UNIVERSITY OF NAIROBI
FACULTY OF ARTS
DEPARTMENT OF SOCIOLOGY

TOPIC:

Challenges in Providing Free Primary Education to Children with Disabilities in Public Primary Schools in Kenya: A Case Study of Nairobi District

BY:

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DECLARATION

This is my original work and has not been submitted in any other university.

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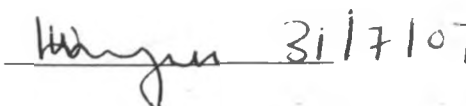
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DEDICATION

This dissertation is dedicated to my two daughters; Ivy and Lucy Mokua for their continued support and encouragement urging me to "complete my homework". It is because of you two that I have been able to complete this piece of work.

It is also dedicated to my parents, Lukas and Lucy Munyui for their moral support and continuous encouragement. Thank you for believing in me.

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I wish to express my sincere thanks to my supervisors, Professor C.O Awuondo and Dr. R. Ocharo for their close supervision and guidance in this research project.

I also wish to appreciate the support and information received from my respondents in the study, the divisional education advisors in Nairobi, special education teachers in study schools and the heads of the schools and special units.

I am indebted to my friend Pamela Wesonga for support during my field work.

Over and above all, I wish to record my gratitude to God.

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LIST OF ABBREVIATIONS

AEO	Area Education Officer
CESA	Comprehensive Education Sector Analysis
ECD	Early Childhood Development
EFA	Education for All
FPE	Free Primary Education
FGDS	Focus Group Discussion
GOK	Government of Kenya
HIVAIDS	Human Immuno Deficiency Virus/ Acquired Immune Deficiency Syndrome
ILO	International Labour Organization
IMF	International Monetary Fund
KANU	Kenya African National Union
KISE	Kenya Institute of Special Education
MOEST	Ministry of Education, Science and Technology
NARC	National Rainbow Coalition
NCC	Nairobi City Council
PRSP	Poverty Reduction Strategy Paper
PWDS	People with Disabilities
SAPS	Structural Adjustment Programmes
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization

ABSTRACT

Education plays a vital role in individual improvement and national development. Education for children with disabilities is faced by many challenges which limit the children's benefit from Free Primary Education in Kenya.

Following the introduction of Free Primary Education (FPE) in 2003, the government of Kenya allocated funds to schools based on the number of pupils in a school. Children with disabilities were allocated twice the amount that of ordinary pupils i.e. Kshs. 2040. However, children with disabilities are few and require more facilities than others.

This study sought to assess the extent to which FPE has addressed the various needs of children with disabilities. .

The general objective of the study was to assess the FPE in Kenya with special reference to children with disabilities.

The specific objectives were to;

a.). Identify the different categories of children with disabilities currently in special and integrated primary schools in Nairobi.

b) Identify problems faced in school by children with disabilities

c). Assess the availability and adequacy/inadequacy of facilities and equipment in schools catering for children with disabilities

The study was guided by three research questions namely;

    I.   What are the different categories of children with disabilities in public primary schools in Nairobi District?

    II. What challenges do children with disabilities face under the FPE programme?

    III. Are the facilities provided in school adequate/inadequate?

Structural functionalism theory was applied to enhance the study. Education for children with disabilities is viewed as a crucial component of the social system.

This was an exploratory study. Survey method of research was applied where field visits were made to 26 schools in Nairobi which provide education to children with disabilities. Qualitative and quantitative data collection methods were applied. Structured questionnaires were administered to the Divisional Education officers and the teachers. An observation tool was used to gather information on facilities in the schools and their suitability to children with disabilities. A secondary data collection tool was used to gather data on children in a school, their background, age etc. Data collected was analyzed using descriptive and inferential statistical methods.

Study findings indicate that there are four main categories of children with disabilities in public primary schools in Nairobi district; mentally handicapped at 70.3%, visually and hearing impaired both at 11.1% and a combination of mentally and physically impaired at 11.1%.

Some challenges identified were lack of special curriculum, lack of clear policy on the transition of children with disabilities and inadequate facilities which were rated as inadequate by 98% of the respondents.
Some of the recommendations made in this study are:
  a) Schools catering for children with disabilities should be headed by a trained head teacher in special education.
  b) Allocation of funds to schools should be based on specific needs of a school
  c) Establishment of sheltered workshops in schools for children with disabilities.
  d) Divisional advisors and school inspectors should trained in special education;
  e) The Kenya Institute of Education (KIE) should speed up the development of a special education syllabus.
From the study it was concluded that FPE though faced by challenges has to a greater extent enhanced the education of children with disabilities.

CHAPTER ONE

1.0 Introduction

Since independence, Kenya made considerable progress in the expansion of the primary school system and in curriculum reform. In 1963, the government focused on measures to ensure rapid economic development and social progress for all citizens. In the government development plan (1964-1970), Education was founded on the principles of African Socialism. According to "African Socialism and its Application to Planning in Kenya" (GoK, 1964) the best of Kenya's African social heritage and colonial legacy was to be reorganised and mobilised for a concerted careful attack on poverty, disease and the lack of education in order to achieve social justice, human dignity and economic welfare for all (Sifuna, 1980: 161).

Kenya adopted "Harambee' as a national motto for development in line with African Socialism. Harambee embodied the concept of mutual social responsibility extended from the family to the whole nation, stressing all along the need to work together for a common purpose in a closely interdependent society. The national harambee spirit expressed through self-help efforts has been central to development since independence. Harambee as a development strategy increased mobilization of resources significantly leading to establishment of harambee schools. These were however limited to the abled children schools living out support for special schools to missionaries and the government (Ibid).

The government's decision to hand over administration and financing of primary education to local authorities was made early in 1965, and using powers granted under the amendments to the Education Act of 1951, the Minister issued the Education (Entrustment of Functions to Local Authorities) Order. On this basis the new County and Municipal Councils functions in the field of primary education had to be done through their committees (Ibid: 156).

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Today in the City of Nairobi and in each of Country's other seven provinces, primary education falls under the jurisdiction of a Ministry appointed Provincial Education Officer. Below the Provinces, County (District) Councils and local school committees have been delegated responsibility for running most primary schools. At the District level, the District Officers, and Assistant Education Officers directly administer schools; their number depending on how many schools there are in a district. The District Education Officer is actually employed by the Ministry of Education, but his assistants and primary teachers are employed by the Teachers Service Commission (Bwonda and Njeru 2005:13)

Primary Education in Kenya lasts eight years and is offered to children from 6 to 14 years of age. The objective of primary education are to: Impact literacy, numeracy and manipulate skills; Develop self-expression and utilization of the senses; Develop a measure of logical thought and critical judgement; Lay a foundation for further education, training and work; Develop awareness and understanding of the environment; Develop the whole person including the physical, mental and spiritual capacities; Nurture appreciation and respect for the dignity of labour; and, Develop positive attitudes and values towards society. Through education, training and research, the nation should be able to meet the many challenges of social economic development and industrialization, utilise modern technology and enhance the quality of life for all Kenyans (Republic of Kenya: 1988).

1.1 Background

In its campaign for the 1963 election, the ruling party KANU rashly promised free universal primary education. This promise turned out to haunt the government both in the legislative and in local political meetings. Public demand for universal primary education was rampant. But the financial implications as well as the alternative methods for its introduction required much more study. The popular notion as regarded 'free education' was vague and misdirected. To many people, it meant the abolition of all fees but without a corresponding rise in taxes. This kind of assumption continued to prove very frustrating to the public as regards free education (Muhoro, 1975:2).

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The first steps towards granting free primary education was in 1971. In this year a Presidential Education Decree abolished tuition fees for the Districts that had unfavourable geographic conditions. These were largely areas inhabited by nomadic tribes. The districts covered by the Decree were Marsabit, Isiolo, Samburu, Turkana, West Pokot, Tana River and Lamu. In other districts throughout the country a system of fees remission was formulated (Ibid).

In December 1973, during the celebration of the so called Kenya's 'Ten Great Years' of Independence, a presidential Decree provided free education to children in Standard One to Standard Four in the whole Republic. The Decree was one of the most dramatic political pronouncements since it took planners and the public unawares. In January 1974, the Ministry of Education had to re-think of priorities and areas of operation in order to cope with the staggering rise of pupil enrolment. The enrolment in Standard One classes rose by a million above the estimated figure of about 400,000. The total enrolment figure for the Standards One to Four children increased from 1.8 million in 1973 to nearly 2.8 million in January 1974. Despite this rise, it is estimated that another one to two million children of primary school age were still not attending school in 1974. It was estimated that each year an additional 400,000 to 500,000 would enroll in Standard One, adding up to four million by 1980 (Sifuna, 1990:159).

Following the 2002 General Elections, the KANU government was voted out of power and replaced by the NARC government. In the course of 2003, the NARC administration re-introduced Free Primary Education but this time in a most elaborate and decisive way. According to the new policy, all primary school children are entitled to free access to education at no cost. Since then, there has been general consensus that the FPE Programme was a major milestone in the country's education system as it opened the doors for children, who would have otherwise missed a chance to access education and improve their lives. The FPE programme is popular. It has motivated children to learn; offered teachers a chance to utilize their skills to the best of their abilities; and given schools the opportunity to optimize resource utilization (UNESCO, 2005:3).

Pupils were provided with exercise and textbooks and for some that was the first time in their school life that they were able to carry home reading materials and do their homework, revise on their own and read ahead of their teachers, thus making learning an enjoyable experience. Similarly, they were provided with geometrical sets, items they had never known in the past, but which are critical for good performance in mathematics. Since the pupils were provided with exercise and textbooks and there were teaching aids in schools, which are used by teachers to explain the various concepts being taught, there was consensus that the quality of education was bound to improve. Moreover, pupils were no longer missing lessons due to lack of fees as used to happen in the past. That consistency in classroom attendance was helpful in realizing quality teaching (Ibid: 5).

Teachers reported that the programme had enabled them to get reference materials like atlases, wall maps and globes which made their work easier. The provision of textbooks to pupils was a big boom, teachers no longer had to write homework on the chalkboard or dictate notes as they used to do in the past. Now, they simply ask the pupils to do exercises from the textbooks, revise and read ahead on their own so that they can participate in classroom discussion quite effectively. The mere fact that they have reference materials motivates them as they are able to prepare adequately for their lessons and in that way do their best in the classroom. For parents who have all along agonized over numerous levies that locked out their children from school, this was a timely intervention that relieved them of a heavy burden and accorded them the opportunity to organize and prepare themselves for providing their children with secondary education. With the burden of school levies taken away from them, parents now just have to provide their children with basic things like food, shelter and uniforms. Since their children have been provided with textbooks, they can easily monitor what they are doing or assist them with revision and homework (Ibid).

Little has been mentioned on education for children with disabilities. However, under the FPE programme, the government committed to increase the allocation of funds to pupils with disabilities twice the amount allocated to regular pupils. This however has not been adequate and children with disabilities have continued to face similar challenges to those of regular children such as limited staff specialized in teaching special needs

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children and limited learning facilities. Most notable, special needs of children with disabilities were not considered in design of most schools which cater for them (UNESCO: 2005).

1.2 Problem Statement

Successive governments since independence have ensured that education was given top priority in the development agenda in Kenya. Various concrete policy initiatives were made to ensure that the human resource becomes one of the most valued assets in the country. The Kenyatta administration was particularly keen on the building of basic educational infrastructure through the establishment of harambee schools and to a good extent, the provision of free primary education at least at the basic levels. The Moi administration was perhaps the most dynamic in this direction. It is during his tenure that the budget towards education hit a record 40% of the entire national budget. Numerous Teacher Training Colleges were founded while the number of national universities rose from one to a record ten including the chartered private universities. The older 7-4-3 system was replaced with the 8-4-4 system of education. With the Kibaki administration, education gets over 40% of the national budget. The quest for the country to attain greater levels of education has now been "perfected" by the adoption of a more conclusive Free Primary Education policy (Republic of Kenya: 2001).

Even so, the FPE programme faces several challenges: Increased pupil population; shortage of teachers; lack of clear guidelines on admission; lack of consultation with teachers, parents and communities; delay in disbursement of funds; and expanded roles that have overtaxed head teachers are some of the key issues dogging the new policy. There was general misunderstanding about the meaning of 'free' education with parents taking the view that they were no longer required to participate in school activities. The political leaders were also sending conflicting signals to the parents and communities as they point out that fund drives or voluntary contributions were not acceptable (UNESCO:2005).

Furthermore, it appears that the Free Primary Education policy did not cater enough for the education of children with disabilities. A study carried out by UNESCO in 2005

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established that although FPE had opened doors to many children to enroll in schools, it did not provide for all needs of children with disabilities. As mentioned earlier, the government increased allocation to children with disabilities to Kshs. 2,040 per child, double of that allocated to regular children. This amount is inadequate given the more needs of children with disabilities. In most city council schools catering for children with disabilities, there are no special facilities for the children with various disabilities like hearing aids or Braille materials. The school buildings and particularly toilets are not conducive for use by the physically disabled. Neither is the teaching and learning environment responsive to their needs. The fact that the classes are congested means that teachers cannot give individual attention to those with disabilities. Moreover, the teachers are not trained to handle those with various disabilities and special learning needs, including the hyper-active or dyslectic children or the ones who are specially gifted. (WERK: 2004). The major question here is to what extent has FPE addressed the various educational needs of children with disabilities in public primary schools?

