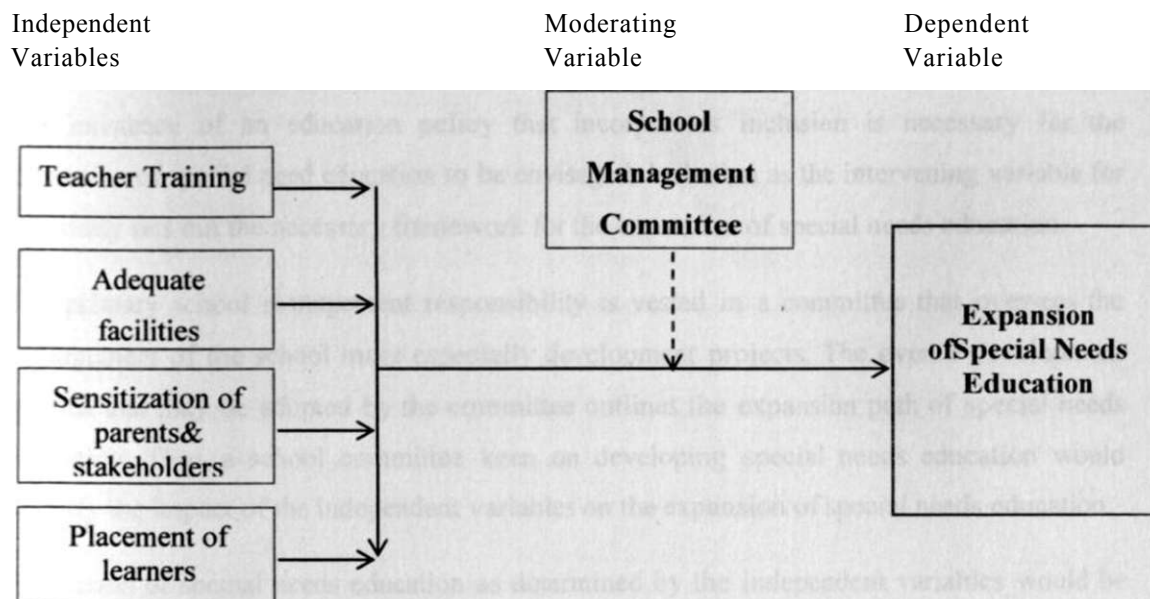


Figure 1.1 Conceptual Framework

The expansion of special needs education is a function of teacher training, appropriate Adequate Facilities, placement and sensitization of parents and community. The education policy of inclusion is the intervening variable while school management committee is the moderating variable.

Teacher training requires more than a grasp of specialized content. It also requires a thorough grounding in pedagogy; this is especially true in special education in which pedagogy is central to practice. Teacher training is therefore critical in the achievement of expansion of special needs education.

Special need education is largely dependent on appropriate Adequate Facilities. The high cost of acquiring and establishing the Adequate Facilities for special needs education has remained a challenge for expansion.

The role of the parent and community in support of special needs children cannot be overemphasized. Successful advocacy for special needs education among the parents and community as a whole does remain a critical focal point in the expansion of special needs education.

Placement of learners is important in the expansion of special needs education. Placement occurring early enough in the life of special need child is precarious considering it is at this initial stage that cognitive skills are developed.

The existence of an education policy that incorporates inclusion is necessary for the expansion of special need education to be envisaged. Inclusion as the intervening variable for this study sets out the necessary framework for the expansion of special needs education.

The primary school management responsibility is vested in a committee that oversees the management of the school more especially development projects. The overall development agenda that may be adopted by the committee outlines the expansion path of special needs education. Thus a school committee keen on developing special needs education would amplify the impact of the independent variables on the expansion of special needs education.

Expansion of special needs education as determined by the independent variables would be evident by the increase in gross enrolment rates, the number of special needs students transited to the secondary school or vocational centres.

2.6 Summary

One of the primary contributions of academic research is an update of literature whose success is determined by the extent to which the author appreciates works done before them. In achieving this objective, this chapter contains a review of literature on special needs education expansion and the attendant issues of teacher training, adequate facilities provision, sensitization of parents and community, attitudes, and placement processes. A conceptual framework detailing the study variables and their operationalization is also included.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design and methodology of the study and highlights a full description of the design, research variables and provides a broad view of the description and selection of the target population. Sampling procedures, research instruments, data collection techniques and data analysis procedures used in this study are explained in depth in this chapter. The methodology procedures were adopted to attain acceptable validity and reliability of the research tools used in the study.

3.2 Research Design

Research design is essential in meeting the objectives of the study. Zikmund, Babin, Carr and Griffin, (2010) define research design as a master plan that specifies the methods and procedures for collecting and analysing needed research information. A research design therefore provides a framework or plan of action for the research. A more guided and categorical approach towards research design has been provided by Saunders, Lewis and Thornhill (2009) who state that research design needs to include among others the purpose of the research, the research strategy, time horizons under which the research is chosen and techniques and procedures of analysing data, of course Saunders *et al.* (2009) have addressed other pertinent design issues such as philosophies, choices and approaches which we deem are beyond the scope of this study.

The research design adopted for this research is descriptive quantitative cross-sectional survey. According to Robson (2002), the object of descriptive research is to portray an accurate profile of persons, events or situations. This study therefore, describes the factors that determine the extent to which the implementation of Kenya Education Sector Support Program (KESSP) occasioned the expansion of special needs education.

Survey strategy was adopted for this study according to Saunders (2010), Surveys are popular as they allow the collection of large amounts of data from a sizeable population in a highly economical way. Often obtained by using a questionnaire administered to a sample, these data is standardised, allowing easy comparison. In addition, the survey strategy is perceived

as authoritative by people in general and is both comparatively easy to explain and to understand. Survey also blends well with descriptive studies.

The study also employs cross-sectional time horizon which means that objects selected to the sample will be contacted once for the purpose of collecting data. This study as with most academic undertakings is constrained by time and therefore makes do with data collected at a snap shot. Cross-sectional studies often employ the survey strategy (Robson 2002). Hence this study seeks to describe the incidence of a phenomenon, in which case the factors influencing expansion of special needs education at that particular point in time.

