A STUDY OF LIBRARY/INFORMATION SERVICES TO THE VISUALLY HANDICAPPED AND HEARING IMPAIRED IN NAIROBI AND ITS ENVIRONS

A RESEARCH SUBMITTED IN THE FACULTY OF EDUCATION IN PARTIAL FULFIMENT OF THE REQUIREMENT FOR MASTER OF EDUCATION DEGREE (PTE) OF KENYATTA UNIVERSITY

BY

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A study of library information services

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1986
DECLARATION

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

FELISTAS MWIHAKI GICHUHI

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

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SEPTEMBER, 1986.
DEDICATION

This work is dedicated to:

My late sister, Teresia Njeri Kimani, whose memories I shall forever treasure.

Nelson Mukora Mukei, and his wife Jennifer - my mother, without whose foresight, sacrifice, and moral support, I would not have made it this far in education.

My husband, Joseph Alex Gichuhi, who has been my consoler when things go rough. And who may have suffered neglect when wifery and student duties conflicted.

Our children, NJERI, NGARE, MUKORA, to whom the search for knowledge, should be the beginning of wisdom.

And to ALL the visually and Hearing Impaired in Kenya, that the WORLD OF INFORMATION may open your eyes and ears and be your guiding star from the cradle to the grave.
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I am deeply indebted to my supervisor, Mr. E.W. Muya for his insightful comments and constructive criticisms without which this work would not be what it is.

To Mrs. Lucy Chege, who typed the project so devotedly for me, I say, thank you.

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To them all, and those numerous OTHERS, I say THANK YOU.
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DEFINITION OF TERMS USED

1. BRAILLE - A system of writing for the blind that uses characters made up of raised dots.

2. BRAILLER - A machine for writing braille.

3. BRAILLIST - A person trained to braille materials.

4. BOOK IN BRAILLE - Refer to any text in any written language that is made accessible to the blind by transcribing the text character by character into braille. Each letter and print will be presented by an equivalent braille configuration, one page in print corresponding approximately to three to four pages in braille. In order to reduce the bulk of braille, some languages have developed a special braille code of abbreviations and contractions for the most common words and parts of words (usually known as grade 2 braille).

5. TALKING BOOKS - This is printed text presented to blind readers in recorded form. Once recorded, a talking book can be presented in as many copies as required.

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


Refers to a child who cannot see well enough to read normal print despite all the corrective measures.

8. INTEGRATION - A trend towards educating an exceptional child together with his normal peers to whatever extent is compatible.

9. MAINSTREAMING - Synonymously used with the term integration.

10. RESOURCE ROOM - This is a room set aside in an ordinary school where some visually/hearing impaired children learn (study) together with the sighted peers in which special materials are kept and there is a specialist in attendance. Children visit the resource room from time to time for specialised learning.

11. RESOURCE TEACHER - A specialist who mans the resource room, administering specialised learning materials to the handicapped children on the advice of the class teacher, administration, parents, and the children. He prepares before hand all the materials that the handicapped children need in class.
12. MULTI-HANDICAPPED - A person with more than one handicap e.g. deaf and blind.

13. PROFOUNDLY DEAF - Category of hearing impaired child that has no intelligible speech (i.e. those born profoundly deaf or acquire it before acquiring speech.

14. Library - A room where resources are housed and are systematically organised and classified for ease of retrieval, for users to borrow or refer to.

15. Teletype-writer - A device used over most telephonic communications systems to send and receive signals and produce hard copy from them.

16. Thermoform - Equipment used to duplicate braille material using braillon (special (plastic) braille paper) by giving it a final shape through aid of heat and pressure.

17. Unit - Section of a school catering for a special group e.g. the blind or the deaf.
1.0 INTRODUCTION:

The declaration of 1981 as the International Year of Disabled persons has helped to highlight the plight of the handicapped, who need special attention from society. It is unfortunate that the number of handicapped persons in Kenya is not known as reflected in a report on special education which states:

..... the actual number of handicapped people in Kenya is not known.¹

Nkinyangi and Mbindyī further support the fact that little systematic effort has been made to study the problem of disabled persons on a rational basis.²

From these assertions, it is clear that there is need for quantitative data on special education, and the handicapped, if their welfare is to satisfactorily be looked into.

So far, the United National estimates indicate that 10 percent of the Kenyan population is handicapped.
To verify these figures, it is necessary for the ministries concerned to carry out registration exercises on various categories of handicapped persons.