1.3 Objectives of the study

13.1 General Objective

To assess the Free Primary Education in Kenya, with special reference to children with disabilities.

1.3.2 Specific Objectives

a). Identify the different categories of children with disabilities currently in special and integrated schools in Nairobi.

b). Identify challenges faced by children with disabilities in special and integrated schools under the FPE programme

c). Assess the availability and adequacy of facilities and equipment in schools for children with disabilities

1.4 Justification of the Study

Recent social science literature has established the link between education and development. Research shows a positive correlation between even a minimum amount of education and development of a nation. Education is a human right. However, in Kenya, most children with disabilities have been denied this right. The presence of people with disabilities selling sweets and cigarettes in most major towns in Kenya (led by Nairobi) is evidence to this. These people were denied education as children, as such; they cannot access meaningful and gainful employment.

In spite of the much publicized Free Primary Education, little has been mentioned to address the needs of children with disabilities in order to increase their enrolment in schools. Though the government and donors have wavered school levies and provided reading and learning materials, some of the special needs of children with disabilities have been overlooked. Some of these children need to be picked and dropped to and from school. Their parents cannot afford the transport costs. As such, they are left to waste at home.

This study is important in that it gathered data and information on types of disabilities among children attending primary schools in Nairobi, challenges they face in school and assessed the adequacy/ inadequacy of facilities provided for children with disabilities under the FPE. The report will inform the government and other development partners on the situation on the ground and can be used to lobby and advocate for the needs of these children.

The study provides useful data, which can be used to plan and implement special programmes for children with disabilities. Interested donors can access the data which is useful in planning and implementation of programs

1.4 Scope and Limitations

The study was conducted in 7 divisions of Nairobi District which have schools for children with disabilities. It covered 26 schools in Nairobi district spread out in 7 divisions.

The study focused on identifying problems faced in special and integrated schools in the provision of Free Primary Education to children with disabilities. Specifically the study attempted to identify problems relating to finances, facilities and equipment and problems faced by teachers. In addition, it also sought to establish the different types of disabilities among children in the target schools. The study further focused on assessing the availability/ unavailability of facilities to cater for children with disabilities in the target schools.

The study focused on schools catering for children with disabilities. As such, views from parents were not gathered hence limiting information.

In some schools, data on background of children with disabilities was not available. For example data on types of families for the children was only available in 7 schools out of the 26 schools visited.

Discussions were held in classrooms as teachers had to be in charge of the children. Most of the children were mentally handicapped and required attention form the teacher. This made the interviews take longer time than anticipated.

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1.6   Definition of Key Terms

Special education

Special education is for various types of exceptional persons whose educational needs deviate from the norm due to being impaired, disabled, handicapped or specially gifted and talented. In Kenya, special education caters for persons who are hearing impaired, visually handicapped, mentally handicapped, physically handicapped and multiple handicapped. Special education programmes are an integral part of each cycle of formal education (Republic of Kenya: 1988).

Special schools

These are schools which from inception were designed to cater for children with disabilities. They are designed to meet the needs of the children. In Nairobi district there are five special schools, apart from one, the rest are day schools.

Special unit

This is a class within a regular school set aside for education of children with disabilities. The teachers in the units are trained in special education. Though efforts are made in the unit to provide teaching and learning equipment for children with disabilities, the rest of the school is not designed for this. This is because units were established after schools had long been in operation.

Integrated schools

This refers to schools which cater for both regular children and children with disabilities. Although in each of this school there is a unit, in some cases some children with disabilities are placed in regular classrooms to learn with the rest. Other children who are not severally handicapped also mix with regular pupils for the purpose of socialization.

Inclusive education

This is a concept used in special education referring to the mixing of regular and children with various disabilities in same schools. The concept was developed to facilitate children with disabilities benefit from education in schools close to their homes. This was as a result of the realization that exclusive special schools are few and cannot meet the educational needs of all children in the society. In addition, inclusive education is also deemed favorable as it provides an environment where children with disabilities are integrated in the society and are therefore prepared to lead a life in the society. The major distinction between inclusive education and schools with units is that in units, children suffer a common disability whereas in an inclusive school, all disabilities are addressed. Teachers trained in inclusive education have a broad understanding of various disabilities.

Activities for Daily Living

This refers to activities that children with disabilities especially the mentally handicapped should be trained to perform. Such activities include bathing, brushing teeth, feeding themselves, combing hair, using the toilet and body hygiene.

Developmental delay

A term that might be used if a child is developing more slowly than other children of the same age in one or more areas of development.

Global developmental delay

It means that a child is developing more slowly than other children of the same age in all areas of development.

Areas of development

A term used by professionals to talk about different types of learning. Some major areas of development are communication (talking and listening), movement (gross and fine

motor movement), feeding and self care, thinking, social, emotional and sensory development.

Sensory development

Development of the different senses of touch, taste, smell, vision and hearing as well as movement awareness. For example, as children get older, they come to understand that all food does not taste the same. Lollies are sweet and lemons are sour. Over time, children combine information from the senses to get a better idea of what is happening around them.

Sensory integration

It describes a child's ability to organize and respond to information received through the senses of touch, taste, smell, vision, hearing and movement. Children need to be able to organize and respond to sensory information before they can develop more complex thinking skills and behaviours.

Delayed intellectual development

It is a term used to describe slow learning in a young child (usually below the age of five). This term is often used when professionals are not sure if the slowness is temporary or permanent.

Intellectual disability

It means that a child is expected to be a slow learner for life. Many professionals will not use the term 'intellectual disability' unless the child has been formally assessed. Usually, this type of assessment is done by a psychologist.

CHAPTER TWO

2.0: Literature Review

2.1 Historical Development of Education in Kenya

Kenya placed considerable importance on the role of education in promoting economic and social development after the attainment of independence. This resulted in the rapid expansion of the education system to provide qualified persons for the growing economic and administrative institutions and to undertake some reforms to reflect the aspirations of an independent state (Sifuna 1990:161).

The expansion and reform in the education system were also motivated by political pressures. Almost every politician and election manifesto leading to independence elections called for more educational opportunities of all types, cheaper or free education, universal primary education, Africanization of syllabuses and teaching staff and an atmosphere in which the African personality and culture could flourish. Attempts by the Ministry of Education to restrict the mushrooming of harambee (self-help) secondary schools was attacked as an imperialist gesture. Harambee ('let us pull together') or self-help schools became a vital addition to Kenya's secondary school system. Ministries and members of parliament joined in the movement to establish them in their own districts (Sifuna Ibid: 161).

Educational Developments, 1963-1970

Immediately after independence in December 1963, the Minister of Education appointed an education commission (the Ominde Commission) to survey the existing educational resources of Kenya and to advise the government in the formulation and implementation of national policies for education. The commission noted that the conditions created by independence were totally different from those under which similar colonial committees on education operated. Under the latter, there was the assumption that different racial groups would remain separate, if not for all time, at least for a long time to come. The

colonial education system therefore was designed in a way as to maintain this difference. Independence in the view of the commission signified the birth of the nation, and education had the task of uniting the different racial and ethnic groups making up the nation (Ibid:162).

On education and manpower development the commission was influenced by the current international opinion as well as internal political and socio-economic forces. A number of existing publications also had a considerable impact on the commission's approach to this problem. These included the reports of High Level Manpower Requirements and Resources in Kenya 1964-1970, the Development Plan 1964-1980 and African Socialism and its Application to Planning in Kenya. These publications had evolved a principle which identified a direct relationship between education and economic growth. It was noted that if education could produce the high and middle level manpower so desperately needed by a developing country, then the place of economic development in Kenya could be accelerated (Ibid:164).

The Commission endorsed a valid educational policy objective, the provision of free primary education. This contributed to economic progress by providing a reservoir of candidates for secondary and higher education and by fulfilling the minimum basic education requirement for participation in the modern sector of the economy; it was not as important in this respect as secondary, commercial, technical and higher education. Consequently, too great an emphasis on primary education was not to be allowed to hinder economic growth in these other sectors. The independent government therefore chose to place the main emphasis on the expansion of higher levels of education, trying to gear them to the manpower needs of the modern sector of economic life, while at the same time providing facilities for a slow but steady increase in primary school enrolment (Ibid:162).

Educational Developments, 1970-1980

In a broad context Kenya's educational developments in the 1960s were in conformity with the United Nations strategies for development in Third World countries. The so-

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called First Development Decade of the 1960s stressed the importance in educational planning of concentrating resources and money in the production of highly skilled manpower. By the end of the First Development Decade, educational results, though quantitatively impressive, were generally unsatisfactory. The unemployment problem was crucial in many of these countries and by no means unique to Kenya (ibid 1990:168).

In 1975 a commission was appointed to examine Kenya's educational objectives and policies (The National Committee on Education Objectives and Policies) endorsed the ILO report position on basic education and restructuring of the education system. The government accepted the reforms, but these were to be phased in as resources became available. The recommendations of the ILO report in 1972 were not implemented owing to financial constraints. However, some progress was made towards the implementation of a nine-year programme when a new Ministry of Basic Education was established in 1979. On the unemployment problem, the commission urged the introduction of pre-vocational subjects in the formal school curriculum (Ibid1990:169).

In the early 1970s the country was locked up in fund-raising campaigns to launch harambee self-help institutes of technology. These institutes were a direct response to the alarming problem of unemployment among secondary school leavers. There was a great concern over the failure of secondary education to equip students with the skills required in the labour market, particularly in the area of technology. Institutes of technology offer courses similar to those in government technical institutions; several are already in operation. Unlike most of the non-formal education institutes, institutes of technology are expensive boarding schools whose products enter wage-employment. If they turn to self-employment, it is as small contractors and artisans. A number are planned to develop into universities (Ibid 1990:169).

Kenya has made rapid expansion of its education system especially at the secondary and higher levels since independence. This policy was aided by the manpower utilization model of development. Although stress on education to produce the needed manpower could be justified, it came to be over-emphasized. This resulted in a situation in which

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the estimated trained manpower does not represent the priority needs of the country. Many can no longer be accommodated in the existing labour market. The manpower utilization model as ill-conceived in the assumption that the formal education system constituted the only potent tool for effecting the development of society. The pre-occupation of planners with this particular model has prevented meaningful efforts to universalize education and to integrate the formal school with socio-economic development (Ibid 1990:169).

One factor that has partly contributed to the current policy of placing emphasis on education for manpower development is public pressure. This is a most persistent dilemma. Any attempt to change the prevailing conception of the purpose of education, namely continuous expansion of higher education, meets with resistance. Eradication of attitudes thoroughly absorbed over a long period of time is a very painstaking and slow process. Since the development of these attitudes was born of experience and since emphasize is still on training for high level manpower, education is still seen as the route to individual material advancement. Yet a continuation of this policy creates a serious gap between the rich and the poor in society. Paradoxically, demand for more educational opportunities seems to be rational causes. For the poor, staying on as long as possible in the system is perceived as the only avenue of hope for their children's escape from poverty (Ibid 1990:169).

For the middle and upper classes, education is generally a sure way of maintaining and possibly improving their position in society. Demand for more education is therefore bound to persist. Demand may be reduced by increasing cost-sharing of post-primary education while at the same time reducing the economic benefits of such education. The wisdom of continued rapid expansion of higher education in cases where 'educated' unemployment co-exists with lack of primary school places seems questionable from an economic point of view. A number of studies undertaken in developing nations have actually found higher education rates of return to investment in primary rather than in higher education. It is also questionable from a social point of view because it implies a choice in favour of the better-off social classes who benefit from higher education while

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most of those who are excluded from obtaining even primary education are sure to remain on the lower rungs of eth social ladder. It is generally accepted that it is in universities where disproportion of representation between the various socio-economic groups remains most acute (Ibid 1990:169).

Educational Developments in the 1980s-1990s: The Effect of SAPs

In the nineteen eighties (1980s) African countries were pressurized by the World Bank and the International Monetary Fund (IMF) to implement structural adjustment programmes (SAPS). The main objective of these programmes is to overcome the economic crisis caused by past mismanagement of the economy. The adjustment policies involved an increased cost-recovery in education, an increased role for the market, and a reduced role for the state. This has resulted in the reduction of the public cost of schooling at all levels. Although SAPS have contributed to an awareness of the need to rationalize the education sector, they have collapsed the social sector, including education, health and employment. Research has shown that structural adjustment policies have had the following effects on education:

"One; the percentage of the total government spending on education has been falling since the 1980s. The result has been that the school fees have risen and currently a typical rural and urban household cannot afford the cost of education. Two: large numbers of children drop out of school; Three: public expenditure on education has declined because of the debt burden and debt service payments; Four; currency devaluation results in increased prices of imported teaching and learning materials; Five: the structural adjustments process greatly affects incomes and living conditions as a result of increased levels of unemployment and reduced earning. These in turn affect the ability of parents to pay school fees for their children leading to decline in gross enrolment ratio; Six: decline in public expenditure has greatly affected the availability of teaching-learning materials, including textbooks, journals and consumable materials; Seven: the introduction of cost-recovery such as students fees and levies at various levels has led to a decrease in enrolments; Eight: under funding of educational institutions has led to

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a decline in the quality of education; Nine: teaching as a career has suffered because of reduced employment and promotional possibilities. Due to structural adjustment teachers have suffered sharp decreases in real incomes. This has put financial pressure on teachers to earn second incomes by engaging in economic activities or teaching in private tuition classes" (Ogula 1998: 11).