Finally, the research design requires that the study determine what kind of data to collect and analyse. The study collected data that is mainly numerical in nature hence a quantitative design was adopted. In a nutshell, the design intended for this study is descriptive quantitative cross-sectional survey. The dependent variable is expansion of special needs education which according to this study is determined by teacher training, appropriate adequate facilities, sensitization of parents and placement of children with special needs.

3.3 Target Population

The study targets all public primary schools in Strarehe, Kamkunji and Makadara constituencies located in Eastern Nairobi. These locations were considered since the MoE uses constituencies as a basis of fund disbursement hence the resultant clustering. According to MoE (2012) there are 74 public primary schools in the three constituencies distributed as shown in Table 3.1. This Table also shows the sampling frame. The target population also comprised headteachers and classroom teachers.

3.4 Sampling Design

The sampling design describes the process of selecting the sample for the purpose of the study. It is therefore a distinct plan of selecting the sample.

3.4.1 Sampling Frame

The sampling frame is a list of all sampling units. Kothari. (2004) considers sampling frame as consisting of a list of items from which the sample is to be drawn. If the population is finite and the time frame is in the present or past, then it is possible for the frame to be identical with the population as is with the case in this study.

Table 3.1 Sampling Frame

Cluster	Number of Public Primary Schools	Number of SNE Teachers
Starehe	30	87
Kamukunji	17	49
Makadara	27	78
Total	74	215

Krejcie and Morgan (1970) methodology of determining sample size for research activities a sample size of 69 schools was obtained based on their suggestions. From this sample size 69 headteachers will be contacted. Similarly the sample size for SNE teachers was obtained as 138.

3.4.2 Sampling procedure

Cluster sampling techniques was employed; to be exact; the number of primary schools in each constituency was based on the proportion of the total as shown in table 3.2 below. Once in the field, the researcher identified the first school as a starting point. Random sampling was then employed to identify the next school until the target sample is achieved.

In relation to the teachers in the school, snow balling was be used to identify the other teachers involved in providing special needs education, the first one having been identified by the headteacher.

Table 3.2 Sample Size Determination

Cluster	No. of Selected schools	Sample for schools	Number of SNE teachers	Sample for SNE teachers
Starehe	30	28	87	56
Kamukunji	17	16	49	32
Makadara	27	25	78	50
Total	74	69	215	138

Source: (Based on Krejcie and Morgan, 1970)

3.5 Research Instruments and Procedures

Data collection techniques describe the methods used to collect data from the respondents. Primary data was collected using qualitative and quantitative methods as to exhaustively capture the necessary data. Quantitative data was collected using a standardized/structured questionnaire based on the sample size. In such a structured questionnaire, the questions, their wordings and sequence will be fixed and identical for all respondents. This had the advantage of eliciting standard answers to questions, making it possible for comparisons to be made between sets of data.

The advantage of structured questionnaire is at times concealing information, and precludes possibilities of gaining insights into the research problem. This is because the respondents are compelled to answer questions according to the researcher's choice. Moreover, standardized questions often preclude explanations of details that may not be directly asked, but which may be very informative. Structured questionnaires also have high non-response rate, if not well administered; are hard to verify the actual respondents and validate the information; and are at times not appropriate for illiterate population.

3.5.1 Questionnaires

Questionnaires designed in tandem with the study variables will be used to collect data from classroom teachers. The respondents were be required to fill in answers in written form and hand them over to the researcher through; mailing, actual physical presenting from the respondents or internet- emailing.

The study will use questionnaires to collect data from respondents who will be given enough time to answer the questionnaires. The study will also collect secondary data through use of government magazines, libraries and desktop research and from organizations such as MoE and KISE.

3.5.2 Interviews

According to Saunders *et al.* (2009), an interview is a purposeful discussion between two or more people. In-depth interviews will be conducted to obtain qualitative data from key informants specifically head teachers in selected sample schools.

3.6 Pilot Study

It is important to ensure that each research instrument that is developed to measure a particular concept remains relevant. To attain this goal a pilot study was conducted and the data collected was tested for validity and reliability through two major groups of tests

3.6.1 Validity Test

Validity is the extent to which a test measures the accuracy and truth of the data and findings that will be produced in relation to the concepts that it claims to measure. It is vital for a test to be valid in order for the results to be accurately applied and interpreted. Content validity was used to measure representativeness and suitability of the questions. A Content Validity Index (CVI) was computed for this purpose and was based on the number of items declared valid over total number of items on the questionnaire and interview schedule.

$$\text{Content validity index (CVI)} = \frac{\text{Number of items declared valid}}{\text{Total Number of items on the questionnaire}}$$

The interview schedule was tested; a CVI of .75 was obtained where 25 items out of 33 in the questionnaire were found to be valid similarly the questionnaire was tested: a CVI 28 of 31 items were found to be valid. The items that were found not valid were eliminated from the data collection tools.

3.6.2 Reliability Test

The tendency toward consistency found in repeated measurements is referred to as reliability (Saunders *et al.*, 2000). In research, physical attributes which can easily be measured are assigned a precise value. Reliability of data will be assessed using the Cronbach's alpha coefficient as it is widely used in social management sciences research (Mugenda and Mugenda, 2003; Sekaran, 2006). An average of inter-correlations among the independent and dependent variables is computed and a value of Cronbach's alpha coefficient of 0.70 or closer to 1 implies that data collected is reliable.

According to George and Mallery (2003) the following rules of thumb apply on determining the reliability of the measuring instrument; 0.9 excellent; 0.8 good, 0.7 acceptable, 0.6 questionable, 0.5 poor, and less than 0.5 unacceptable. While increasing the value of alpha is partially dependent upon the number of items in the scale, it should be noted that this has

diminishing returns (Gliem and Gleim 2003). It should also be noted that an alpha of .8 is probably a reasonable goal while a high value for Cronbach's alpha indicates good internal consistency of the items in the scale; it does not mean that the scale is unidimensional (Gliem and Gleim 2003). The pilot test obtained a Cronbach's alpha of 0.84 for the questionnaires for classroom teachers and 0.75 for interview schedule for headteachers. The pilot conducted at Nile Road Special primary school, particular being a special school provided the study with a model environment for assessment of expansion of special needs education.