Wangeci - wa - Waititu indicates that the Agikuyu traditional society had a negative attitude towards the handicapped, and such attitudes uphold even today, despite the introduction of special education. Reiterating this view, Mwangi says:

.... we behave in many ways as if handicapped persons are alien to the human race and cannot benefit from this knowledge.

However, if the concept of the handicapped by society has to change, then the first step is to make the handicapped equipped with skills that can help him realise himself as a person. Ashcroft sums up the role of the school programs when he says that they should alter the capabilities of the student in order to be able to meet environmental demands. Further, the attitudes of the sighted community are essential to the success of blind persons in the community. According to him:

"...many professionals believe that the primary change agents for attitudinal change on the part of the seeing individuals are handicapped persons themselves. When blind persons have the skills, abilities, self confidence, and motivation to function successfully in society, they evoke positive reactions from others ......."

The present researcher believes the views held by Ashcroft would also be applicable to the hearing impaired.
The library would play a most significant role in providing information both on handicaps and about the handicapped. However, for the libraries to succeed it is necessary to assess users' needs and consider their views.

Foster, commenting on the Review of prevalence of blindness survey in Africa 1968 - 81 using binocular vision of 3/60 or less as the definition of blindness concluded that 1.5% or 6 million people in Africa are blind, and another 6 million severely handicapped. He mentions corneal scar; cataract; Glaucoma; Ureitis; Retinal disease; Optic nerve disorder; and whole eye as causes of blindness. On a more positive note, he says that avoidable blindness is preventable through:

i) Introduction of eye services at all levels of health care.

ii) Actively involving the communities in their own health care through the training of village health workers who also receive instruction in common eye problems.

iii) Provision of eye medicines at reasonable cost.

Thus primary health care is necessary in order to fight against blindness. This can best be effected through community-based programmes as well as provision information in various media that would reach majority of the people including the disabled. This could be done through posters, pamphlets, chief's barazas, church forums etc. The library could also organise programs
to help disseminate such information like through films; slides; discussion; lectures etc.
BIBLIOGRAPHICAL REFERENCE


1.1. **STATEMENT OF THE PROBLEM**

The present researcher has had interest in the education for the handicapped, and library/information services available to this target group, for several years. The investigator has two young relatives, one physically handicapped, and the other has hearing impairment.

In a paper presented by Muya and Owino during IFLA General Conference 1984, three categories of information needs are identified for the visually and hearing impaired clientele: the CORE; the PERIPHERAL; and the DAILY LIVING SKILLS. The last information need is considered very important as it will help them adapt in the society so that they can live like other able-bodied members of the community. The core needs are similar to all library users depending on their political, economic, cultural background, level of education, profession etc. The peripheral needs buttress the core. 1

In developing countries, little research has been done on information needs of the handicapped. In a seminar held in Tanzania in 1980 on Library Service to the visually handicapped in African developing countries, in which eleven countries participated (N.B. Kenya not a participant), the working paper quotes the UNESCO manifesto in which it is stated that the library service should be given to the handicapped, as well as to the non-handicapped. The
Library service for the visually handicapped represent the only opportunity for the blind to have access not only to written work, but also to all other types of information and to the literature available to sighted people.2

Of the eleven countries represented during the above mentioned seminar, none had library services to cater for the various categories of handicapped clientele. The present investigator would, therefore, like to find out whether Kenya suffers from the same fate. In other words, the research hopes to find out through empirical investigation whether the visually and hearing impaired are catered for in terms of library/information services.

All handicapped persons require information about their handicap. This kind of information is also of vital importance to the nonhandicapped who are interested in such information. Examples of such interested parties are: parents of handicapped persons, relatives, those working in institutions for the handicapped, international and voluntary organisations interested in the welfare of the handicapped etc. This study hopes to find out whether such kind of resources are provided in libraries in institutions catering for the visually handicapped and the deaf. If information on various handicaps is not provided, then who provides it to those who need it, through what medium, and how?
ALA (American Library Association) standards for library services to the blind and visually handicapped states that blind readers, the majority of whom live in normal community require library service in a multitude of ways; as students in school; as learners of a trade or profession; as citizens requiring information on their civil rights; as children and adults in need of guidance; the stimulation and satisfaction brought about by reading.  

