Abstract

The main study problem was that despite the fact that vocational training equips learners with skills that allows them lead independent life and enhances their participation in social economic development; Nyeri County has no special institution to provide such skills to persons with disability (PWD). The institutions available at the national level admit a very small number of students from all parts of the country thus leaving out a large proportion of qualified persons. To provide such skills to those left out, the other route is through either inclusion or integration. The purpose of this study was to look into the effectiveness of integration of PWD into the post school training institutions in Nyeri County. The literature review focused on the impact of societal constructions on inclusion. Based on the social model of disability, various barriers affect PWD and therefore hinder their participation in various levels of education. The study sampled 6 out of the 18 mainstream post school training institutions using simple random technique. From the sampled schools, a proportionate number of Principals, heads of departments, dean of students, registrar, teachers and students were selected, totaling 141. Data was collected using questionnaires for the principals, teachers, heads of department and students; Interviews for the Registrars, Deans of Students, and Provincial Technical Training Officer (PTTO) and Observation during visits into the institutions. Qualitative data was arranged according to research objectives and described. Quantitative data was analyzed using descriptive statistics with application of Statistical Package for Social Sciences (SPSS). Based on research objectives and questions, inferences and conclusions were drawn, and areas of improvement on the services for the Students with impairments in the mainstream education identified.