3.7 Data Collection Procedures

The major objective of the study was to examine the contribution of KEESP on the expansion of special needs education in public schools in Nairobi Eastern constituencies of Starche, Kamkunji and Makadara in Kenya. To do this, there was need to identify valid and reliable measures of the variables. This is done through literature review in Chapter two. Research instruments in the form of questionnaires were constructed. Prior to using the questionnaire to collect data, the questionnaire was pre-tested in order to refine it and verify that all variables are included. The purpose of the pilot test was to refine the questionnaire so as to ensure consistency and validity of data collected and to eliminate problems in coding of data.

3.8 Data Analysis and Presentation

Data collected was in the form of ratio and count data. Descriptive statistics was used predominantly to describe the characteristics of the sample. This took the form of means for ratio data and percentage frequency for count data. Data is presented in the form of tables. After quantitative data analysis, the results were synchronized, interpreted and discussed to answer the research questions and address the objectives. Consequently, the way forward is arrived at in the recommendations at the end of the study.

3.9 Operationalization of Study Variables

The study established teacher training, adequate facilities, sensitization of parents, and placement as the independent variables and expansion of special needs education as the dependent variable. The variables have been operationalized as indicated in Table 3.3.

Table 3J Operationalization of Study Variables

Study variable	Measured in Measured in	questioner as schedule as	interview	Type Scale
Teacher training	<ul style="list-style-type: none"> • Education background • Training(s) in special needs education 	<ul style="list-style-type: none"> • Pre-service training in special education • Training in special education • Status of special needs teachers 		Nominal
Adequate Facilities	<ul style="list-style-type: none"> • Special desks available • Special equipment (Braille machines, hearing aids, Magnifiers) available • Special sitting arrangements • Special sanitary facilities 	<ul style="list-style-type: none"> • Establish/improve SNE resource centre • Purchase of desks • Purchase of equipment • Classroom improvement • Sanitary facilities • School did not receive any funds. 		Nominal/Ratio
Parent and community Sensitization	<ul style="list-style-type: none"> • Addressing Parents . Public at Chief Baraza, Churches • Home visits • Liaison with Children's Department • Preparing sensitization material 	<ul style="list-style-type: none"> • agenda in parent meetings • administrative meetings on special needs • program for visiting homes • adequate capacity to handle parents of special need pupils 		Nominal
Placement of learners	<ul style="list-style-type: none"> • Advice to parents • Developed Individualized Education Program (IEP) 	<ul style="list-style-type: none"> • Pupil recommend for assessment in 2011 • No of pupils referred back to your school • No of pupils placed • Teacher assigned for placement • <u>Mode of conducting SNE</u> 		Nominal/Ratio
Expansion of SNE	<ul style="list-style-type: none"> • Number of teachers • Number of special needs teachers • pupil population before KESSP • pupil population currently • special needs pupils before KESSP • special needs pupils currently • challenges faced in increasing enrolment of pupil with special needs • <u>KESSP support in overcoming these challenges</u> 			Nominal/Ratio

3.10 Ethical Considerations

Consent in the form of research permit was obtained from the Ministry of Higher Education Science and Technology. This was followed by reporting to the Provincial Education Director before conducting interviews and confidentiality maintained throughout the study. The respondents were informed that research results were purely for academic use. This study ensured respondents were not discriminated against based on any other factors other than the ones determined in the methodology.

3.11 Summary

This chapter explains the methodology through which the study was conducted. Initially the research design was identified leading to descriptive quantitative cross-sectional survey being selected. A subsequent discussion of target population follows deriving the sample design, sampling frame and sampling procedures. In which case Krejcie and Morgan (1970) provided an apt guide to the determination of the sample size. The chapter also identified interviewing and questionnaires as research instruments. Data collection procedures including ethical considerations were discussed leading to data analysis procedures.

CHAPTER FOUR

ANALYSIS AND FINDINGS

4.1 Introduction

This chapter is an endeavour to present the findings of the research and explore the implications arising from them. In this respect, data is first presented as were collected from the field, followed in each case by thorough interpretation of the observable trends based on the objectives of the study.

4.2 Results for the Study

Through use of frequencies, percentages and charts, this session seeks to describe the characteristics of the research sample. Focus here is directed to various aspects of the study objectives, whose distribution or frequency of occurrence of various categories will in the next session be used to elucidate the study findings.

4.2.1 Response Rate for the Study

Two types of inquiries were made, the first, to head teacher of primary schools and the second to classroom teacher dealing with special needs education. In this respect 69 interviews were scheduled, but only 45 were successfully conducted. The response rate in this case was 65.2 per cent. In regard to classroom teacher dealing with special needs education, 138 questionnaires were self-administered. The response rate achieved was 76.8 per cent. These outcomes are shown in table 4.1. The table indicates high response rate meaning that the results received are representative subject to the sampling methods used in the study.

Table 4.1 Response Rate for the study

	Target Responses	Observed Responses	Usable responses	Net Responses
Interviews for Head teachers	69	45	45	65.2%
Questionnaires for Classroom Teachers	138	120	106	76.8%

Source: Author (2012)

4.2.2 General Information on Respondents

The study sought general characteristics of respondents engaged in special needs education. This information included their ages, level of education, and the duration of appointment at current duty station. These responses are discussed in this section.

4.2.2.1 The age of classroom teacher

Education policies are dynamic and may require the support of younger generation staff for successful implementation of changes in the school and classroom environment. This is true as pertains to inclusion of special needs pupils in the general learning environment. The study found out as shown in Table 4.2 that a cumulative percentage 97% of teachers surveyed was aged between 20 and 50 years. Only a paltry 3% were above the age of 51 years.

Table 4.2 Age of classroom teacher

Age bracket	Frequency	Percentage
20-30 years	6	10%
31-40 years	25	24%
41-50 years	67	63%
51-60 years	3	3%

Source: Author (2012)

This means that the majority of current staff working in the primary schools surveyed have a combination of experience and versatility to deal with the challenges of special needs education at the basic education level.

4.2.2.2 General characteristics of SNE environment

In understanding the background of the study area, characteristics of the respondents and the outcomes of enrolment in relation to KESSP. The mean number of years spent in the station by the teacher was found to be 5.39 years, with some teachers having spent a minimum of 2 years in the current station. This means that the respondents were in a position to credibly map the changes that had occurred previously in relation to SNE and KESSP.