The Gachathi Report on National Commission on Educational Objectives and Planning of 1976 recommended the integration of the handicapped both socially and educationally. The Kenya Government Draft Policy for the Special Education (1980) has highlighted the fact that for the integration program to succeed, it is necessary to have a local braille printing Press, equipment and trained personnel. This study aims to identify the services rendered by the Handley School for the blind, which produces educational materials for the blind and runs a correspondence course, with a view to finding out what kind of library/information services it offers to its subscribers.

Kabue cites the problem of lack of instructional materials as one of the problems faced by the implementation of the integration program for the visually handicapped. The present investigator hopes to find out whether the
visually handicapped as well as the hearing impaired have access to other resources apart from those provided in the classroom. If there are, are they organised in the form of library for ease of dissemination and retrieval?

According to the United Nations statistics ten percent of the Kenyan population are handicapped. This project hopes to find out whether the public libraries in Kenya cater for the information (educational, social, leisure, as well as personal development) needs of the visually and hearing impaired persons, by specifically, surveying the services of the Kenya National Library Services in Nairobi. Provision of such services would enhance rehabilitation so that those suffering from the above mentioned handicaps can earn a living, and contribute positively to their own well being and national development, instead of being dependent.

At present, the blind and the deaf live and indeed survive. This study aims to find out how they survive, in terms of information provision. What other sources of information other than the library do they rely on? Who provides them with their adaptative information? etc. How adequate or inadequate is the adaptative information given. Therefore, emphasis will be put on the state-of-art, and what is supposed to be.
The study hopes to find out whether the information needs of the visually and hearing impaired are catered for in a public library, and in institutions catering for this category of clientele. The following questions are raised:

i) In institutions for the visually and hearing impaired, has a purpose-built library been established?

ii) What kind of resources are available?

iii) How are the library/information resources organised?

iv) What problems are encountered in the course of the provision of the services?

v) What administrative problems may hinder effective services by the library?

vi) How adequate or inadequate are the services provided?

vii) The integration programme for the handicapped (both visually and deaf) calls for provision of support materials. How far has this been realised by the public libraries and the schools, in order to cater for the target group?

viii) What attempts do the library staff make to help the target group become independent library users?

With the information gathered the researcher hopes to make recommendations on MINIMUM ESSENTIAL SERVICES that should be provided in every library, in order to cater for the information needs of the visually and hearing impaired.
PURPOSE AND SIGNIFICANCE OF STUDY

1.21 PURPOSE:

i) To identify the resources available in selected institutions.

ii) To assess whether the resources available are adequate to support and stimulate learning-teaching programme.

iii) To assess whether the resources provided cater for the adaptive (i.e. rehabilitation and social needs) needs of the visually and hearing impaired.

iv) If the resources in the libraries, or in the resource rooms are inadequate, inappropriate or outdated, to identify possible reasons for this, and suggest practical ways of maximizing utilisation.

1.22 SIGNIFICANCE:

The library is a very effective tool for enhancing learning, but in order to serve this purpose for the visually and hearing impaired, careful selection in acquiring resources is vital. Thus the Librarian must bear in mind the information needs of his clientele, and consider what resources would be maximally utilized by persons of particular handicaps.

ii) The library is also a vital tool in providing vital information to the handicapped as well as interested persons
(relatives) and groups (organisations) etc, on causes of various handicaps, and how to cope with life problems. Therefore, careful selection of resources, and advertisements of services available would provide such information. Hence the library could play an important role in providing adaptative information, as well as rehabilitative. Moreover, the handicapped require resources that would cater for their recreational needs.

iii) On the basis of the findings and recommendations made, librarians in public libraries and academic institutions catering for the visually and hearing impaired might reconsider:

a) Providing essential library/information services, if non-existent.

b) How to improve library/information services, if not adequate.

iv) The investigator hopes that the issues raised in this study will contribute to the world of knowledge, especially in librarianship and the necessity to meet the information needs of the visually and hearing impaired clientele.

Hopefully, such knowledge will become handy to other studies in the area of library/information services to the handicapped.
v) Finally, it is hoped that the relevant ministries will make use of the information gathered to rectify any loopholes in the policies so far made, concerning the handicapped and provision of learning resources and adaptative information.