The 8-4-4 System

Towards the close of 1984, the Ministry of Education, Science and Technology circulated a booklet, 8-4-4 system of Education, which outlined the rationale and examinations. The following points explain the rationale for the programme. Challenge for national development: The concept of the 8-4-4 system is aimed at responding to the challenge of national development and participation of youth in development. Previous reports on education indicated that the education system did not respond adequately to the needs of the country and its people. The new system of education is aimed at redressing this shortcoming.

Need for a more relevant curriculum: The education hitherto followed by the country did not cater for the greater number of pupils enrolled. There is a need therefore to provide a practical-oriented curriculum that will offer a wide range of employment opportunities. Equitable distribution of educational resources: The 8-4-4 system will ensure that there are equal opportunities for all students regardless of their place of origin, creed or race by providing equitable distribution of educational resources. Technical and vocational training: The 8-4-4 system, with its emphasis on technical and vocational education, will ensure that the students graduating at every level have some scientific and practical knowledge that can be utilized for self-employment, salaried employment or further training (Sifuna 1990:179).

2.2. A Critical Analysis FPE under the Kibaki Administration

In 2005 the United Nations Educational, Scientific and Cultural Organization (UNESCO) carried out a study which evaluated the performance of the Free Primary Education policy under the NARC administration, with special focus on the rural areas- **United Nations Educational and Scientific and Cultural Organization (2005) <u>Challenges Facing the Implementation of Free Primary Education in Kenya: Experiences from the Districts</u>** (Nairobi; UNESCO-Nairobi Office). The following analysis is based on the findings of this report.

Free Primary Education Policy

The main problem with FPE is lack of a clear policy that defines the roles of the various stakeholders, admission criteria, handling of discipline, as well as ways of involving parents and communities in school activities, among others. Schools operate in a vacuum and that gives room for subjective decisions and actions which are likely to affect learners. Moreover, teachers are being forced to admit pupils in grades that they are not suited for. Although parents and communities are willing to continue supporting school by providing physical facilities, their roles and involvement in school activities have not been clearly defined. Indiscipline is becoming a serous problem in schools because of the large numbers of pupils who are difficult to control and the presence of the enrolment of over-age learners. In the meantime caning, which was the teachers' best means of instilling discipline, is outlawed and the counseling that has been recommended is hard to implement because of inadequate training and heavy workloads. Thus, the study recommended that:

The government should as a matter of priority develop the FPE policy that clearly defines what FPE is all about.

The FPE policy should give direction on access, quality assurance, retention and completion strategies; The policy should give guidelines on admission criteria; The policy should also provide for the needs of children with disabilities. The government should clarify funding sources, define roles of various stakeholders, provide a framework

for instilling discipline and conducting assessments; The policy should be published and disseminated widely.

FPE should be implemented within the broader Education For all (EFA) framework, which provides for a holistic approach to education provision

The government should adopt various strategies of expanding access, ensuring retention and completion; It should expand, strengthen and create centers for accelerated learning targeting over-age youth; Vocational and skills training, adult literacy and education programmes should also be strengthened so that they can accommodate the over-age learners; The government should finalize a policy for establishing equivalencies between formal and non-formal education and across the various levels of education.

Community Sensitization for FPE

There was overwhelming evidence that the public does not have adequate information on FPE. After the initial euphoria that followed the introduction of the FPE, when circulars went to schools and messages passed on through the media, little has been forthcoming about the FPE policy or progress being made on the program. Teachers, parents, communities and other stakeholders are operating in the dark. So it is recommended that: The Ministry of Education needs to urgently design an effective communication strategy to create awareness about the FPE policy, what it entails and how it is to be implemented. Teachers, parents, pupils and communities need to get regular updates of what is happening about FPE, how to address emerging challenges and how to work as a team to address those challenges; The Ministry of Education should use the mass media and the provincial administration to popularize FPE and inform parents and communities of what they are expected to do to make it succeed.

Discipline in Schools

The study established that due to increased enrolment in schools through FPE, discipline was becoming a big challenge. It was noted that with the presence of over-age pupils in schools, some were deviants, and with the large numbers of pupils in classrooms, it was not possible to maintain discipline in schools. Matters have been compounded by the fact

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that corporal punishment is outlawed and teachers are required to use counseling to instill discipline. While the general suggestion among teachers was that the ban on corporal punishment should be lifted, the fundamental issue is that the ministry should provide a clear guideline on maintaining discipline. Teachers were hardly prepared to offer counseling and in the absence of corporal punishment, they were handicapped in disciplining pupils. It is therefore recommended that:

Teachers should be taken through in-service courses to train them on new ways of instilling discipline without using the cane.
They need to be trained on guidelines and counseling, especially to enable them deal with over-age learners; Parents, school communities and sponsors should be involved in disciplining of pupils

Teacher recruitment, deployment and motivation

There was clear evidence that schools suffer a serious teacher shortage across the board. On average, there was a shortfall of two to three teachers in each of the schools visited. The teachers were having a heavy workload, handling many lessons and many pupils. It was difficult for them to give personalized attention to all the learners, give adequate assignments to test what has been taught and take full control of their classes. They were also frustrated by poor terms of service. In particular, they were unhappy that they had to stay in the same job grades for a long time and they also did not have opportunities for training to improve their skills and performance. It is recommended that:

The government should carry out a thorough staff balancing exercise to ensure that all schools have enough teachers.
The government could consider employing more teachers to ease the shortage; It could also consider engaging contract teachers, who would be cheaper to maintain; Parents and communities should also be encouraged to engage part-time teachers especially the unemployed trained teachers; The government and stakeholders should devise ways of motivating teachers, including promoting and rewarding best performers; The

government should provide regular in-service training to teachers to improve their performance.

School Facilities and learning environment

The mass influx of pupils into school due to FPE has stretched facilities to the limit. The classrooms are congested, desks are inadequate and so are textbooks. Toilets are lacking in schools and wherever they exist, they are inadequate and in poor condition. This has badly affected girls, the disabled and young children. There were reports of pupils resorting to relieving themselves in the nearby bushes, which is unhealthy. The congestion in classrooms affects teaching and learning activities. Slow learners are not taken care of. The net effects of all these is that the teaching and learning environment is not conducive, especially for the over-age learners and the disabled. Consequently, school have recorded drop outs and declining enrolment and this does not augur well for the goal of expanding access, retention and completion rates. To reverse the declining enrolments and emerging drop-out cases, it is recommended that:

The government should provide clear policy guidelines on how parents and communities could provide physical facilities like classrooms, toilets, desks and water tanks. Emphasis must be made that no child should be locked out of school because of the parents' failure to participate in the development activities.

- Part of the constituency development funds should be used to put up classrooms and toilets or rehabilitate facilities in schools to provide pupils with a conducive learning environment.
- Communities should be encouraged to raise funds to provide buildings and other physical facilities to schools

Funding FPE

Schools reported that the funds disbursement was largely good. Despite few cases of delays that resulted from logistical or technical reasons, they had got most of the funds sent out so far. The funds are sent to two accounts- Simba for buying teaching and learning materials and General Purpose for support materials like repairs, transport and recurrent expenditures. However, it was noted that the funds were inadequate, did not

reach schools on time and did not allow for flexibility in spending. There were no funds for joint mock exams or the term tests, sporting and other co-curricular activities. Thus, it is recommended that:

The government should revise the criteria for disbursing funds with a view to giving more money to schools in hardship areas and also consider giving allocations for joint exams.

- Additional funds should be allocated for needy schools to enable them put up physical facilities since parents no longer pay building fees.
- The FPE funds should be sent to schools on time preferably during holidays so that the head teachers and the communities can plan and purchase the books and other teaching and learning equipment on time.
- Flexibility should be allowed in the use of funds on the condition that parents, communities and school committees agree on what they want to be supported. For example, schools that do not have electricity or telephone bills to pay should have the liberty to use votes for those items alternatively for pressing needs like paying the ECD teacher.
- The government should also consider including an allocation for school assessments and sporting activities.
- Voluntary participation of parents and communities to provide resources to put up non-budgetary facilities like toilets and classrooms should be encouraged. However, strict guidelines must be put in place to eliminate cases of exploitation of parents.

Support for early childhood development

It emerged that ECD programmes had almost collapsed because parents at that level are required to pay levies to cover teacher's salaries yet primary education is 'free'. So, parents had opted to sending their children straight to class 1 without going through ECD that provides children with solid foundation for primary and further education. Teachers reported that children who skipped ECD had difficult coping because of poor preparation. To this extent, therefore, it was recommended that:

A comprehensive ECD policy be developed that defines the various components of the sub-sector, the kind of curriculum it should offer, teacher training, recruitment and payment as well as what roles the parents, the communities, the Ministry of Education and the local authorities should play.

- The government should find a way of supporting ECD. Realizing this would require a directive compelling local authorities to employ ECD teachers and make education free at least at the pre-unit level. The government should review the Simba Account with a view of building in a component for ECD funding.

Impact of HIV/AIDS on FPE

The study established that HIV/AIDS was impacting negatively on FPE. It had taken toll on teachers, thus reducing the capacity of schools to handle the large number of children enrolled. Similarly, it has created a large pool of orphans, who are not able to attend school consistently and they lack basic needs like food and clothing. Such children do not concentrate on their studies and some end up dropping out of school. Some schools also reported cases of HIV-positive children, who were not able to attend school regularly due to opportunistic diseases. HIV/AIDS had also reduced the capacity of the communities to support schools given that it had killed productive members of the society. In view of this, it is recommended that:

The government should intensify the campaign against HIV/AIDS in schools and design special interventions to support those affected and infected by the scourge.

- Publicize and widely distribute the Education Sector Policy on HIV/AIDS to assist schools, parents and communities to fight the scourge
- Equip teachers with skills and knowledge to disseminate information on HIV/AIDS and enable them to provide counseling services to those affected and infected.
- Strengthen teaching of HIV/AIDS in schools

Partnership for FPE

Notwithstanding the numerous benefits that have accrued due to FPE, it was noted that the programme had killed community initiatives in education funding and provision. While the communities were keen to provide physical, material and financial support to schools in the past, they have since withdrawn from schools because they have been made to understand that the government has taken over the full responsibility of providing education. Yet, this is not the case. Ideally, as the government provides teaching and learning materials, parents and communities should provide the physical structures. Ironically, parents and community members were clear that they are ready to support schools but there is no framework for doing so. Matters have been made worse by the perception created by the government that fund drives have been outlawed. Although the fund drives have not been outlawed per se, there is confusion over the matter and that requires clarification. It is, however, recommended that:

The government should promote partnership to ensure sustainable implementation of FPE

- The government should define the roles of various groups involved in school management, namely head teachers, sponsors, and school committees, to enable them carry out their activities harmoniously.
- The role of sponsors needs to be clearly spelt out to avoid a situation where they exert a lot of influence on the management of schools without commensurate input in terms of resources.
- Parents and community members should also be made aware that it is their obligation to ensure that all children are taken to school
- Parents and community members should be encouraged to monitor the progress of FPE and ensure that all children enroll and attend school regularly. Those who are not enrolled or drop out of school should be reported to the chief or local education authorities for action.

Capacity Building

After the introduction of FPE, the government organized in-service training for head teachers and school committees on its implementation. They were trained on book-keeping, procurement, textbook selection and accounting systems. However, it was reported that the training was inadequate and did not prepare the head teachers and the school committee members fully for their task. Most importantly, it is noted that the training focused on financial issues but did not incorporate curriculum management. Teachers were never trained on multi-grade and double-shift teaching methods yet they are required to use them. It was also noted that education officers and inspectors were not effective in their duties. They hardly provide professional guidance to teachers when they visit schools. On the contrary, they go out to find faults rather than provide professional support services. It is thus recommended that:

Head teachers, teachers and school committees should be trained on book-keeping, accounting and general procurement procedures.

- The government should recruit, in-service and deploy more inspectors to the districts to improve inspection services and guarantee quality.

- It should also consider engaging bursars/account clerks to serve a cluster of schools. Not only would this ensure effective accounting procedures for the funds but it would also relieve head teachers from that task, which they are not well-equipped to do.

2.4 Issues in the Education for Persons with Disabilities

Throughout history, people with disabilities have been excluded from society, pitied or placed in custodial care away from their families. Even today, people with disabilities are not always encouraged to seek independent lifestyles. Historically, a physical, emotional or cognitive disability was seen as a punishment for sin or a curse from the gods (Howard S. Harris and David C Maloney, 1999).