Teacher population in the schools visited was high with the mean number of teachers being found to be 27.79 according to table 4.3 below. A disparity was however noted in the number of SNE teachers given the mean reported of 9.78 and the minimum recorded at 2 teachers. These findings may reflect the inadequacy of SNE teachers in the schools visited.

One of the criteria of measuring the effect and success of an education support program like KESSP is through increased enrolment. Population of pupils before KESSP was found to have a mean of 701.33 which was seen to increase to 913.00 after KESSP. In relation to SNE pupils population within the same period the resultant mean was 86.84 pupils.

In relation to teacher skills in SNE, the study found out that teachers either received training prior to KESSP in the form of pre-service training and with KESSP in the form of in-service training. Pupil placement processes were fruitfully conducted since according to table 4.3 below, the maximum number of pupils placed was 37 which were the same as the number of referrals. These results indicate that KESSP did indeed contribute to SNE pupils' placement and recruitment.

Table 4.3: General Characteristics of SNE Environment

	N	Minimum	Maximum	Mean	Std. Deviation
Duration in Current Duty Station	45	2	10	5.39	3.16
No of Teachers in School	45	13	38	27.78	8.282
No of SNE teachers	45	2	35	9.78	10.054
Pupil population before KESSP	45	57	1609	701.33	436.346
Pupil population currently	45	250	1656	913	434.483
SNE pupil population before KESSP	45	1	79	36.84	33.293
SNE pupil population currently	45	2	250	86.84	83.967
Teachers with pre-service training in SNE	45	0	42	19.89	16.896
Teacher who received SNE training	45	0	12	5.73	5.038
Pupil recommended for assessment	40	0	15	5.88	4.339
Pupils referred back to your school	40	0	37	8	11.3
Pupils placed	40	0	37	8.12	11.237

Source: Author (2012)

4J Influence of Teacher Training on Expansion of SNE

According to Florian and Rouse (2009) the task of initial teacher education is to prepare people to enter a profession which accepts individual and collective responsibility for improving the learning and participation of all children. Studies suggest (e.g. Sanders and Hom, 1998; Bailleule/ a/, 2008) that the quality of the teacher contributes more to learner achievement than any other factor, including class size, class composition, or background.

The study well recognizing these facts sought to determine the influence of teacher training on expansion of SNE. In this respect the study sought to determine specifically the educational background of teacher training, the form of training received towards SNE and the current status of SNE teachers in the schools surveyed. These findings are discussed below.

4.3.1 Educational Background of Teacher Training

Teacher training is well defined and properly regulated though this does not necessarily infer that the teachers in the classroom have received relevant pre-service training especially given the uniqueness of SNE.

The study found out that teachers surveyed had received pre-service training in three categories: primary 1 (special needs), graduates or graduate with special needs specialization. Majority of the teachers interviewed were graduates with special needs specialization with a score of 90% as shown in table 4.4 below. Only a paltry 4% of the respondents had SNE specialization at PI.

Table 4.4: Educational Background for Teacher's Training

Education Background	Frequency	Percentage
Primary PI -special needs	4	4%
Graduate	12	11%
Graduate special needs	90	85%

Source: Author (2012)

These findings indicate that teachers do not take SNE specialization at the initial stages of their pre-service training like PI and only do so with successive training up the career ladder. Again the study notes that this trend is commendable because as teachers consider different

career choices and improvement, they have also recognized the importance of SNE skill acquisition hence more relevant skills.

4.3.2 Form of Training Received In Area of Special Needs Education

In some cases the strength of education support programs lie in complementing pre-service training and building capacity of the current teacher workforce so that the personnel can be empowered to perform the particular tasks required at the work place as demanded by the SNE environment.

According to table 4.5 below. 47% of the respondents received in service training in relation to SNE. Another 18% received training on assessment of SNE pupils while 27% attended workshops intended for capacity building towards SNE goals.

Table 4.5: Form of training received in area of special needs education

Form of training	Frequency	Percentage
Pre-service	14	13%
In-service	47	44%
Assessment	18	17%
Capacity building workshops	27	25%

Source: Author (2012)

These findings indicate that actual training and capacity building towards SNE as espoused by KESSP did take place. However it was not possible to map specific training needs vis a vis the training undertaken which means that though training was undertaken, it may not have achieved building of skills portfolio required.

4.3.3 Status of SNE Teacher in School

An evaluation was conducted to assess the adequacy of SNE teachers in the schools surveyed. To this end. the study found out that 88.9% of the responses were in the affirmative while 11.1% begged to differ with the proposition that SNE teachers were adequate as shown in the results in table 4.6 below.

Table 4.6: Status of SNE Teacher in School

Status of SNE teacher	Frequency	Percentage
Adequate	40	88.9
Not adequate	5	11.1
Total	45	100.0

Source: Author (2012)

The results above are a strong indication that currently within the area surveyed; the SNE teacher resources are fairly adequate and this will go a long way in addressing the issues unique to SNE at the basic level towards the goals and aspirations of KESSP.

4.4 Influence of Provision of Adequate Facilities on Expansion of SNE

SNE pupils are faced with numerous handicaps especially in regard to mobility and therefore struggle to find comfort in an ordinary classroom environment. Physical access to school buildings is an essential prerequisite for educating children with special needs (Stubbs, 2008). Those with physical disabilities are likely to face difficulties in travelling to school if, for example, the roads and bridges are unsuitable for wheelchair use and the distances are too great (UNESCO, 2010). Even if it is possible to reach the school, there may be problems of stairways; narrow doorways, inappropriate seating, or inaccessible toilet facilities (Mpika and Manchester, 2003). Principles of universal design should underlie policies of access to education. In recognizing the pertinence of these matters, KESSP sought to provide adequate facilities towards SNE expansion the extent to which this was achieved becoming the subject of this enquiry.

4.4.1 Establish/Improve SNE Resource Centre

According to table 4.7 below only a third of the respondents agreed that establishment or improvement an SNE resource centre had taken place in their schools. The other 66.7% did not witness any such improvement or establishment.