1.3 SCOPE AND LIMITATIONS OF THE STUDY

(i) This study concerns itself with the information resources, both print and non-print which are used for teaching and learning housed in selected institutions for the visually and hearing impaired, and one public library in Nairobi. The study also tries to investigate other facilities that are provided with a view to enhancing maximum utilization of resources available.

(ii) More emphasis will be put on systematic organisation, retrieval and use of information in the libraries/resource rooms in as far as these encourage or hinder utilization of the resources and services available.

(iii) This study is limited to seven institutions, therefore, the findings and recommendations defy generalisation to other similar institutions. However, issues raised may indicate similar trends in other libraries/resource rooms in other institutions.

(iv) Another major limiting factor of thoroughness of this study is the time allocation and funds available. The official time allowed for the project is TWO MONTHS,
July and August, 1986, and the finance assistance is Kshs. 3,000 only.

(v) Final possible limiting factor on literature review is lack of literature on library/information services to the handicapped, especially for the deaf, in developing countries.
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CHAPTER 2

2.00 LITERATURE REVIEW:

2.10 LIBRARY LEGISLATION:

In Kenya, lack of school library legislation which would make the establishment and maintenance of school libraries mandatory has had adverse results on this vital aspect of education. According to Thairu, the then Current Development Plan in Kenya failed to include a definite policy on the development of school libraries:

"We are however aware that the Ministry of Education is trying hard to establish school libraries in every school in the Republic while in the recent past schools at all levels - nursery, primary, and secondary - were not required to establish and develop libraries."

Another important aspect of librarianship that is lacking in Kenya, is provision of library standards by some recognised authority (e.g. Ministry of Education, Kenya Library Association, K.I.E. Panel etc.) for specific types of libraries with identifiable clientele and service requirement.

2.11 ROLE OF THE LIBRARY IN EDUCATION

The vital role of the library is acclaimed worldwide. Trehan and Malhan attribute the socialisation of the child and the development of a long life interest in reading to exposure to library resources.
revealed that ninety eight percent of students in Kenya Science and Highridge Teacher's colleges were aware of the vital role played by the library in "their educational lives." According to Thairu and Maleche, provision of a wide variety of resources in the library exposes the student to a vast variety of knowledge through reading newspapers, magazines, journals, books etc. Consequently, students acquire skills in selecting important points, synthesising information, organising it to suit the purpose for which it is intended, evaluate it and finally formulate their own generalisations, and apply the information to solve problems. In acquiring the above skills, essential educational objectives for example: need for continued education and self reliance are acquired. For the visually handicapped and hearing impaired, acquisition of the above mentioned skills would be invaluable since their education is aimed at making them self-reliant, and be able to contribute positively to national development.

Kaungamno further emphasises the invaluable service rendered by the library in post-literacy adult education when he says that provision of follow up reading helps neo-literates not relapse to illiteracy. Thus provision of rehabilitative and adaptive role can be alluded to the information services to the handicapped. An
Editorial in the *Daily Nation*, concurs with Kaungamno's views that:

"The Kenya National Library Service officials this weekend reiterated their concern that most Kenyans do not read books. And they are not referring merely to those disabled by their total ignorance of the Three RS - of Reading, Riting and Rithmetic. The large percentage of Kenyans who are illiterate in this literal sense of the word is serious enough. But more serious, the KNLS officials seemed to say, are the hundreds of educated people who have become "illiterate by default" since they left schools and universities."  

The Editorial further laments over the choice of materials read by the "illiterate by default" - newspapers and books which are "devoid of any information value".

Our views the primary school library as inspirational to the child in order to "build up an impression of the library as a place of enjoyment and interest." He thus sums up the functions of a library: collect sources of information; intelligently organise these resources so as to facilitate information; and take good care of and preserve sources of information. Whether one frequently read as a child; at what age he was exposed to library use; the degree to which his parents read, and with whom one started using the library are seen by Powell as important factors in future library use."  

Kyuli reiterates this when he says that interest in students' progress in education made them feel obliged to work hard in their academic work and this may include
Another crucial factor influencing the concept of the role of a library according to Ojo is the society's concept of education. If people view education as a means to an end, then this affects their reading habits, especially reading for pleasure. Other factors that might affect the provision of libraries to the handicapped is society's attitude to such people, and administrators concern for accountability.

In acknowledging the value of a good library, Ayot says:

"... a good library has a vital role to play in any good system of education. It is an important area of educational resource, without which the learning processes in the school cannot take place at a satisfactory level. Indeed, if a school aims at really educating the pupils entrusted to it and not merely teaching, the library is a facility which can make an essential contribution to such a purpose. There is no substitute for it."