Specific cultural themes or images are associated with disability and chronic illnesses. These themes or images are woven into the fabric of our societal perceptions about

disability. When an economy is prosperous, society treats persons with disabilities in more human ways, providing better services and more generous financial support. When economic times are lean, societies tend to provide less to those individuals who are in need (Stone 1984, Berkowtz 1987) Wolfensberger (1972) argues that persons with disabilities are not valued by society and that human service models tend to underestimate their competency.

Disability "summarizes a great number of different functional limitations occurring in any population in any country of the world. People may be disabled by physical, intellectual or sensory impairment, medical conditions or mental illness. Such impairments, conditions or illnesses may be permanent or transitory in nature." (Standard Rules on the Equalization of Opportunities for Persons with Disabilities). Different expressions are used when referring to persons with disabilities. For example, the term "differently-abled persons" indicates that disability is not perceived as a deviation from the norm. The term "disabled persons" might be misinterpreted to imply that the ability of the individual to function as a person has been disabled. The United Nations (UN) estimates that there are 500 million persons with disabilities in the world today. This number is increasing every year due to factors such as war and destruction, unhealthy living conditions, or the absence of knowledge about disability, its causes, prevention and treatment.

The majority of persons with disabilities live in less developed countries where people lack access to essential services such as health care. Moreover, there exists a clear relationship between poverty and disability. The risk of impairment is greater for a family that lives in poverty, while and at the same time, a disabled family member places higher demands on the family's resources. Among persons with disabilities, the following form particularly vulnerable groups that face discrimination based on two grounds: women, children, elders, victims of torture, refugees and displaced persons, and migrant workers. For instance, women with a disability are discriminated against because of their gender and also because of their disability.

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The work of the UN constitutes the most important actions taken by an international organization in the area of disability. Based on the International Bill of Rights, the UN formulated the first specific document regarding disabilities in 1971 in the Declaration on the Rights of Mentally Retarded Persons. Important other documents followed but none of them are legally binding. The 1980s mark the main phase of activity regarding establishing international norms pertaining to persons with disabilities. In 1981, the General Assembly declared the first International Year of Disabled Persons. It was followed by the World Programme of Action Concerning Disabled Persons in 1982 and the Decade of Disabled Persons 1983-1992. Throughout the 1990s all UN conferences dealt with disability rights and addressed the need for protective instruments (World Conference on Human Rights 1993, Fourth World Conference on Women 1995, Habitat II 1996). At present, the Ad Hoc Committee on Disabilities is involved in a process to create a convention that protects disabled persons on an international level. A high level of awareness is also demonstrated by the European Union, the year 2003 was declared as the European Year of People with Disabilities. Other important regional observances include the Asian and Pacific Decade of Disabled Persons (1993-2002), the African Decade of Disabled People (2000-2009), and the Arab Decade of Disabled Persons

The Universal Declaration of Human Rights (UDHR) was adopted by the General Assembly of the United Nations in 1948 and provides human rights standards accepted by all member states. The UDHR represents the normative basis that led to formulating the standards concerning persons with disabilities that exist today. In Article 25 (1) the UDHR specifically mentions the socio-economic rights of people with disabilities: the right to an adequate standard of living, including food, clothing, housing and medical care and social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age. Article 7 guarantees equality before the law and equal protection by the law for all people, including against discrimination.

In Kenya, persons with disabilities are estimated to constitute 10% (about 3 million) of Kenya's population. Of these, approximately 52% (1.5 million) are children (NCNN 2001 pp. 10). These children constitute the most conspicuous category of children in need of special protection, in terms of policy efforts and direct programming.

The Children Bill defines a child with disability at section 11 as one "…who suffers from a physical or mental handicap which necessitates special care for the child".

Human Services in Relation to Disability

According to Christine Lewis and David C. Malony paper on American with Disabilities (Human services; Contemporary Issues and Trends 1999), the types of programmes and services provided to adults and children with disabilities are the result of historical and social debates about the nature of disability. That is what people think about the cause of disabilities and how they behave towards the disabled.

Today, attitudes towards disabilities have changed. Persons with disabilities are no longer confined to the margins of the society. Under the law, Americans with disabilities are guaranteed the same social and economic rights enjoyed by all citizens of the United States.

Changing Attitudes Towards People With Disabilities

Despite the negative cultural stereotypes that persist throughout western civilization, today, anti-discrimination laws protect persons with disabilities. The purpose of the law is to enable people with disabilities to participate in the mainstream society.

Like other minority groups, people with disabilities experience prejudice and are denied access to community services. Changes in attitudes about disability came about because of advances in medicine, technology and growing numbers of disabled people. People with disabilities demanded and received better education and employment.

Today the disability rights movement is a viable potential social force in the United States. The movement is comprised of like-minded people who believe that the biggest problem with having disability is dealing with society's negative attitudes

2.4 Disability and Education

In the USA until 1974, school age children with mental retardation, physical disabilities or emotional illness were excluded from the local school system or taught in separate

classrooms. The refusal of local system to mainstream or include children with special needs became a "civil rights" debate among parents, educators and legislators.

In 1974, the "right to a free and appropriate education regardless of handicap" became law with the passage of the right to education for all handicapped Children ACT 1974.

In Kenya, according to the Poverty Reduction Strategy Paper 2001-2004, people with disabilities (PWDS) have limited access to education and are typically always given the last opportunity even by their own families. PWDS are usually the last to be considered. Their employment is usually limited to menial non-executive positions. PWDs are denied economic empowerment and are relegated to minor chores such as telephone operation, cobling, tailoring etc.

As a result of this, PWDS comprise a significant proportion of the poorest of the poor.

In order to fight the existing prejudice against PWDs, universal design of projects, especially in the service industry (police, medical, education, architecture, banking and other profession should be adhered to. This design encompasses the special needs of disabled persons.

This will bring the PWDs into the mainstream of national development where the contribution will be registered. It should be noted that PWDs are not just consumers of goods and services but are also producers. There is a consensus amongst stakeholders that disability is not inability and that PWDS must be enabled to claim their rightful share of national resources.

Disability and Poverty

According to the Government of Kenya the cost of education is a huge burden on many households. The many school requirements such as textbooks for every subject, school development fund, additional hiring of teachers by parents/teachers' associations and other frequent and unplanned levies have all acted to deplete the meager household incomes. For many parents who cannot afford the high cost of education, their children drop out of school and work to supplement household budgets (Poverty Reduction Strategy Paper 2001-2004: 22).

The situation is worse for the girl child who becomes the first victim to drop out of school due to boy child preference in a situation of reduced resources. All these factors limit the opportunities for employment and involvement in income generating activities by women, thus increasing their poverty.

During discussions preceding the production of the poverty reduction strategy paper - PRSP 2001 to 2004- many communities highlighted disability as a cause of poverty. People with Disabilities (PWDs) were reported to be socially marginalized, neglected and intimidated in many parts of the country. "PWDs are poorly represented in many decision making bodies / institutions hence their interests are not catered for. PWDs have been denied access to public utilities, good health care, basic education and vital information leading to lack of employment opportunities resulting from lack of relevant skills and knowledge. These factors have reduced their ability to fend for themselves and have made them dependant on other members of their households. At the household level, their rights to inherit property are either abused or neglected. These factors combined cause poverty to both PWDs and their households.

2.5.0   On Special Education in Kenya

Education as a Social Welfare Service and Means to Economic Development

After independence in Kenya, the aim of education was to produce good citizens inspired with a desire to serve fellow men. It was declared that the "aim of the government is to provide medical and hospital services, old age and disability benefits, fees and Universal Primary Education benefits for the unemployed. Sources of revenue like school fees are really a form of tax that is relatively easy to collect. Until Kenya's tax base is substantially broadened, and regular tax collections are substantially more in excess of the recurrent costs than they are now, such fees must be retained, to reduce them in the near future would force a substantial reduction in planned development" (African Socialism and its Application to Planning in Kenya: 1965).

A review of Sessional Paper No. 5 "African Socialism and Its Application to Planning in Kenya," indicates an emphasis on "the states responsibility to ensure equal opportunities to all its citizens, eliminate exploitation and discrimination and provide needed services such as education, medical care and security. The paper however mentions nothing on children with disabilities. According to the ROK Report of the Presidential Working Party on Education and manpower Training for the Next Decade and beyond (1988) a major constraint to the development of special education is lack of up to date data and information of the disabled.

Education for children with disabilities has not been given adequate attention since time in memorial. Even though the Ministry of Education Science and Technology (MOEST) recognizes the need to train teachers for children with special needs through the Kenya Institute of Special Education (KISE), little has happened in way of direct support by the government. Most initiatives in this institute have been donor funded. A listing of donors to special education in Comprehensive Education Sector Analysis places the government last in this effort (CESA, 1999).

Special education which includes education of children with disabilities has not been a priority of the government as demonstrated by the proportion of MCEST budget allocated for it. In 1980/81, the MOEST budget to special education was only 0.46 percent, in 1990/91 it was 0.40 percent, in 1990/91, it declined to 0.09 percent (Economic Surveys: 1982, 1992 and 2002).

According to the 1999 CESA report, there has been a shortage of regular systematic data on the enrolments of the handicapped children. Yildiz's (2000) estimates that only about 19 percent of an approximated 80,000 handicapped children had access to education in 1998. Out of 220,000 physically disabled children, only 2208 (one per cent) had access to education.

Disability in Kenya posses a major challenges to the economy and is one of the Key contributors to poverty. People with disabilities (PWDS) form 10% of the population

which is a significant proportion of the population yet remain hidden. Most statistics do not identify people with disability hence planning has largely missed them. In terms of national budget allocation, institutions dealing with PWDS have received an inadequate budgetary allocation and are unable to deliver goods and services to the disabled people effectively.

According to the PRSP 2001-2004, educational institutions rarely thought of PWDs when planning their curricula, recreational centres serve able-bodied persons. Buildings are often constructed without considering the plight of PWDS and many services like telephone, transport etc are not designed to accommodate PWDs. As a result PWDs feel down trodden and are usually hidden by even their own families as they are considered a liability and a bad omen in some communities.

In relation to education, people with disability have limited access to education and are typically always given the last opportunity even by their own families. As result of low level qualifications, their employment is usually limited to menial non-executive positions. PWDs are denied economic empowerment and are relegated to minor chores such as telephone operation, cobling, tailoring etc. As a result of this, PWDS comprise a significant proportion of the poorest of the poor. '

In order to fight the existing prejudice against PWDs, universal design of projects, especially in the service industry (police, medical, education, architecture, banking and other profession should be adhered to. This design encompasses the special needs of disabled persons. This will bring the PWDs into the mainstream of national development where the contribution will be registered. It should be noted that PWDs are not just consumers of goods and services but are also producers. There is a consensus amongst stakeholders that disability is not inability and that PWDS must be enabled to claim their rightful share of national resources.

Education has traditionally been an avenue out of poverty for individuals all over the world, however, not everyone is able to access education. The end result of lack'of

education is inability to develop a personality and talents. The child lacks the capacity to develop skills needed to survive in a society. Such a child in most cases becomes a victim of abuse and denial of his/ her rights in the society.

Soon after independence, the government appointed a committee on the "care and rehabilitation of the disabled" to study and advise on the numbers and types of disabled persons, facilities for education, training and employment and to formulate broad programmes of training and placement of the disabled. In 1968, the government produced the sessional paper No.5 on special education which formed the framework for the government policy on the disabled.

In 1971, the first rehabilitation centre was established in Nairobi under the Ministry of Culture and Social services to prepare disabled school leavers for waged employment The Ministry of Education also established a special education inspectorate section and an administrative unit for the purpose of effective management and supervision of special education programmes.

The year 1980 was declared the national year for the disabled and funds were raised through harambees to establish national fund for disabled. The national focus on the disabled persons helped to stir up public conscience and awareness, stepped up efforts to provide rehabilitation and training programmes and helped to reduce prejudice and discrimination towards the disabled persons. To date, the government continues to provide various services to disabled through the ministries of education, health, culture and social services.

The Ministry of Education in a report of 1976 gives great credit to churches and other non governmental organizations for pioneering the establishment of special education in Kenya. As will be noted later, the first schools for the handicapped were established by churches and their organizations such as the Catholic Mission, the Salvation Army, the Presbyterian church of East Africa, the Methodist Church in Kenya, the Africa Inland Mission, and the Churches was complemented by the work of the societies for each

handicap area such as the Kenya Society for the Blind, the Kenya Society for Deaf Children, the Association of the Physically Disabled of Kenya, and the Kenya Society for the Mentally Handicapped. Apart from Churches, civic organizations and foundation were also involved particularly after 1964.

After Kenya became independent, it was felt by our Government that handicapped children should continue to receive education like other children rather than be considered as wards of charitable organizations. Thus, when the Kenya Education Commission was formed in 1964 to investigate, among other things how national educational policies were to be formulated and implemented considering the available monetary and human resources, the commission also decided to address itself to the needs of handicapped children as well.

One paragraph that attests to this is contained in one of its recommendations on page 132. The commission observed that:

"We have read with considerable interest the report of a committee under the chairmanship of the Hon. E.N. Mwendwa, M.P. Minister for Labour and Social Services, on the Care and Rehabilitation of the Disabled. We are in general agreement with the recommendations of the report on the education and training of handicapped people".