Table 4.7: Establish/Improve SNE Resource Centre

	Frequency	Percentage
No	30	66.7
Yes	15	33.3
Total	45	100.0

Source: Author (2012)

The results above indicate that majority of the schools did not benefit from resource centres. This could be due to the fact that the centres can be shared among several schools and do require a heavy capital investment to set up.

4.4.2 Purchase of Desk

None of the respondents interviewed had desks purchased for their school in line with the provision of equipment befitting an SNE study environment as indicated in table 4.8 below.

Table 4.8: Purchase of Desk

	Frequency	Percentage
No	45	100.0

Source: Author (2012)

This results though very negative either indicate that KESSP did not find desks a necessary feature of environment improvement or desks were delivered in other schools other than the one surveyed.

4.4.3 Purchase of Equipment

SNE pupils will from time to time require equipment to aid learning such as hearing aids for the hearing impaired or braille typewriters for the sight impaired learners. The study found out that **77.8%** of the respondents received equipment towards this end. The remaining **22.2%** did not receive any form of equipment as seen in table **4.9** below.

Table 4.9: Purchase of Equipment

	Frequency	Percentage
No	10	22.2
Yes	35	77.8
Total	45	100.0

Source: Author (2012)

The results above indicate that a considerable effort was given in equipping the schools towards SNE KESSP goals achievement.

4.4.4 Classroom Improvement

The classroom experience is very important to the learner since this is where considerable time is spent and actual learning takes place. The study found out that classroom improvement towards SNE had occurred among 55.6% of the responding schools however 44.4% did not benefit from classroom improvement.

Table 4.10: Classroom Improvement

	Frequency	Percentage
No	20	44.4
Yes	25	55.6
Total	45	100.0

Source: Author (2012)

The results above point to the effort made towards making the classroom more accommodating for SNE. It is worth noting that given inclusion it may not be economically feasible to improve all the classrooms in all schools surveyed.

4.4.5 Sanitary Facility

Sanitary facilities are crucial because their usefulness or otherwise may affect the learners self-esteem. This notwithstanding, the respondents indicated that only 11.1% of the respondents experienced improved sanitary facilities.

Table 4.11: Sanitary Facility

	Frequency	Percentage
No	40	88.9
Yes	5	11.1
Total	45	100.0

Source: Author (2012)

The low number of school benefiting from sanitation improvement indicates that KESSP effort may have neglected this sensitive area within the school and concentrated more on the classroom.

4.4.6 School Did Not Receive Any Funds

Projects funds may be administered directly by the project agency or by the beneficiary organization in which case the administration may have been done by MoE itself or the schools. The study found out that 11.1% of the schools received the funds for administration.

Table 4.12: School did not receive any funds

	Frequency	Percentage
No	40	88.9
Yes	5	11.1
Total	45	100.0

Source: Author (2012)

The findings above indicate that the ministry sponsoring KESSP found it more convenient to administer funds directly as opposed to sending the money to be spent in the schools.

4.5 Influence of Sensitization of Parents on Expansion of SNE

The Special Needs Education is an issue that cuts across all levels of education. The SNE requires costly equipment, well trained teachers and other enabling facilities. So far, less than 10% of children with special needs have been assessed with only less than 3% of these being enrolled in educational programs. Community support in achieving the set targets is still very low. Current efforts by the sub sector to create a friendly learning environment for these children require additional financial resources to renovate and modernize existing facilities in all education institutions.

Like in all projects, stakeholder involvement is key to successful implementation. One of stakeholders that require to be spruced up for such involvement is the community where these target children live and by extension the parents. Stakeholder involvement may be harnessed through information, sensitization and education which is well conducted by the school in the neighbourhood a fact this study sought to explore.

4.5.1 Sensitization an agenda in parents meeting

Schools through various meeting have the opportunity of meeting parents. The study sought to find out whether any form of sensitization agenda was reserved for these meetings. The study found out that 77.8% of the respondents agreed that sensitization was an agenda in parents meeting with 22.2% neither agreeing nor disagreeing as shown in table 4.10.

Table 4.13: Sensitization an agenda in parents meeting

	Frequency	Percentage
Agree	35	77.8
Neither Agree or Disagree	10	22.2
Total	45	100.0

Source: Author (2012)

The results indicate that schools have recognized that meetings with parents can actually be used as a forum for sensitization for parents on SNE potential and importance to community towards recruitment and placement of pupils.

4.5.2 School involves public administration to assist in SNE sensitization

Public administrators are figureheads in society can be used as effective instruments for the purposes of sensitization of SNE goals. The study found out that 55.6% of the respondents agreed to the involvement of public administration. About 11% of the respondents did not agree to use public administration for purposes of sensitization as shown below in table 4.14 below.

Table 4.14: School involves public administration to assist in SNE sensitization

	Frequency	Percentage
Agree	25	55.6
Neither Agree or Disagree	^	33.3
Disagree	^	11.1
Total	45	100.0

Source: Author (2012)

The results indicate that public administration was an important bridge for sensitization of SNE among members of the public and given that this arm of government frequently interacts with members of the public then their role in sensitization could be quite effective.

4.5J School Has a Program of Visiting Homes

Home visits may act to show empathy and concern for parents and SNE pupils alike which may enhance the relationship with the school and therefore boost acceptance of child condition and enrolment. According to table 4.15 below, the study found out that 77.8% of the respondents conducted home visits through an existing program.

Table 4.15: School Has a Program of Visiting Homes

	Frequency	Percentage
Agree	35	77.8
Neither Agree nor Disagree	5	11.1
Disagree	5	11.1
Total	45	100.0

Source: Author (2012)

4.5.4 Head-Teacher Has Capacity to Handle Parents of SNE Pupils

The head-teacher in most cases acts as the contact person of the school and the general public and is the first person to interact with parents of SNE pupils. In this regard, the head-teacher should have the right interpersonal skills to deal with parents of SNE pupils for reassurance. Towards this enquiry, the study found that all respondents agreed to this proposition as shown in table 4.16 below.

Table 4.16: Head-Teacher Has Capacity to Handle Parents of SNE Pupils

	Frequency	Percentage
Agree	45	100.0

Source: Author (2012)

The absoluteness of the findings above indicate that head-teachers are well positioned to interact first hand and reassure parents of SNE pupils which is a first step in ensuring that pupils themselves can be encouraged to get ready for enrolment and placement.