Ayot's observations in no uncertain terms indicate the essence of an effective library as: availability of adequate and suitable stock; well-qualified personnel capable of organising resources effectively and carrying out their management role; and teachers adaptable to teaching methods which accommodate modern educational trends.
2.20 **LIBRARY/INFORMATION SERVICES FOR THE HANDICAPPED** (emphasis on: **visually and hearing handicapped**)

Sessional paper No. 5 of 1978, in response to the National Committee on Educational Objectives and Policies, states:

"Books and other educational materials are the basic tools for educational development and must be available to the learner in adequate quantity and quality at the time they are required and at a cost the learner can afford."

What is the implication of the above recommendation to the visually handicapped and hearing impaired?

For an effective instructional programme to take place, provision of book and non-book media is required. Admittedly, in order to cater for this clientele, a great range of non-book media, which is quite expensive, is required. To overcome this hurdle, it would be worth thinking of pooling the available book and non-book media for central organisation. This would not only stretch the services provided, but also ensure their effective and maximum use so long as the library is adequately stocked and manned by qualified personnel. This would ensure a cost-effective service.

It is important to consider the type of library which would be beneficial to the handicapped. At a
Conference held in Ibadan, Nigeria, 1953 on the Development of Public Libraries in Africa, UNESCO stated that the library in Africa has five main purposes:

1) "to support and reinforce programmes of adult and fundamental education;

2) to provide effective services for children and young people including requisite services for schools;

3) To provide needed information and reinforce services;

4) to promote and stimulate reading for pleasure and recreation;

5) to provide, whenever needed, adequate services for special groups, women, girls, language groups in order to ensure availability of resources on equal terms to all members of the community". 16

The UNESCO Public Library Manifesto (1972) further notes and states:

"There is an increasing concern with the welfare of the elderly and all handicapped people. Problems of loneliness and mental and physical handicaps of all kinds can be alleviated in many ways by the public library. Improved means of access, provision of mechanical reading aids, books in large print and personal service in hospitals and institutions, ...."17

So, the library can be used as an educational tool to make the blind and the deaf children useful citizens who can contribute positively to their own well-being
and to the development of their country, rather than remain dependent all their life. [Ref. Appendix 2: Vocational Rehabilitation Programme by the Ministry of Culture and Social Services.]

In order to lead a meaningful life, the handicapped should be exposed to a variety of information so that they too can be self-reliant and benefit from continued education. In this respect, Lawrence Winschel, quoting Leicourt states that the development of self-reliance has been a major goal in the education of the handicapped. "At minimum such behaviour demands that the individual maintain a sense of control over the events of his life, even when such control may be more illusory than real." 18 Provision of recreational resources to cater for the needs of the visually handicapped and the deaf would serve a vital purpose since socialisation with other people might be curtailed by problems of mobility, lack of self-confidence, and negative attitude by the non-handicapped which could be detrimental to the socialisation of the deaf. Our society also has a stereotyped attitude towards the deaf, i.e. the assumption that by virtue of being deaf and dumb, they are also intellectually subnormal. Selection of appropriate recreational material for this clientele is a priority. Mathews reiterates that:
"... people suffering from visual disability are deprived, to a greater or lesser extent, of direct, independent access to books and journals, to films, and television and other human experiences for which sight is essential". 19

He further advocates provision of proper library services in order to reduce the handicapping effects of such disability, thereby bringing some pleasure, stimulation, and information which is readily accessible to the sighted, to the ears and fingertips of the blind and the eyes of the partially sighted. 20

Findings of a study by Higgs indicated that both contact and increase in information level made attitudes towards disabled persons more positive. Schubert further recommends the use of bibliotherapy (i.e. helping students help themselves solve their personal problems through reading) both in the classroom and in helping students understand and cope with their handicap. Teachers should help students discover books for in recreational reading which readers may meet a character faced with a problem or situation similar to their own. This calls upon the teacher to become acquainted to pupils problems as well as a large number of children's books. 21 The implications of the above views to the library catering for the visually and hearing handicapped are:

1) Teachers, educationists (in special education), special interests groups (e.g. doctors,
psychologists, physiotherapists etc.) should work closely with the librarian in a mutual effort to find resource materials to meet highly individualised needs.