The report deals mainly with the best ways of dealing with graver forms of handicap. There are however, many children whose handicap is less severe and are quite able to receive their education and training in normal institutions, provided that care is taken by the teachers concerned. In this respect it is necessary to realize that many disabled persons are apt to suffer from a measure of psychological problems not normally so serious as to demand specialized attention by teachers. Since children with minor handicaps are at schools, we suggest that the training colleges should accept responsibility for acquainting students in training teachers with the psychological difficulties encountered by handicapped children in ordinary classrooms in order to help them counteract the physical and mental effects of their handicaps. Teachers should also

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he given a rudimentary acquaintance with the possible connection between physical handicap and educational backwardness."

In summary, the Kenya Education Commission noted that:

1) There was a need for special education and training for handicapped children

2) There was a need for education and training for children with a mild to moderate degree of impairment

3) There was a need to give education and training to children with severe to profound degrees of impairment as well;

4) The mildly and moderately disabled children should be educated and trained in regular schools provided that their unique psychological needs are taken into account to enable them to adjust sufficiently to become able to follow the regular education curriculum.

5) Handicapped persons experience psychological and emotional problems arising from their handicaps as a result of their attempt to adjust to the society.

6) Regular teachers training colleges should offer an introductory course on special education in order to enable their graduates to acquire a basic knowledge of how to manage handicapped children enrolled in regular schools.

7) Regular teacher training colleges should acquaint their students with the effects of a given disability on the child's intellectual, personal and social and general development.

Since independence the Ministry of Education has been committed to the promotion of education of the handicapped in Kenya. According to the Government of Kenya's Development Plan of 1979, the Ministry's contribution prior to 1979 was "confined to granting assistance to voluntary organizations which conducted programmes for the handicapped." It was in 1979 that the Ministry assumed "greater direct responsibility in special education".

Although acknowledging that prior to 1979 it was not assuming direct responsibility, the Ministry of Education was indeed maintaining the majority of special schools in 1976.

These included 8 schools for the deaf, 8 schools for the blind, and 2 schools for the physically handicapped, all with an enrolment of 1885 children. Apart from maintaining those special schools, the ministry of Education was assisting 11 units by providing teachers. These units taught 284 children. It should be noted that in addition to that the ministry of Education was running the training of teachers for the hearing impaired and the mentally retarded.

In order to effectively coordinate the education of the handicapped the Ministry of Education established special education sections at Inspectorate and Administration headquarters in 1976 and 1977 respectively. The section headquarters was given the mandate in the management and administration of the programmes while the Inspectorate was given the responsibility to supervise the programme and ensure that teachers were receiving appropriate training and also inspect the schools to ensure that academic standards were being maintained. Currently there are several Inspectors of special schools stationed at the headquarters. There are also five educational officers engaged in administrative work with an assistant director of education being in charge of the special education section.

In 1978, a Special Education Section was opened at Kenya Institute of Education to be in charge of curriculum development. The section at present has five major areas: education of the hearing impaired, education of the physically handicapped, education of the visually handicapped, education of the mentally handicapped, and vocational and technical education. The section develops curriculum materials for pre-schools, and primary, secondary, vocational schools and also teacher education. It also gives consultative services in the development of educational and psychological tests, education of the gifted and talented, as well as education of children with emotional and behaviour problems.

Objectives of Special Education Programmes in Kenya
According to Kamunge Report (March 1988), the objectives of special education programmes are:

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- To provide skills and attitudes aimed at rehabilitation and adjustment to environment
- To identify, assess and provide early intervention for correction and rehabilitation
- To promote awareness of the needs of the disabled and the methods of alleviating the effects of various disabilities
- To promote integration of the handicapped in formal education and training
- To promote provision and use of specialized facilities
- To promote measures to prevent impairment in order to limit incidences of disabilities.

Recent studies have demonstrated the existence of many children with special needs or special abilities in Africa. The majority of these children are either at home or in ordinary schools with little or no specialist assistance. Children with special education needs includes the handicapped, the specially gifted and talented, the disadvantaged such as street children, abandoned and neglected children, orphans and destitute, juvenile delinquents, child prostitutes, child workers, displaced/refugee children and nomadic pastoralists. Nomads and migrant fishermen constitute some of the most marginalized groups in Africa. Nomads move in search of pasture and water, while migrant fishermen move in search of good fishing grounds and in conformity with the seasonal movement of fish.

- Teachers in ordinary schools should undergo in-service courses so as to acquire appropriate skills and attitudes for handling the disabled child.
- Guidance and counseling should be offered to parents of disadvantaged children.
- Schools should be constructed around refugee camps
- Government should ensure that adequate resources are provided to enhance full access and participation of children with special education needs in formal education and training.
- There is an urgent need to try out strategies to provide education to children of nomads and migrant fishermen.

2.6 Theoretical Framework

Structural Functionalism

A theory is a set of ideas which claims to explain how something works. Kerlinger et al (1964:11) defines a theory as "a set of interrelated concepts, definitions and prepositions that present a systematic view of the phenomenon by specifying relations among the variables with the purpose of explaining and predicting the phenomena". A sociological theory is therefore a set of ideas which claims to explain how society or aspects of society work.

Functionalism

Functionalism first emerged in nineteenth century Europe. The French sociologist Emile Durkheim was the most influential of the early functionalists. The theory was developed by American sociologists such as Talcott Parsons in the twentieth century, and it became the dominant theoretical perspective in sociology during the 1940s and 1950s, particularly in the USA. From the mid 1960s onwards its popularity steadily declined, due partly to damaging criticism, partly to competing perspectives which appeared to provide superior explanations, and partly to changes in fashion. The key points of the functionalist perspective may be summarized by a comparison drawn from biology. If biologists wanted to know how an organism such as the human body worked, they might begin by examining the various parts such as the brain, lungs, heart and liver. However, if they simply analyzed the parts in isolation from each other, they would be unable to explain how life was maintained. To do this, they would have to examine the parts in relation to each other, since they work together to maintain the organism. Therefore they would analyze the relationships between the heart, lungs, brain and so on to understand how they operated and appreciate their importance. In other words, any part of the organism must be seen in terms of the organism as a whole.

Functionalism adopts a similar perspective. The various parts of society are seen to be interrelated and taken together, they form a complete system. To understand any part of society, such as the family or religion, the part must be seen in relation to society as a

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whole. Thus there a biologist will examine a part of the body, such as the heart, in terms of its contribution to the maintenance of the human organism; the functionalist will examine a part of society, such as the family, in terms of its contribution to the maintenance of the social system.

Structure

Functionalism begins with the observation that behaviour in society is structured. This means that relationships between members of the society are organized in terms of rules. Social relationships are therefore patterned and recurrent. Values provide general guidelines for behaviour, and they are translated into more specific directives in terms of roles and norms. The structure of society can be seen as the sum total of normative behaviour – the sum total of social relationships, which are governed by norms. The main parts of society, its institutions – such as the family, the economy, and the educational and political systems – are major aspects of the social structure. Thus an institution can be seen as a structure made up of interconnected roles or interrelated norms. For example, the family is made up of the interconnected roles of husband, father, wife, mother, son and daughter. Social relationships within the family are structured in terms of a set of related norms.

Function

Having established the existence of a social structure, functionalist analysis turns to a consideration of how that structure functions. This involves an examination of the relationship between the different parts of the structure and their relationship to society as a whole. This examination reveals the functions of institutions. At its simplest, function means effect. Thus the function of the family is the effect it has on other parts of the social structure and on society as a whole. In practice, the term function is usually used to indicate the contribution, it is usually used to indicate the contribution an institution makes to the maintenance and survival of the social system. For example, a major function of the family is the socialization of new members of society. This represent an

important contribution to the maintenance of society, since order, stability and cooperation largely depend on learned, shared norms and values.

Functional prerequisites

In determining the functions of various parts of the social structure, functionalists are guided by the following ideas. Societies have certain basic needs or requirements that must be met if they are to survive. These requirements are sometimes known as *functional prerequisites*. For example, a means of producing food and shelter may be seen as a functional prerequisite, since without food and shelter members of society could not survive. A system for socializing new members or society may also be regarded as a functional prerequisite, since without culture, social life would not be possible. Having assumed a number of basic requirements for the survival of society, the next step is to look at the parts of the social structure to see how they meet such functional prerequisites. Thus a major function of the economic system is the production of food and shelter. An important function of the family is the socialization of new members of society.

Value consensus

From a functionalist perspective, society is regarded as a system. A system is an entity made up of interconnected and interrelated parts. From this viewpoint, it follows that each part will in some way affect every other part and the system as a whole. It also follows that, if the system is to survive, its various parts must have some degree of fit or compatibility. Thus a functional prerequisite of society involves at least a minimal degree of integration between the parts. Many functionalists argue that this integration is based largely on value consensus that is on agreement about values by members of society. Thus if the major values by members of society are expressed in the various parts of the social structure, those parts will be integrated. For example, it can be argued that the value of materialism integrates many parts of the social structure in Western industrial society. The economic system reduces a large range of goods, and ever-increasing productivity is regarded as an important goal. The educational system is partly concerned with producing the skills and expertise to expand production and increase its efficiency. The family is an important unit of consumption with its steadily rising demand 'for

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consumer durables such as washing machines, videos and microwaves. The political system is partly concerned with improving material living standards and raising productivity. To the extent that these parts of the social structure are based on the same values, they may be said to be integrated.

Social order

One of the main concerns of functionalist theory is to explain how social life is possible. The theory assumes that a certain degree of order and stability is essential for the survival of social systems. Functionalism is therefore concerned with explaining the origin and maintenance of order and stability in society. Many functionalists see shared values as the key to this explanation: value consensus integrates the various parts of society. It forms the basis of social unity or social solidarity since individuals will tend to identify and feel kinship with those who share the same values as themselves. Value consensus provides the foundation for cooperation since common values produce common goals. Members of society will tend to cooperate in pursuit of goals that they share.

Having attributed such importance to value consensus, many functionalists then focus on the question of how this consensus is maintained. Indeed the American sociologist Talcott Parsons has stated that the main task of sociology is to examine 'the institutionalization of patterns of value orientation in the social system.' Emphasis is therefore placed on the process of socialization whereby values are internalized and transmitted from one generation to the next. In this respect, the family is regarded as a vital part of the social structure. Once learned, values must be maintained. In particular those who deviate from society's values must be brought back into line. Thus the mechanisms of social control are seen as essential to the maintenance of social order.

In summary, society, from a functionalist perspective, is a system made up of interrelated parts. The social system has certain basic needs that must be met if it is to survive. These needs are known as functional prerequisites. The function of any part of society is its contribution to the maintenance of society. The major functions of social institutions are those that help to meet the functional prerequisites of society. Since society is a system,

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there must be some degree of integration between its parts. A minimal degree of integration is therefore a functional prerequisite of society. The progress of society is best achieved through maintaining order and then allowing society to evolve naturally without too much planning. Many functionalists maintain that the order and stability they see as essential for the maintenance of the social system are largely provided by value consensus. This means that an investigation of the source of value consensus is a major concern of functionalist analysis.

The functional structuralism theory is important in this study where children with disabilities are viewed as a part of the social system. The system will not be complete without the integration of the disabled who have a contribution towards the operation of a social system. These children form an institution, an integral part of a social structure which contributes to the survival and maintenance of the social system. For the system to function, all parts should be involved. Introduction of new aspects to the system causes strains and disrupts the unity in the environment. Though the environment is not part of the system, systems attribute to environments as a strategy. Free Primary Education introduced many challenges in the primary education sector; such as overcrowding, inadequate facilities, reduced attention to children with disabilities, high pupil teacher ratio among others. This affected the education system but with time, challenges will be overcome and strains in the system will be arrested. Following the acquisition of education and skills by children with disabilities, their contribution to society will be enhanced.

CHAPTER THREE

3.0 METHODOLOGY

This section outlines the approaches and areas where the research was conducted. It also describes how data was gathered, analysed and presented. The study was conducted in Nairobi district. Specifically, the study was carried out in 26 public primary schools of which five were special schools and 22 were integrated schools.

3.1.0   Site Selection and Description

Nairobi district was purposively selected due to its geographical location, different economic class of the people living in different divisions and the existence of special schools and integrated schools in the district.

The Administrative set up in Kenya is hierarchical with the province at the apex then districts, divisions, locations and sub locations. The capital city of Nairobi with a population of close to three million people is one of the eight provinces in the country but due to the small area it occupies (473.98 Km^2), it does not have districts like the other provinces and is considered as a one-district province. There are eight divisions in Nairobi, namely Starehe (10.6 Km^2), Makadara (20.1 Km^2), Kasarani (85.7 Km^2), Embakasi (208.3 Km^2), Kamukunji (11.7 Km^2), Westlands (97.6 Km^2), Dagoretti (38.7 Km^2) and Langata (1.284Km^2).

The divisions reflect the economic class of people living in the area. Whereas Embakasi, Makadara, Kasarani , Kamukunji are densely populated and cater for the middle and low economic class of people, Westlands and Langata are less populated, catering more for the middle and upper class groups of people. Dagoretti on the other hand is on the outskirts of Nairobi, bordering Kiambu, and caters for majority middle and lower class groups. Dagoretti divisional schools attract many pupils from the neigbouring Kiambu district.