4.5.5 Sensitization Activities

Various forms of sensitization were used to reach out to different stakeholders towards passing the message of SNE expansion through KESSP by the schools. According to table 4.17, the most prominent methods include addressing parents of pupils, home visits, preparation of sensitization materials and liaison with children's department. Churches and chiefs barazas were also used to reach out to members of the public albeit to a small extent.

Table 4.17: Sensitization Activities

	Percentage
Preparing sensitization material	37%
Liaison with children's department	38%
Home visits	61%
Addressing public in churches	20%
Addressing public at chief baraza	22%
Addressing parents	85%

Source: Author (2012)

4.6 Influence of Placement of Children with Disabilities on Expansion of SNE

Early identification and intervention are pivotal to the prognosis of the child with special needs. Many professionals believe that the first seven years of a child's life are critical windows for his development intellectually, socially and emotionally. Findings support the commonly-held view that early services to young children with special needs will enhance their abilities to develop to their maximum potential, reduce later education costs to society, and improve their chances of both economic and living independence. The early development of secure attachment with primary caregivers is the foundation of the child's ability to optimise

what he or she can subsequently gain from new experiences and relationships' (Monck *et al.* 2003) this makes placement central to the achievement of SNE KESSP goals. This study sought to determine the processes involved in pupil placement and how they were influenced by KESSP.

4.6.1 Teacher Assigned Responsibility for Follow Up on Placement

Pupil placement is delicate exercise which involves focusing the pupil to a lifelong learning process. It may be necessary to assign a teacher to follow up specific cases for commitment. The study found out that 88.9% of the respondents indicated that they assigned teachers to follow up pupils on placement.

Table 4.18: Teacher Assigned Responsibility for Follow Up On Placement

	Frequency	Percentage
No	5	11.1
Yes	40	88.9
Total	45	100.0

Source: Author (2012)

Findings indicate that placement was accorded the attention it deserved seeing that in most cases teachers were assigned for follow up.

4.6.2 How Special Needs Is Conducted In the School

Different modes of conducting special education are available in SNE basic education policy. The study found out that 44.4% of the schools surveyed. SNE was conducted through Inclusive and Special unit. In 11.1% of the cases, SNE was conducted through inclusive or special schools. The same margin represented cases where no form of SNE was conducted. Another 22.2% of the respondents indicated that SNE was conducted through special unit.

Table 4.19: How Special Needs Is Conducted In the School

	Frequency	Percentage
Inclusive	5	11.1
special unit	10	22.2
Special school	5	11.1
Inclusive and Special unit	20	44.4
None	5	11.1
Total	45	100.0

Source: Author (2012)

SNE according to the results above, was conducted in a manner that seems largely fragmented into the forms of special schools, inclusive and special units. There is also a proportion of schools which do not offer any form of SNE meaning that KESSP may not have been totally effective in empowering all schools. Inclusive modes have also remained low irrespective of KESSP.

4.6J Teacher Involvement In Giving Advice

Teachers are key stakeholders in the education sector and their interaction and experience with pupils may form a sound basis of decision making which again depends on the level of involvement through advice. The study found out that an overwhelming 92% of the respondents were involved in giving advice on issues of SNE as shown in table 20 below.

Table 4.20: Teacher Involvement In Giving Advice

	Frequency	Percentage
Yes	98	92%
No	8	8%

Source: Author (2012)

The above findings indicate that teachers were adequately involved in giving advice on matters pertaining to SNE which means that decisions taken are in the interest of the pupils as expressed by the teachers who are their mouth pieces.

4.6.4 Teacher Develops An Individualised Learning Program

Learning in an SNE environment is challenging and requires commitment and specialized attention. Such attention may emanate from the teacher developing individualized learning program for each pupil under their care. The study found out that a majority of all teachers involved in SNE prepared individualized learning programs for their pupils with the score standing at **92%** according to table **21** below.

Table 4.21: Teacher Develops An Individualised Learning Program

	Frequency	Percentage
Yes	98	92%
No	8	8%

Source: Author (2012)

The findings point to the extent of commitment the teachers have developed towards SNE pupils and all the learning involved. This could be attributed to KESSP and noted as one of the greatest influences of KESSP.

4.6.5 Challenges Faced In Increasing Enrolment of Pupil with Special Needs

While it is plausible to note that KESSP positively influenced SNE pupil enrolment and placement in the schools surveyed, the study was conscious of challenges that may have arisen with increased enrolment. When posited to respondents, they identified varied challenges the most common being lack of transport for pupils to and from school, pupils facing denial from parents which extends to lack of support of the households where they originate and failure of parents to disclose all information pertaining to the nature of challenge.

Other setbacks included undefined exit point for those of mature age for example 20 years and above and some pupils' unwillingness to leave special unit for vocational training after course is completed. These challenges were not envisaged in KESSP therefore no modalities are in place to address them.

4.7 Summary

This chapter contains the results of the data analysed subject to the research objectives. The first part contains findings from respondents from a general point of view aimed at providing background of the research environment. The second part reports on the influence of teacher training on expansion of SNE with considerable effort on pre-service skills and orientation versus skills acquired courtesy of KESSP.

Results on influence of provision of adequate facilities on SNE expansion follows as experienced through improvement of resource centres, supply of desks, classrooms, equipment and sanitary facilities. Sensitization efforts and results follow. The chapter winds up by looking at the processes of placement as facilitated by KESSP and the challenges thereof.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major research findings, conclusions from the findings and recommendation drawn from the conclusions. The study sought to determine the extent to which the implementation of Kenya Education Sector Support Program (KESSP) occasioned the expansion of special needs education. This broad objective was guided by the following specific objectives; establish the influence of teacher training, provision of adequate facilities, sensitization of parents and placement of children on expansion of special needs education in public primary schools. Both primary and secondary data were used to elucidate the study objectives. Primary data were collected using a structured questionnaire with the classroom teachers, and interview schedule with the headteacher. Secondary data were collected from documented information about special needs education in Kenya.

5.2 Summary of the Research Findings

The findings made in the study are recapped at this point. The summary is based on research objectives being, establish the influence of teacher training, provision of adequate facilities, sensitization of parents and placement of children on expansion of special needs education in public primary schools.