2) Teachers have a vital role to play in helping the librarian select suitable reading as well as non-book materials.

3) The community and the parents require information on handicapping conditions, and should also contribute towards the development of libraries to cater for target group, as well as co-operate in information gathering -vital in coping with handicaps.

Lack of adequate research on information needs of the visually and hearing impaired, especially in developing countries according to Muya and Owino, has made librarians regard themselves as unqualified to cater for that clientele. Consequently, they make little effort to rectify the situation. 22 On a similar note, Thorn reveals the paucity of library services for the handicapped in Australia:

"I believe that it is indisputable that the level of library service provided for the handicapped generally falls far below that enjoyed by the general community."

However, he echoes a more positive note by acknowledging the librarians' awareness and widespread desire to improve and expand the services. 23
For librarians to qualify to work in a library catering the deaf, Dalton recommends basic foundations in librarianship plus a special knowledge of the unique needs of the deaf and hearing impaired. The following specialised programme is recommended:

1) A basic understanding of deafness and hearing impairment and how this disability affects people.

2) A knowledge of the following: basic books required for a collection of materials on deafness and hearing impairment; types of books needed to meet specific needs such as books without words, highly illustrated books; and sources for acquiring books designed for people with a hearing loss, and a resulting English-language difficulty.

3) Knowledge of media other than books which can be used by people with a hearing loss such as captioned films, signed materials and pantomimed materials. The specialised education should also provide a knowledge of sources for this media.

4) A knowledge of the periodicals available in the area of deafness and hearing impairment, both for the librarian and the consumer.

5) Guidance in purchasing of specialised resources and equipment should be made available to students in the form of criteria in their selection.

Brainley contends that those who become deaf in later life do not require special library provision, as they can use the same range of books and services available to the non-handicapped. However, use of modern technology like teletypewriter (TTY) in libraries may improve services to the deaf. Installation of TTY, if the number of deaf users warrants it, would ensure the
same access to the library resources as other members in the society. Libraries should also consider training one or more members of staff in manual communication techniques (SIGN-LANGUAGE). Efforts should also be made to reduce noise level so that the hard-of-hearing can make use of their residual hearing. He suggests that site preference be given to areas far from busy streets or factories.

Sangster shares the same views, and adds to the list of resource materials: non-verbal looks for persons beginning to work with the deaf; children's picture books; books written in signed English should be brightly illustrated with both text and signs printed together; posters or cards which illustrate nursery rhymes and the manual alphabet. Due to the language barrier experienced by deaf children, selection of materials should consider high interest, low vocabulary materials.

"A collection of books and pamphlets on TOTAL communication and the problems of deafness would be well received by not only the deaf but professionals who work with them. Bibliographies and resource and reference files are informational services which should be developed ... Inter-library loans may serve you. This also has the advantage of building professional contacts for further sharing of information and resources."  

Ojo quotes a survey by Ene (unpublished) in which the following are identified as resource needs for the handicapped:
a) **THE BLIND**: books in braille, talking books (books on tape), cassette and record players, record tapes.

b) **PARTIALLY SIGHTED**: Large print books, pictured books, posters, and talking books.

c) **DEAF AND DUMB**: Picture books, toys, films, slides, posters, maps, scrap books, indoor games

Muya and Owino also list a number of facilities provided in Kenyatta University library in an effort to ensure effective service to the blind:

... tape recorders and playbacks; reading carrel and soundproof AV rcom for in-house recording, Reading tables and chairs; a brailler to be used in the library for note-taking.

The library could also provide vital referral information on handicaps. For example, the partially sighted are often ignorant of low vision care, which could help them cope with their problem. Highlighting this situation, Klauber and Covino state:

"it is estimated that only 15 per cent of those who would benefit from low vision aids have had them prescribed."  