Notably, due to the existence of many private schools in Nairobi, and parents preferring to take their children to private schools, public schools attract many pupils from outside

their locale. The introduction of FPE prompted parents to transfer their children to private schools, as a result of overcrowding in public schools and overstretching of teaching and learning facilities and teachers. Other parents who cannot afford the cost of private primary education take their children to the public schools, which are managed by the City Council of Nairobi.

The location of schools is determined by the city council of Nairobi. In addition to managing basic education (ECD, nursery and primary) in Nairobi, the city council also manages the provision of services such as water and sewerage, health, planning and development control, fire services among others. Notably, schools established by the city council are located within residential estates, ensuring that children from those estates have a school accessible to them. Though this was the original design and purpose of establishing schools within residential estates, over the years, Nairobi has expanded and population growth increased tremendously. Some of the schools are not able to accommodate all the children from their locality, while some parents have opted for private education.

The distribution of special education schools or integrated schools is not equitable, with some divisions having several special schools and others having none. The table below illustrates the distribution of schools catering for children with disabilities in Nairobi.

Division	No of special schools	No. of integrated schools
Embakasi	0	3
Kasarani	2	2
Makadara	1	3
Westlands	1	3
Starehe	0	5
Langata	0	0
Kamukuii	0	1
Dagoretti	1	5
Total	5	22

3.2. Research Design

According to Singleton et al (1988:67) "research design is the arrangement of the conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose with the economy in procedure"

Survey method constituted the major research design for this study. Maholtra (1996) describes the survey as a method where a structured questionnaire is given to a sample population designed to elicit specific information. According to Peil *(1995)*, the survey method if well used, can provide reliable, valid and theoretical meaningful information. It does this by asking a number of people the same questions making it possible to get an accurate picture of the characteristics of the elements under study.

The survey method was used in this research because of its suitability and relevance to the problem at hand. This was done through the collection of relevant data which provided up to date information on issues related to provision of education to children with disabilities.

Unit of Analysis

Singleton et al (1988) defines unit of analysis as "what or whom is to be analysed'. In this study, the Unit of analysis was Free Primary Education offered to children with disabilities in Nairobi district.

Unit of Observation

The unit of observation was children with disabilities in the special and integrated schools in Nairobi who are recipients/ beneficiaries of Free Primary Education.

3.3 Population and Sample Characteristics

Study Population

According to Singleton (1993), "target population refers to all members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the research results".

The study population were special education needs teachers and Divisional education officers in the 7 divisions which have schools catering for children with disabilities. The

population under study had similar characteristics; that is, children with disabilities, benefiting from the Free Primary Education policy. This population was from Nairobi district because of ease of accessibility and cost considerations. Teachers and other administrators in charge of primary education also formed an integral part of the population.

Sample Design

According to Singleton et al (1988:137), "sampling design refers to that part of the research plan that indicates how cases are to be selected for observation". Elements employed in this study involved; children with disabilities; teachers in primary schools and Divisional Education officers in 7 divisions.

Sample Size and Sampling Procedures

The universe of schools catering for children with disabilities under the Free Primary education programme was studied. There are a total of 27 public primary schools catering for children with disabilities (22 integrated and 5 exclusive special schools).

Covering all the schools enabled the researcher experience and study both integrated and special exclusive schools.

Different schools cater for children with different disabilities. For example mentally handicapped, visually impaired, physically impaired. Covering all the schools enabled the researcher to identify the different types of disabilities existing in schools benefiting from FPE in Nairobi district.

The following is a list of schools which will be covered in the study. The schools are spread out in 7 divisions of Nairobi district. Langata does not have any school for children with disabilities.

List of Schools Covered in the Study

Division	Name of schools
Embakasi	Ronald Ngala
:	Mwangaza
	Unity
Kasarani	Githurai
	Mathari Technical centre
	Kiwanja primary school
	Tree side special school
Makadara	Martin Lurther
	OLM Nairobi South
	Nile Road Special
	Ofafa Jericho
	Bidii Primary school
Westlands	Kilimani
	Kabete VET lab
	Jacarada special school
	Aga Khan
Starehe	City primary
	Salama
	Racecourse
	Pumwani
Kamukuji	New Eastleigh
Dagoreti	Mbagathi road
	Toi
	Riruta HGM
	Joseph kangethe
	Dagoreti Special
	Waithaka special

Data Collection method

The study applied both quantitative and qualitative methods of data collection. Filstead 1970:6 defines 'qualitative methodology as those research strategies which allow a researcher to obtain first hand knowledge about the empirical social world in question'.

Quantitative research method was applied to collect statistical data on enrolment, number of children with disabilities, figures on types of disabilities represented in a school and attendance patterns.

Qualitative research methods were applied to gather information on challenges faced by children with disabilities, availability and adequacy/ inadequacy of facilities and recommendations.

Data collection Techniques

Two major data collection techniques were adopted; interview technique and observation.

Interviews

Two types of interviews were applied, key informant interview and Focus Group interviews. Interview guides were prepared and administered by the researcher. The interviews focused on gathering data on challenges faced by children with disabilities, availability of special education teaching and learning materials and recommendations

Observation

Since this was a field study, it provided the researcher an opportunity to see schools and how they operate. An observation guide was designed to gather data on types of disabilities, facilities available, infrastructure of the schools e.g. location of special education classrooms, suitability of toilets etc

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Data collection tools

Interview Guides

Key informant interview guide

Key informant interview guide was designed and used to interview the Divisional education officers in the 7 divisions. A separate guide was also designed to interview the head of the special school or head of special unit.

Focus group Discussion Guide

This tool was applied to interview groups of teachers of children with disabilities. Given the different types of disabilities, this tool was useful in gathering first hand information on challenges facing children with disabilities, types of disabilities among children in school and recommendations for improving special education from teachers.

Structured questionnaire

One structured questionnaire was designed and administered to the head of special education. Notably, integrated schools did not have a head of special education apart from Kilimani primary school.

Observation Guide

An observation guide was used to gather data on types of disabilities, facilities available, infrastructure of the schools e.g. location of special education classrooms, suitability of toilets etc. The tool was designed to allow the researcher record details while observing. The researcher made a tour of the school as a last activity.

3.6 Data Analysis

Both descriptive and inferential statistical methods of data analysis were used. To analyze the quantitative data, frequency distribution and percentages were used on age, gender of children with disabilities in schools, types of disabilities, distribution of respondents, family background and level of training of special education teachers. Tables were drawn to present data making it graphical and easy to understand.

Qualitative data on the other hand was organized into major themes and used to draw conclusions. Responses from questionnaires were coded and applied to identify key themes.

Since the study was conducted in exclusive special and integrated schools, it was possible to compare the two in terms of facilities and suitability.

CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The study sought to assess the extent to which Free Primary Education addresses educational needs of children with disabilities in public primary schools in Nairobi district. It sought to identify the different categories of disabilities amongst children in special and integrated public primary schools, financial and technical problems faced towards provision of education to children with disabilities and to assess the adequacy/ inadequacy of facilities and equipment in schools for children with disabilities.

Primary data was gathered using questionnaires and interview guides. The key informants comprised of teachers teaching in special schools and units, divisional education advisors and heads of special schools and units.

Secondary data on age of pupils, types of disability, occupation of parents and type of families was gathered from pupils records provided in the school. An observation guide was used to record information on facilities available.

Quantitative data was analyzed and is presented herein using tables and simple percentages. Qualitative data obtained from respondents was coded and analyzed according to themes and is presented in descriptive form.

4.2 Institutional Analysis of Special Education in Nairobi District

Schools for Children with Disabilities in Nairobi District

Overall, there are 27 schools catering for children with disabilities in Nairobi district. Amongst these, five are exclusively for children with disabilities while 22 cater for children with disabilities and those without. The later are referred to as inclusive schools.

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Table I: Schools for Children with Disabilities in Nairobi and their Specialization

Division	Name of schools	Target Children
Embakasi	Ronald Ngala	Mentally Handicapped
	Mwangaza	Mentally Handicapped
	Unity	Mentally Handicapped
Kasarani	Githurai	Mentally Handicapped
	Mathari Technical centre	Mentally Handicapped
	Kiwanja primary school	Mentally Handicapped
	Tree side special school	Mentally Handicapped
Makadara	Martin Lurther	Mentally Handicapped
	OLM Nairobi South	Visually impaired
	Nile Road Special	Mentally and physically Handicapped
	Ofafa Jericho	Visually & physically handicapped
	Bidii Primary school	Mentally Handicapped
Westlands	Kilimani	Visually impaired
	Kabete VET lab	Mentally Handicapped
	Jacarada special school	Mentally Handicapped
	Aga Khan	Hearing Impaired
Starehe	City primary	Mentally Handicapped
	Salama	Mentally Handicapped
	Racecourse	Hearing Impaired
	Pumwani	Mentally Handicapped
Kamukunji	New Eastleigh	Mentally Handicapped
Dagoreti	Mbagathi road	Mentally Handicapped
	Toi	Mentally Handicapped
	Riruta HGM	Mentally Handicapped
	Joseph Kangethe	Hearing Impaired
	Dagoreti Special	Mentally and physically Handicapped
	Waithaka special	Mentally Handicapped

From Table 1 above, it is observable that public primary schools in Nairobi district addressing the educational needs of children with disabilities are spread out in eight educational divisions in Nairobi. Dagoretti division has the highest number of schools, at six, followed by Makadara with five schools. Westlands, Kasarani and Starehe divisions have four schools each while Embakasi has three schools. Kamukunji has the least with only one school catering for children with disabilities.

Table 2: Frequency Distribution of Disabilities Catered For in Public Primary Schools in Nairobi District

Type of Disability in schools	Frequency	Percentage
Mentally Handicapped	19	70.37%
Visually Impaired	3	11.11%
Physically and mentally impaired	2	7.4%
Hearing Handicapped	3	11.11%
Total	27	100%

Out of 27 public primary schools in Nairobi District offering special education, 19 schools (70.3%) cater for mentally handicapped children, three schools (11.1%) cater for visually impaired children, two schools (7.4%) cater for physically and mentally handicapped children and three schools (11.1%) cater for hearing impaired children. Mentally handicapped children are the highest in number; hence the large number of schools addressing their needs.

An analysis of gender of children with disabilities was conducted. Table 3 below is a presentation of data gathered.

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Table 3: Distribution of Children with Disabilities in 25 Study Schools by Gender[1]

Name of school	Boys	Girls	Total
Ronald Ngala	24	10	34
Mwangaza	19	12	31
Unity	9	6	15
Githurai	15	8	23
Mathari Technical centre	108	56	164
Kiwanja primary school	8	1	9
Tree side special school	16	4	20
Martin Lurther	12	3	15
OLM Nairobi South	17	20	37
Nile Road Special	30	14	44
Ofafa Jericho	1	1	2
Bidii Primary school	10	10	20
Kilimani	10	23	33
Jacarada special school	93	22	115
City primary	40	7	47
Salama	33	23	55
Racecourse	11	18	29
Pumwani	11	9	20
New Eastleigh	12	4	16
Mbagathi road	10	6	16
Toi	11	4	15
Riruta HGM	10	12	22
Joseph Kangethe	12	16	28
Waithaka special	48	46	94
Salama	33	23	56
New Eastleigh	12	4	16
Kabete Vet Lab	6	3	9

[1] This table represents data from 25 schools, data from Aga Khan, Dagoreti special school is not included.

Name of school	Boys	Girls	Total
Total	620	365	985

From table 3 above, boys comprise majority of children in schools catering for children with disabilities in Nairobi at 620 (62.9%) while girls are 365 (37.1%). One of the reasons given for the low enrollment of girls with disabilities was that parents with daughters with disabilities keep them at home for fear that they will be exposed to sexual abuse on way to and from school. The preference of boy education to girls' education is also evident among the children with disabilities.

Table 4: Age Distribution of Children with Disabilities

Data on age of pupils was available in 20 schools out of the 26 study schools. The table below presents an analysis of the age of children with disabilities in the study.

Age	Frequency	Percentage
0-4	3	0.62
5-10	139	28.89
11-15	179	37.2
16-20	92	19.1
21-25	42	8.73
26-30	16	3.32
31-35	7	1.45
36 and above	3	0.62
Total	481	

In Kenya, the age for primary education is 6-14 years. Pre-unit class is 5 years. For purpose of this study children who are five years in primary school are considered to be of age.

Table 4 above indicates that majority of children with disabilities are aged between 11-15 years (37.2%). This can be attributed to late enrolment occasioned by disabilities and health issues. Data collected indicates that 66.1 % of children with disabilities in school

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are aged between 5-15 years, an acceptable age for primary education. The data also indicates that quite a number of children spend many years in special schools, with 19.1% between 16-20 years, 8.7% between 21-25 years and 3.32% between 26-30 years.

Background on type of families for children with disabilities

Only 7 out of the 26 study schools had information on types of families for the children with disabilities. Table 6, below is an analysis of the types of families.