5.2.1 General Research Findings

The study found out that a cumulative percentage 97% of teachers surveyed was aged between **20** and **50** years which means that the majority of current staff working in the primary schools surveyed have a combination of experience and versatility to deal with the challenges of special needs education at the basic education level.

One of the criteria of measuring the effect and success of an education support program like KESSP is through increased enrolment. Population of pupils before KESSP was found to have a mean of 701.33 which was seen to increase to 913.00 after KESSP. In relation to SNE pupils' population within the same period the resultant mean was 86.84 pupils.

In relation to teacher skills in SNE, the study found out that teachers either received training poor to KESSP in the form of pre-service training and with KESSP in the form of in-service training. Pupil placement processes were fruitfully conducted given that the maximum number of pupils placed was 37 which were the same as the number of referrals. These findings show that KESSP indeed contributed to SNE pupils' placement and recruitment.

5.2.2 Influence of Teacher Training on Expansion of SNE

The study found out that the teachers surveyed had received pre-service training three categories: primary 1 (special needs), graduates or graduate with special needs specialization. Majority of the teachers interviewed were graduates with special needs specialization with a score of 90%. Only a paltry 4% of the respondents had SNE specialization at PI an indication that teachers do not take SNE specialization at the initial stages of their pre-service training like PI and only do so with successive training up the career ladder.

In service training for SNE as espoused by KESSP was received by 47% of the respondents while another 18% received training on assessment of SNE pupils while 27% attended workshops intended for capacity building towards SNE goals.

In regards to the adequacy of SNE teachers in the schools the study found out that 88.9% of the responses were in the affirmative while 11.1% begged to differ with the proposition that SNE teachers were adequate.

5.2.3 Influence of Provision of Adequate Facilities on Expansion of SNE

Only a third of the respondents agreed that establishment or improvement SNE resource centre had taken place in their schools. The other 66.7% did not witness any such improvement or establishment of the resource centres. None of the respondents interviewed had desks purchased for their school in line with the provision of equipment befitting an SNE study environment. The study also found out that 77.8% of the respondents received equipment towards improving the study environment of SNE.

Classroom improvement towards SNE had occurred among 55.6% of the responding schools while the respondents indicated that only 11.1% of the respondents experienced improved sanitary facilities.

5.2.4 Influence of Sensitization of Parents on Expansion of SNE

Schools through various meetings have the opportunity of meeting parents. The study found out that 77.8% of the respondents agreed that sensitization was an agenda in parents' meetings. Public administration was found to be an important bridge for sensitization of SNE among members of the public and given that this arm of government frequently interacts with members of the public then their role in sensitization could be quite effective.

The study also found out that 77.8% of the respondents conducted home visits through an existing program as a method of sensitization. All respondents indicated that head teachers were adequately equipped to handle parents of SNE pupils.

The study found out that the most prominent methods include addressing parents of pupils, home visits, preparation of sensitization materials and liaison with children's department. Churches and chiefs' barazas were also used to reach out to members of the public albeit to a small extent.

5.2.5 Influence of Placement of Children with Disabilities on Expansion of SNE

Conditions prior to placement may necessitate the assignment of teachers to follow up specific cases for commitment a practice which was found common among 88.9% of the respondents depicting more concern and focus on placement of SNE pupils.

The conduct of SNE was found to be in a manner that seems largely fragmented into the forms of special schools, inclusive and special units. There is also a proportion of schools which do not offer any form of SNE meaning that KESSP may not have been totally effective in empowering all schools. Inclusive modes have also remained low in application irrespective of KESSP.

The study also found that teachers were adequately involved in giving advice on matters pertaining to SNE which means that decisions taken are in the interest of the pupils as expressed by the teachers who are their mouthpieces. Majority of the teachers involved in SNE prepared individualized learning programs for their pupils with the score standing at **92%**.

U Sen posited to respondents, they identified varied challenges the most common being lack of transport for pupils to and from school, pupils facing denial from parents which extends to lack of support of the households where they originate and failure of parents to disclose all information pertaining to the nature of challenge.

Other setbacks included undefined exit point for those of mature age for example 20 years and above and some pupils' unwillingness to leave special unit for vocational training after course is completed. These challenges were not envisaged in KESSP therefore no modalities are in place to address them.

5J Conclusions

Pre-service training though dominated by non SNE specialization was seen to be complimented by upgrade training that was predominantly SNE oriented. Alternatively, through KESSP. training and additional capacity building SNE focused training was made available hence the study concludes that teacher training positively influenced the expansion of special needs education in public primary schools.

The study concludes that adequate facilities were rarely provided especially in relation to desks, classroom environment, equipment provision and sanitation improvement. Even where resource centres were improved or established, the level of adequacy still remained a challenge. To this extent, inadequate facilities improvement or lack of it did impede the expansion of the expansion of special needs education in public primary schools.

The study concludes that KESSP, the schools took the mantle of sensitization of parents through various forums, programs and activities organized through routine day to day school events meaning that parents and the general public would better understand SNE the effect of which caused the improved enrolment hence positive influence the expansion of special needs education in public primary schools.

The study also concludes that the processes of placement such as teacher follow up and advisory services exude confidence, care and concern among SNE pupils and their parents and are bound to increase enrolment. However, effective placement is challenged by mobility to school, attitudinal barriers between parents and their children and post qualification crisis or transitory barriers all of which KESSP remains silent about. The fragmented manner in

•>ich SNE is conducted may leave some institutions crowded with pupils while other have none putting undue pressure to those that are perceived as good or comforting. Fragmentation is also an indication that KESSP has not succeeded in mainstreaming inclusive SNE.

5.4 Recommendations and Areas for Further Research

In the view of the above conclusions, this study makes the following recommendations relating to policies, programmes and future research regarding expansion of SNE in Kenya. These are divided into policy recommendations and future research.

5.4.1 Recommendations

The study recommends that opportunities of SNE capacity building and training target those teachers for whom it is most relevant. In regards to equipment provision, the study recommends that equipment needs be mapped before provision is done in a phased manner to remove the burden of financing.

The process of sensitization should be more inclusive to allow for debates on disability towards de-stigmatisation and the benefits of SNE. These messages should be carried by opinion leaders in society.