They further state that:

"Rehabilitative low vision therapy often includes reading and mobility training; recreational and occupational therapy; and social, educational, and psychological counselling. The attitude and understanding of the patient is a key
factor in the success of low vision care; unreasonable expectations, such as the restoration of perfect vision, must be dealt with before success can be achieved."31

The rehabilitation of the handicapped person in order to cope with his disability and earn his livelihood, should be emphasised in the provision of library/information services to visually handicapped and the hearing impaired clientele. According to Karugu, educators can only feel they have succeeded in effective rehabilitation programme when handicapped workers are fully integrated and adjusted in working with the non-handicapped. He observes:

work for the handicapped assisted in changing their behaviour through rehabilitation process. For instance, when the handicapped worker talks about his creativity, production, earnings, and future plans, it is not the same as talking about his helplessness, lowlessness, deprivation, hunger and dependence.32

Oudhensden views integration of the handicapped with other members of the community as being essential, and states that this can be done through the child attending school. School-going for any child means literacy, social contacts, and the discovery of the world around. Failure for the handicapped to join play groups in children's activity in order to develop skills through play will lead to deterioration.33
An important aspect of librarianship as stated by Evans is that:

the ideal manager is one who is able to keep the human and activity factors in balance.  

He further identifies the nature of management as:  

i) Management is purposeful; the first responsibility is to see that certain objectives are met. Success in achieving objectives is seen as the manager's success.  

ii) Certain activities must be carried out.  

iii) Management is accomplished with efforts of others.  

iv) Certain skills must be acquired.

Therefore, for the library to give efficient service, proper management is vital. The role of the librarian in this context, is, therefore, stock selection and maintenance, and encouragement of its use. Speed as well as efficiency in answering patron's questions will have considerable effect on the librarian's relationship with library users.

For the handicapped to make best use of resources available, proper organisation of resources is necessary. Use of one classification scheme for both book and non-book media will lead to more effective use due to familiarisation.
The cataloguing of resources in the library also guides users to materials held in the library. A library catalogue describes, analyses and classifies all the resources in a library. Hicks and Tillin view the goal of cataloguing resources as:

.... to assist users and staff in the determination and location of available resources which will best suit their specific needs and best satisfy their particular goal."37

For the handicapped, the catalogue would be an essential tool, if they have to become independent in retrieving materials. However, the catalogue details should be in both print and braille for the blind; print and signed-language for the deaf.

2.40 USER EDUCATION

User education is the instruction given to help users make maximum use of materials available in the library. Ng'ang'a identifies information needs that face the library user:

"1) The need to locate and attain a copy of a particular document - Item need.

2) Need to locate and obtain a document dealing with a particular subject - subject need. It could be need for information on developments in a particular field of specialisation."38

User education should be given to library users if they have to benefit from the resources available. In the words of Kyuli, user education does increase the
independence of library users. Ng'ang'a further challenges the librarians to launch a current awareness programme by displaying newly acquired materials so that readers can keep abreast with new information trends.
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12. KYULI, K.P. op cit.


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27. Ibid.


31. Ibid p. 41.


35. Ibid p.3.


40. NG'ANG'A, J.M. op cit p. 6
3.0. RESEARCH METHODOLOGY

3.1.0. RESEARCH DESIGN

The research design is SIMPLE SURVEY intended to investigate library/information services for the visually handicapped and hearing impaired provided in Nairobi and its environs.

3.2.0. SAMPLE SELECTION AND BRIEF DESCRIPTION:

3.2.1 The sample consisted of seven libraries in institutions catering for the blind and the deaf. The respondents to the questionnaire were librarians/officers charged with the responsibility of running the library.

Sample Institutions:

i) One Public library in Nairobi - The Kenya National Library Services (headquarters).

ii) Two Institutions for the deaf:
   a) Kambui school for the deaf;
   b) Aga Khan deaf unit (Nairobi).

iii) Three institutions for the blind:
   a) Salvation Army Primary school for the blind, Thika.
   b) Salvation Army Secondary school for the blind, Thika.
c) Handley (correspondence) School for the blind.

iv) One institution for training primary school special education teachers, including teachers for the blind and the deaf.

3.2.2 THE SAMPLING: RATIONALE USED

a) The Kenya National Library Services (headquarters) on the basis of its location, and the fact that being the headquarters, it would be possible to find out whether either or both of the handicaps under study are catered for, and if not, whether any of its branches and/or the mobile and postal services give service to the blind and the deaf.

b) Institutions for the deaf:

Kambui is the only school for the deaf in the Nairobi environs, so it was automatically included in the sample. In Nairobi, there are three units for the deaf, but due to time factor, and the fact that three of the other institutions in the sample were outside Nairobi, the investigator had to select the Unit nearest the town centre, Aga Khan deaf Unit.

c) Institutions for the blind:

The only three schools for the blind in Nairobi and its environs were included in the sample.
d) Kenya Institute for Special Education rendered itself suitable for inclusion, in the sample since it is the only institute training primary school special education teachers, and running in-service courses for officers working with the handicapped. Another criteria of selection was on the basis of its location in Nairobi.