Table 5: Types of families for children with disabilities

Type of family	Frequency	Percentage
Mother and Father	100	66.22
Single mother	29	19.2
Single Father	06	3.97
Orphaned children	16	10.59
Total	**151**	**100**

Though data on types of families was only available in 7 out of the 26 study schools, from these schools, 66.2% of children with disabilities had both parents, 19% were from single mother families, 3.9% from single father households and 10.6% were orphaned.

4.3 Respondents Characteristics

Respondents in this study were teachers in special education schools, heads of special education schools and divisional education advisors. The following is an analysis of their characteristics.

Table 6: Frequency Distribution of Teacher Respondents by Gender

GENDER	FREQUENCY	PERCENTAGE
MALE	11	22%
FEMALE	39	78%
TOTAL	50	100%

From table 6 above, 78% of teachers interviewed in the study were female while 22% were male. From this analysis, it can be deduced that there are more female teachers in special education than male.

Table 7: Frequency Distribution of Respondents and their Level of Training[2]

Level of training	Frequency	percentage
Certificate	3	6.42
Diploma level	19	37.6
Degree	24	47.7
Post Graduate	4	8.3
Total	50	100

From Table 7 above, it is evident that public primary school teachers in Nairobi district have pursued special education training. Apart from Ofafa Jericho Primary school which did not have any teacher trained in special education (which may be attributed to the fact that the school though classified by the city council as one with a special unit, had only two pupils who were integrated in regular classes) the rest of the schools had specially trained teachers. The highest number at degree level (47.7%), followed by diploma level (37.6%), post graduate level (8.3%) and lastly certificate level at 6.42%.

A network for visually impaired teachers established under the banner of Nairobi Integrated Programme for visually impaired is responsible for extending services to children in other schools which do not have special units. The programme, headed by a programme manager and housed in Kilimani Primary School has established four resource centres in Nairobi. Specialised teachers for visually impaired not only serve their schools but have also been allocated five schools each to offer their services. In addition, the teachers visit homes which have visually impaired children to prepare them before they join school. Notably, visually impaired education is the best organised and offers best services. This was evident from the facilities in schools catering for visually

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[2] Data represents 23 public primary special schools which provided information on level of training during the in study

impaired children. Respondents in schools catering for mentally handicapped children confirmed this, observing that they had no systems or forums to address their concerns. At the time of the study, teachers for visually impaired were having an induction workshop at Kilimani primary school.

Frequency distribution of respondents specialized area of Training

Data collected indicates that teachers teaching children with disabilities have received specialized training. Areas of training include inclusive education whereby teachers are trained to cater for children with various types of disabilities in a school which also has children who are not disabled. Those specialized in mentally handicapped have skills in teaching children who have suffered cerebral palsy, those with learning disabilities, down syndrome and generally children whose mental capacities are not normal due to some illness.

Table 8: Frequency Distribution of Respondents Specialized Area of Training

Area of training	Frequency	Percentage
Inclusive education	11	22
Mentally handicapped	23	46
Visually impaired	3	6
Physically handicapped	9	18
Hearing impaired	2	4
Intellectual challenged/Learning disabilities	2	4
Total	50	100%

Table 8 above illustrates that majority of special education teachers have specialized in education for mentally handicapped at 46% followed by inclusive education at 22%. Specialists in hearing impaired (addressing children with hearing disabilities) and intellectual challenges (those that have difficulties in learning) were least at 4%.

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4.4 Facilities Provided For Children with Disabilities in Public Primary Schools

Public primary schools visited can be categorized into three, exclusive special boarding schools, exclusive special day schools and integrated day schools whereby a special unit is established within a regular school.

Glaring differences were evident between special schools and integrated schools. The special schools are designed to cater for the children with disabilities. As such, they are not storied; the grounds are landscaped and smooth. The buildings including the classrooms have wide doors in the schools with mentally handicapped and physically handicapped to facilitate use of wheel chairs. There are no stair cases and instead there are ramps.

The schools have special toilets designed to cater for the needs of the children. The toilets have low basins, reachable water outlets and wide doors.

The play equipment available is also designed to cater for the needs of the children. In two of the mentally handicapped special schools (namely; Jacaranda and Waithaka special schools) there were physio and occupational therapy rooms. In the physiotherapy room, play equipment is designed to facilitate physio-therapy especially for the autistic and cerebral palsy children.

In Jacarada, the school is painted in very bright colours, which are attractive to mentally handicapped children. In all special schools, there was distinct difference in teaching and learning materials used. The schools were more equipped with special instructional materials such as the Abacus, plasticizes (used to teach through touch and strengthen hand muscles), Braille (a form of printing to enable blind people read using fingers) in schools for visually impaired.

All exclusive special school have a feeding programme and children are offered lunch. Thus even in the special day schools, a school kitchen is available.

Of importance is the availability of teacher aids (an assistant to a teacher who though not trained assists a teacher in a class e.g. feeding and toiletry training) in exclusive special schools. Although respondents decried that they were not enough, at least there was a teacher aid in every class. The demands of attending to a special child individually require more persons and attention.

Mentally handicapped children cannot focus on academics due to their mental abilities. As such, once they have been introduced into activities for daily living, they are trained to be able to lead a closer to normal life within the society. Those who can use their limbs properly are trained on vocational skills. Special schools have the advantage in that they have workshops mostly for tailoring and carpentry where children acquire basic skills. However, the levels of competences are not adequate for one to develop a profession in the field. These children are then therefore transferred to vocational technical schools. There was decry among respondents that there is no special vocational school in Nairobi, yet Nairobi is a central district.

Integrated schools on the other hand have far from adequate facilities and equipment to address special education needs. This can be attributed to the fact that the units were established after the schools had long been in operation. Special education units are a class within the regular classes. What makes them different from other classes is the pupils and teachers. The teachers available in the special unit are trained in special education while the children have a disability. In three of the schools visited (namely Kabete Vet Lab, Racecourse and Mwangaza) the special units were conducted in former workshops which had been build on the introduction of 8-4-4 system of education but seized to be used once subjects like art and craft and home science were scrapped from the syllabus. In one unique school, Mwangaza in Embakasi, an NGO had assisted in the building of a special education block with three rooms and special toilets. In addition, the block had its separate source of water.

What was evident in integrated school was the location of the special unit. In most cases, the units were located in the classrooms at the extreme end of the schools "to avoid

disruptions and noise". It was noticeable during the interviews that the special unit did not feel as part and parcel of the regular school

Apart from the exception mentioned earlier on, children with disabilities have to share toilet facilities with other children in the school. The toilets though separate for boys and girls were not adapted to the needs of children with disabilities. In addition, the number of toilets was inadequate given the recommended ration of 1:60 (MOE Standards on Schools). None of the integrated schools visited had observed this ratio, with some schools having only 10 toilets for a population of 900 and above.

Only one unit, namely in Githurai Primary school had the furniture painted in bright colours, in all the other schools visited, children with disabilities were using furniture used by regular students. This was a major difference from exclusive special schools where furniture was adapted to suit the needs of the children in the schools.

Play equipment in integrated schools was far from adequate. Teachers however had the option of using skills acquired in special education training to develop playing and learning equipment. This unfortunately was not the case in most schools where teachers tended to rely on plastic imported playing equipment. An exception of this was Kiwanja Primary school in Kasarani division where the two teachers in the special unit had developed play and teaching and learning tools from locally available materials such as bottle tops and sticks. The class was different from all others visited. This is not only beneficial to children in the school but also sustainable.

Given a rating of poor, below average, average and adequate, 98% of respondents in integrated school indicated that the facilities available were below average. The 2 percent comprised of schools catering for visually impaired children and a mentally handicapped school which had very innovative teachers in development of materials.

In the exclusive special schools, the 5 schools rated the facilities as average.

For both integrated and exclusive special schools, respondents observed that special equipment such as Braille, physiotherapy and occupational therapy equipment, hearing aids, wheel chairs were very expensive and schools had to depend on well wishers for donations.

The following list represents facilities required in schools in order of priority according to the respondents.

1. Teaching and learning materials
2. Sheltered workshop
3. Vocational training workshops –carpentry and tailoring
4. Play equipment
5. Adapted furniture
6. Special teaching and learning equipment-Braille, hearing aids, group hearing aids
7. Toilets, ramps

4.5 Special Education during Free Primary Education Era

The introduction of free primary Education in January 2003 had both positive and negative effects on the education for children with disabilities.

The following were outlined as the positive effects by respondents.

Increase in enrolment of children with disabilities

Prior to the introduction of FPE in 2003, the burden of education lay mainly on the parents. Parents had to provide books, uniform and pay levies to facilitate education of their children. The financial burden on the parents left most with no chance but to keep some of their children at home. Unfortunately, education for a child with disability in a family is least prioritized. Hence many children with disabilities were denied the right to education. According to respondents in the study, the introduction of FPE resulted in increased enrolment of children with disabilities in schools.

Reduced absenteeism for children with disabilities

According to respondents, children with disabilities are more likely to be absent from school than regular children. This can be attributed to the fact that most of these children

need transport and accompaniment on way to and from school. The situation was worse prior to introduction of FPE where children had to pay levies, no child was exempt. As observed, parents did not prioritize the educational needs of children with disabilities. According to respondents, on the introduction of FPE, absenteeism decreased.

Emphasis on sporting activities and co curricular activities for children with disabilities

On the introduction of FPE, some money was allocated for sporting activities. Previously children with disabilities were not able to participate in games as most of the parents did not prioritize their games. The financial burden on the parents was also high given that majority of these children come from poor family backgrounds. According to respondents in the study, the children now participate in sporting activities. In addition, funds allocated to special education is also spent on buying sporting equipment though on a limited scale.

Increased awareness for special education

The introduction of FPE was characterized by high publicity and sensitization on the need for education. In addition, primary education was declared free and compulsory. The government and civil society conducted numerous sensitization activities on education. According to respondents in the study, parents wnc had children with disabilities realized the need for education for their children.

Availability of teaching and learning materials

The FPE programme has a vote for provision of teaching and learning materials. These are limited to exercise books, text books and writing materials. Teachers indicated that for children who are mentally handicapped, they need more than these materials as they are unlikely to achieve academically. Instead vocational training equipment should be provided.

School feeding programmes

The exclusive special schools in the study benefited from a school feeding programme, either from the government or from well wishers. For integrated schools, only three out

of 21 schools had a school feeding programme. These were the schools regarded to be targeting the poor especially children from slum areas. Such schools were Salama, New Eastleigh and Toi primary.

Improved facilities

Under the FPE, some funds are allocated for school improvement. The special schools received a one off fund for development. The funds were used to repaint the schools, improve furniture provided and in a case like Waithaka special school, build a dormitory for boys. On the other hand, schools with special units receive funds allocated to a special child every term. There was no distinct differentiation of funds for regular pupils and those for special children. Instead head teachers decided on what to do with the funds for development. In 2 of the integrated schools, i.e. Ofafa Jericho and unity primary schools, head teachers had used the funds for renovation of toilets.

Trained teachers

Quite glaring was the finding that all schools visited apart from one had teachers who were trained in special education. The levels of training were also quite impressive with 47.7% of the teachers trained in special education at degree level, 37.6% at diploma level, 8.3% at post graduate level and 6.42% at certificate level. The posting of qualified teachers for special education has boosted the quality of special education.

Though with many benefits towards special education, the introduction of FPE also affected the quality of education for children with disabilities

Overcrowding

As a result of introduction of FPE, enrolments increased. For schools serving both regular and children with disabilities, there was increase for both. The most affected children were those with disabilities who had already been integrated in regular classes. As a result of increase in numbers, teachers were overwhelmed and they cannot pay the special attention to children with disabilities. Most affected were children with learning disabilities or intellectually challenged children.

Reduced funding for special schools

Prior to introduction of FPE, special schools depended on donors for support and the levies paid by parents. According to respondents in special schools, on introduction of FPE, most donors withdrew funding as "the government was offering FPE". Standards in special schools have since declined as the government funds according to the number of children in a school.

The high polarization of FPE led to marginalization of special education. Though FPE is meant for all children, it was misinterpreted to refer to ordinary primary education. Special education though part and parcel of primary education is marginalized. According to respondents interviewed in the study, special education is not fully mainstreamed in primary education. Most of the teachers interviewed expressed concern that they were sidelined even among other teachers and the school administration. Children with disabilities were regarded as these teachers' children and not part of the school community

Parents Neglect of responsibility

According to respondents in the study, parents misinterpreted the FPE concept to infer that the government was solely responsible for provision of primary Education. Provision of education requires a combined effort of parents, teachers and the government. Parents were reported to have neglected their role by failing to follow-up on their children's education. This is because children are no longer sent home. According to teachers in exclusive special schools, parents viewed the schools as "day care". Concern was raised by teachers in Jacaranda special schools where teachers have to follow-up on parents to pick their children after dropping them in the morning. In Waithaka special school, the only special boarding school in Nairobi, teachers reported that some parents never visited their children once they brought them at the beginning of the term. On some instances, teachers had to take the responsibility of ensuring that the children got home during half term and school holidays.