The study recommends also that SNE policy be develop to guide on education transition, modes of conduct and roles of different stakeholders and reinforce the mainstreaming of inclusion SNE.

5.4.2 Areas for Further Research

The study took place in schools located in the city. Populations living in rural areas are more iikely to suffer the ills of marginalization. The study therefore suggests that further research be undertaken to interrogate the effect of KESSP towards SNE improvement in rural areas.

Support Programs as a whole constitute an important framework for which aid is channelled for specific thrust areas. While this study has focused on evaluation of an education sector based support program, other sectors such as agriculture, research, energy and information technology have benefited from such arrangements. It is imperative therefore to evaluate support programs implemented in other sectors and their effects on various human challenges.

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Appendix I: Interview Schedule for Headteachers

Section A: General Information

- 1) How long have you been a Headteacher at your current station?
 - a) 0-3 years
 - b) 4-6 years
 - c) 7-9 years
 - d) Above 10 years

Section B: SNE expansion

- 2) How many teachers does your school have?
- 3) How many teachers are special needs teachers?_
- 4) What was your pupil population before KESSP?
- 5) What is your pupil population currently?
- 6) How many special needs pupils did you have before KESSP?
- 7) How many special needs pupils do you have currently?_
- 8) What challenges have you faced in increasing enrolment of pupil with special needs?

- 9) How has KESSP help you in overcoming these challenges?

Section C: Teacher training

- 10) How many teachers have pre-service training in special education?
- 11) How many teachers received training in special education?
- 12) How would describe the status of special needs teachers in your school?
 - a) Very Adequate []
 - b) Adequate []
 - c) Not Adequate []

Section D: Adequate Facilities

How did you spend funds received for special needs education?

- a) Establish/improve SNE resource centre []
- b) Purchase of desks []
- c) Purchase of equipment []
- d) Classroom improvement []
- e) Sanitary facilities []
- 0 School did not receive any funds. []

Section E: Parent and Community Sensitization

13) Indicate your opinion on strategies that are used by the school to sensitize the parents and communities.

	Agree	Neither Agree or Disagree	Disag rec
Sensitization is always an agenda in parent meetings			
School request to invited to address administrative meetings on special needs			
School has outlined a program for visiting homes			
The Headteacher has adequate capacity to handle parents of special need pupils			

Section F: Placement

- 14) How many pupils did you recommend for assessment in 2011?
- 15) Of these how many were referred back to your school?
- 16) How many of these did you place?
- 17) Is there a teacher assigned responsibility for following up on placement?
Yes [] No []
- 18) How is special needs education conducted in your school?
 - a) Inclusive []
 - b) Special unit []

Appendix II: Questionnaire for Classroom Teacher

My name is Catherine Katheke. I am a Master of Arts in Project Planning and Management **student** in University of Nairobi. I am undertaking a research in "*Effect of Kenya Education Sector Support Program (Kessp) On Expanding Special Needs Education: A Survey of Nairobi East Constituencies* ". The findings will help in identifying the gains made in special **need** education I would appreciate if you could answer the questions below. The information **will be** kept confidential and only be used for research purposes.

Section A: **Background information**

1. Age
 - a) 20-30 years
 - b) 31-40 years
 - c) 41-50 years
 - d) 51-60 years

Section B: **Teacher Training**

2. What is your education background?
 - a) Primary 1 (PI)
 - b) Primary 1 (PI)- Special Needs
 - c) Graduate
 - d) Graduate Special Needs

3. Which of the following training(s) have you received in special needs education?
 - a) Pre-service
 - b) In-service
 - c) Assessment
 - d) Capacity building workshops

Section C: Adequate Facilities

4. Do you agree with the following statements in relation to Adequate Facilities fitness to special needs pupils?

Classroom entrance customized	Agree	Somewhat agree	Disagree
Special desks available			
Spccial equipment (Braille machines. hearing aids. Magnifiers) available			
Special sitting arrangements			
Special sanitary facilities			

Section D: Parent and community Sensitization

5. Which of these the activities have you been involved in sensitizing parents and community?

- a) Addressing Parents []
- b) Addressing Public at Chief Baraza []
- c) Addressing Public in Churches []
- d) Home visits []
- e) Liaison with Children's Department []
- f) Preparing sensitization material []

Section E: Placement

6. Have you involved yourself in giving advice to parents on placement?

Yes [] No []

7. Have you developed Individualized Education Program (IEP) for the special needs pupils?

Yes [] No []

Thank You

Appendix III: Research Permit

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:
I Prof./Dr/Mr/MrK/Mi5s/fiiUitrtion JWE
Catherine Kathcke Ntnu
1 ol i Adarossj University of Nairobi
P.O.Box 30197-C0100. Nairobi
I ha*. boon permitted to conduct research in

I "u/ OQ w, . . . --
Nairobi
I » . A MM ^sy XT

Location
District
Province

on the topic: Influence of Kenya Education
sector support program on expanding sDecial
needs education in public primary schools
in Nairobi County, Kenya.

Research Permit No. NCST/RCD/14/012/967
Date of issue 10th July, 2012
Fee received KSH. 1,000



Applicant's Mature
Secretary
National Council for

fe :. . ^ V '
for a period ending: 31st August, 2012.

Appendix IV: Letter of Introduction

Catherine KathekeNzau,
School Of Distance and Continuing Education,
University of Nairobi,
P.O Box 30197,
Nairobi.

Dear Sir/Madam,

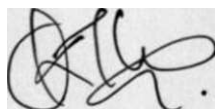
I am a Masters student at the University of Nairobi, School of Distance and Continuing Education. In partial fulfillment of the requirement for Master of Arts in Project Planning and Management. I am conducting a survey on the effect of Kenya Education Sector Support Programme on expansion of special needs education

I am glad to inform you that you have been selected to form part of the study. I would therefore kindly request you for assistance in completing the attached questionnaire which forms a major input of the research process. The information and data will be strictly be used for academic purposes only and strict confidence shall be observed on the same.

You cooperation will go a long way in ensuring success of this project.

I would like to thank you in advance for your time.

Yours Sincerely,



Catherine Katheke Nzau (L50/63519/2010)

Mobile 0721 148005 P.P.M. Student-Researcher

University of Nairobi