4.6 Performance and Completion of Primary education by Children with Disabilities

According to respondents visually and physically impaired children complete primary education. Education for mentally handicapped is complex, as learning activities are aimed at equipping the child with skills which will enable him/ her fit in society and lead a "normal life". Most of these children are able to acquire skills on activities for daily living such as feeding themselves, toiletry, and general body hygiene. This however depends on the level of disability. For those with severe handicap, acquiring these skills is difficult, hence the reason as to why there are children who are as old as 37 years in special schools.

Completion of primary education rarely applies to mentally handicapped children. For children who can practice some vocational skills like tailoring and, they are inducted into the skills after which they transfer to technical vocational schools for mentally handicapped. This also applies to the deaf and dumb pupils and severe physically handicapped.

According to respondents, majority of the physically handicapped children dropout and stay at home. For pupils in Jacaranda and Mathari special schools, only about 10% of the children are absorbed to their sheltered workshops for production purposes. They earn minimal salaries.

High levels of poverty were cited as a reason of dropout. In cases where parents are required to transfer their children to vocational schools, they fail to do so due to the high cost implications. Most of the vocational schools are boarding and located outside Nairobi. According to respondents, only 15% of mentally handicapped children are transferred to vocational schools.

4.7 Challenges
According to respondents, children who are mentally handicapped learn separately and are not integrated in regular classes. However these children get to mix with other

children during break and lunch times. This facilitates a conducive socialization environment for these children. For severe cases of mental handicapp, the children are secluded even during break and lunch hours.

Visually impaired children are integrated into regular classes in schools that cater for them. According to the coordinator of the Nairobi Integrated Programme for visually handicapped, children fit best when they are identified early and trained in basic skills applied for visually handicapped such as the use of Braille, typewriter and the white cane.

Speech impaired children are handicapped by communication skills. Though they are taught sign language, they can only communicate amongst themselves. Teachers in regular classes have no skills in sign language and therefore they cannot be able to teach the speech impaired children.

Notably, all schools in the study had specially trained teachers in special education. This is notable given the skills needed to teach children with disabilities. One school, namely Ofafa Jericho, though classified as a school serving children with disabilities by the city council had only two children with disabilities, one physically handicapped and another visually impaired. The two were integrated in regular class, with the visually impaired benefiting from regular support of a special education teacher from our Lady of mercy

A network for visually impaired teachers established under the banner of Nairobi Integrated Programme for visually impaired was responsible for extending services to children in other schools which do not have special units. The programme, headed by a programme manager and housed in Kilimani Primary schools has established four resource centres in Nairobi. Specialised teachers for visually impaired not only serve their schools but have also been allocated five schools each to offer their services. In addition, the teachers visit homes which have visually impaired children to prepare them before they join schools. Notably, visually impaired education is the best organized and offers best services. This was evident from the facilities in schools catering for visually impaired children. Respondents in schools catering for mentally handicapped children

confirmed this, observing that they had no systems or forums to address their concerns. At the time of the study, the teachers in these schools were having an induction workshop at Kilimani primary school.

The preceding is a situational analysis of the education of children with disabilities in both special schools and integrated schools. From the analysis of respondents views, the following emerged as the challenges faced in schools in the provision of education of children with disabilities.

Curriculum

According to respondents, the primary curriculum does not cater for the special needs of children with disabilities. Whereas the hearing impaired children are able to go through the syllabus, there is no curriculum in sign language. According to respondents in schools catering fro hearing impaired, sign language has not been developed fully. Materials in the syllabus are not in sign language. As such the HI children use the regular materials and the teachers have to interpret in sign language.

During KCPE, these children are expected to sit for the same examination as other children. According to respondents, the performance is then poor and the children mostly proceed to vocational training schools.

Lack of clear policy on the transition of children with disabilities

According to respondent teachers in the study, there is no clear policy on the transition and age limit of children with disabilities in primary education. As such children stay in school as long as their parents can have them there or when they are able to transfer them to vocational training. For those with severe handicap, it is until they dropout to stay at home. The teachers then spend many years with these children. They recommended that the MOEST develops a clear policy and an exit strategy for those children who cannot go through regular schooling system

Parents over expectation of the teachers

Although children with disabilities are assessed in assessment centres and a record of disability issued to parents, once they are enrolled in schools, parents expect them to achieve highly. According to teachers teaching mentally handicapped children, parents expect their children to achieve academically. There is denial among parents on capability of their children. Once the children fail to achieve, parents become demoralized. The frustrations are then transferred onto special education teachers.

Demoralization amongst the special education teaching Staff

Provision of special education is not only a job but requires a lot of patience. The fact that these pupils spend a lot of time at the same level is demoralising to the teachers. According to the respondents, teachers are most frustrated when they teach some skills to the pupils but once the pupils break for holidays, they resume when they have forgotten everything and the teachers have to begin again. This is further perpetuated by high rates of absenteeism due to health problems. Respondents suggested the establishment of support forums. For the visually impaired teachers, they had a forum through the Nairobi Integrated Programme for visually impaired where they shared experiences and strategies for addressing problems.

Difficulties Related to age differences

In integrated schools where special education was offered in a unit, in most cases the children were all in one room. Teachers in the units observed that they faced challenges in addressing individual needs of the children especially in cases where they had children less than ten, adolescents, and teenagers and in some cases adult pupils. According to the teachers, girls faced more challenges on the onset of puberty.

Stigmatization of disability in school

According to respondents, stigmatization of special education teachers and children with disabilities was rife in the school. Special education teachers were viewed to be of lesser value in integrated schools as they did not contribute towards the attainment of a good mean score in KCPE. The teachers felt unappreciated. This explains the reason why in

some schools, special education teachers were forced to take up lessons in regular classes. Where the teachers remained adamant and only taught the special class, the administration failed to support the unit.

Amongst children themselves, there was also stigmatization. This however was not the case where sensitization on special education and appreciation for children with disabilities was encouraged for example in Kilimani and Salama primary schools where children mixed freely and the able assisted the disabled.

HAPTER FIVE

0 SUMMARY OF FINDINGS, CONCLUSIONS AND ECOMMENDATIONS

is chapter gives a summary of the study, draws conclusions from findings, makes ommendations and outlines areas of further research.

study established that there are four main categories of children with disabilities red for in public primary schools, i.e. the hearing impaired, the visually impaired, the tally handicapped and the physically handicapped. From the study schools 70.3% of hildren were mentally handicapped, 11.1% were visually impaired, 7.4% were both cally and mentally impaired and 11.1% were hearing impaired. Notably, autistic en were classified as mentally handicapped.

ndings reveal that FPE has to a greater extent addressed the educational needs of n with disabilities. However, there are challenges which must be addressed to that the children benefit maximal from FPE. This includes provision of facilities toilets adopted to meet the needs of the children, adapted furniture and teaching ning materials.

ly established that professionally trained special education teachers are available ls for children with disabilities.

n, exclusive special schools and integrated schools are benefiting from the FPE h the allocation to exclusive special schools released in lump sum while units ated funds according to number of children in a unit.

o established that funds allocated for FPE are highly inadequate given the ds of children with disabilities. In the study, 98% of the respondents rated the elow average while only 2% indicated that the funds were average. The f special education is more expensive than that of a regular child. Special uch as Braille, hearing aids, wheel chairs are very expensive.

5.1 STUDY RECOMMENDATIONS

Given an analysis of the situation in exclusive and integrated schools catering for children with disabilities, it emerged that the provision of quality education for children with disabilities requires a combined effort of the parents, teachers, community, the government and policy makers. The government alone through the FPE programme is inadequate in addressing these issues. The following recommendations which target the schools, the civil society, the government and parents are made.

a) Schools catering for children with disabilities should be headed by a head teacher who is trained in special education. This head teacher is in a better position to understand the needs of pupils with disabilities and their teachers. The study makes the assumption that if such a move is made, the head teacher will prioritize the needs of children with disabilities while at the same time addressing the needs of regular children. Furthermore, it was observed that all special education teachers were first and foremost trained teachers and undertook special education to improve their qualifications.

b) To ensure that children with disabilities benefit from FPE, allocation for schools should be calculated based on the needs in particular schools. Allocation should therefore not be based on number of children but on particular needs in special schools and units.

c) The establishment of a sheltered workshop in schools catering for children with disabilities is paramount in ensuring that the children acquire skills and are assimilated into the job market. FPE programme should support all schools catering for children with disabilities in the establishment of sheltered workshops and equipping them.

d) The MOEST should post technical teachers once workshops have been established to equip the children with special skills.

e) Divisional advisors and school inspectors should be inducted in special education; some should be trained in special education. This way, they can be able to offer guidance to special education schools and units.

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e) Divisional advisors and school inspectors should be inducted in special education; some should be trained in special education. This way, they can be able to offer guidance to special education schools and units.

f) The Kenya Institute of education should speed up the development of a special education syllabus. The institution which is mandated to development of curriculum and syllabus for both primary and secondary education in Kenya, should sort the expertise of special education teachers.

g) Support teachers commonly referred to as teacher aids should be employed to support teachers in special schools and units. From the study, only 8 schools out of the total 26 schools visited had teacher aids.

h) The MOEST should develop a transition strategy for children with disabilities targeting those who cannot go through the regular academic curriculum.

i) Regular teachers and children should be sensitized on children with disabilities to avoid stigmatization and discrimination in schools. In addition basic skills in sign language are important for the school community which have hearing impaired children.

5.2 Recommended Areas for Further Study

- The relationship between poverty and disability in Kenya
- An exploration study on the transition of children with disabilities into technical vocational training institutions
- A tracer study of disabled youths who have undergone vocational training to establish their ability to earn a living and fit in society.
- The underlying factors on the prevalence of mental handicap among boys more then girls.

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APPENDIX I: DATA COLLECTION TOOLS
DIVISIONAL EDUCATION OFFICER'S INTERVIEW GUIDE

Date---

Introduction

My name is Woki Munyui. I am a student at the University of Nairobi. I am conducting a research on challenges faced in the implementation of Free Primary Education in Kenya; A case study of children with disabilities in Embakasi Division, Nairobi. Kindly assist me in gathering the information. The information you give will be treated with utmost confidence. There are no right or wrong responses.

Thank You for your assistance.

SECTION I: BIO-DATA

a.   Division

b.   Name of DEO (optional)

c   Gender   Male   Female

d. No. of schools in division

e. No. of schools in division which have special education units

2. What are the different types of disabilities among children in your division?
3. Comment on the teaching and learning facilities available in primary schools with children with disabilities
4. How did the implementation of FPE impact on education for children with disabilities in your division (probe for improvements in terms of funding, provision of facilities?
5. What challenges are faced by children with disabilities in your division?
6. What challenges are faced by your division in its effort to provide education for children with disabilities?

7. Suggest on how the education of children with disabilities in your division can be improved –what can the government, teachers, and parents do?

HEAD OF SPECIAL EDUCATION UNIT/ SPECIAL EDUCATION TEACHER DISCUSSION GUIDE

Date----------------------------------

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Thank You for your assistance.

1. Bio Data

a) Name of school----------------------------Division....................................

b) Gender of teacher Male---------------------- Female-------------------------------

c).Level of Training in special education
      Certificate
      Diploma
      Degree
      Post graduate
D) Specify your area of training

2. How many children with disabilities do you have in your school?
      Boys……..
      Girls…..
      Total

3. What are the various types of disabilities amongst children do you have in your school?

5. Are the children with disabilities segregated or integrated in regular classes; please explain

6. Describe the facilities in your school provided to cater for the needs of children with disabilities?

7. In your opinion, are the facilities adequate/ inadequate? Rate according to the scale
    I. Not enough
    II. Sufficient

III. Enough
IV. More than required

8. How has the introduction of Free Primary education influenced the quality of education provided to children with disabilities?   Explain

9. How do you spend funds allocated under FPE for children with disabilities? Comment on the adequacy/ inadequacy of funds allocated to children with disabilities under FPE

12. What challenges do you face in your efforts to facilitate education for children with disabilities?

13. What challenges do children with disabilities face under the FPE programme?

14. Suggest what can be done to improve the education of children with disabilities in Kenya by
    a) The government
    b) The parents
    c) The civil society
    d) The schools
    And any others

Tool 3: Observation guide   Date--

Name of school :.......................   Division ....,.........

Item	Description	Number	Researchers comment
School buildings description-note suitability for children with disabilities			
Description of classrooms for children with disabilities			
Location of classrooms for children with disabilities			
Facilities within the classroom Desks Tables Chairs			
Sitting arrangement of children with disability-			
Teaching and learning materials available			
Playing facilities for children with disabilities Playground Playing equipment			
Availability of special toilet facilities for children with disabilities-are they located adequately			
Availability of separate toilets for girls and boys with disability			
Description of toilets and their suitability to children with disabilities			
Accessibility/ availability of water to children with disabilities			

TOOL 4: Secondary Data collection tool

This tool will be filled with the assistance of the head of special education. It seeks data related to children with disabilities background

Name of school:----------------------- Division...........................

Serial no. of child	Gender	Age	class	Disability	Family: Father and mother 1, father only 2, mother only 3	No. of children in family	F level of education	M level of ED	Father occupation	Mother occupation