3.3.0. THE INSTRUMENTS

3.3.1. The Librarian's Questionnaire:

The researcher designed a questionnaire that was then distributed to the librarians/officers in charge of the libraries for responses. The questionnaire was preferred to structured interview due to time factor and the nature of information being sought. Administering interviews would have taken an enormous amount of time since only two weeks were remaining before schools closed, and the respondents were busy with exams etc. With the Questionnaire, they could fill in the details when they were free.

The Questionnaire is divided into five main sections:

A) GENERAL INFORMATION: The nine items in this section seek to elicit information on:

i) The Librarian and whether trained in librarianship; work experience; and other library staff.

ii) The library and the clientele catered for.
B) TYPE OF RESOURCES:

This section seeks to find out information on the type of resources stocked in the library, both book and non-book media; access to resources; and whether libraries have a reference and reserve collection.

C) There are seventeen items on the resource circulation, and the problems library users encounter in retrieving resources.

D) Acquisition and selection of resources:

The section consists of 8 items seeking to find out information on: Method of resource selection and acquisition; Problems encountered in that respect; Inter-library loans.

E) The final section is on the user education. It consists of 9 items designed to find out user's independence in retrieving materials.

3.3.2. THE INTERVIEW

Unstructured interviews were conducted on the following respondents:

a) Administrators of institutions under study:

The investigator had informal discussions with the respondents with a view to eliciting general information on
institutions and administrative issues (e.g. finance, staffing, acquisition and selection of resources, and administrative problems) related to the library.

b) **Librarians/officers in-charge of the library:**

Informal discussions were held with these respondents in order to verify their responses to the questionnaire items as well as get details on issues not included or detailed.

c) **Students of Institutions for the blind:**

The present investigator could not interview the deaf due to problems of communication. However, students of Institutions for the blind, and Kenya Institute of Special Education were interviewed to find out their views on Library/information services offered.

d) **Administrative officers of the Kenya Society for the blind and the deaf:**

These were interviewed so that the researcher could find out their role in the welfare of the blind and the deaf, as well as find out their views on the state-of-the-art as far as the information services for the handicapped they cater for are concerned.

e) **Kenya Institute of Education Officers dealing with Curriculum development issues for the blind and deaf:**

From these officers, the investigator would find out the kind of resource materials recommended for the
blind and the deaf, and whether schools catering for the specific handicaps are required to establish and maintain libraries.

f) Inspectors of Special Education:

It was necessary to hold informal discussions with a few inspectors in this section of the Ministry of Education in order to gather information on special education policies, and a background to the problem under study.

3.3.3. OBSERVATION:

It was necessary for the researcher to observe the following:

a) The resources available in the libraries/stores/resource rooms.

b) Where necessary observe users in the library.

c) Examine whether the libraries/resource rooms had the required facilities to cater for specific handicap.

c) Examine documents like the accession registers, inventories, registers, membership cards etc. to verify information given by the respondents.

3.4.0. PROCEDURE FOR DATA COLLECTING:

3.4.1. ADMINISTRATION OF INSTRUMENTS

The investigator made prior appointment with the administrators through the Special Education Inspectorate
Section, before visiting the schools. Permission was also sought to visit the institutions through the Special Education Department and to the Nairobi City Commission through the City Education Department.

After that the investigator visited the institutions, introduced herself and explained the purpose of the visit, assuring the respondents that the research was a course requirement, as well as shed light on the library/information services to the blind and the hearing impaired. The findings could help the ministries, institutions, and any other interested parties concerned rectify any anomalies that affect the service.

This visit was meant to create rapport between the respondents and the investigator for the next appointment when the informal discussion would be held. On this visit, the investigator also distributed the librarian's Questionnaire and explained any items which were not clear.

Recording of interviews was done by the investigator, with the help of a research assistant. This was to ensure that no important information was unrecorded as the investigator would later compare notes with the research assistant's.

DATA ANALYSIS:

After data collection using the instruments which had been administered, the data was scored using designed codes. N.B. different codes used for various items in
the librarian's questionnaire is explained in Chapter 4.

After tabulating the data, appropriate descriptive statistics, for example, frequencies, mean, percentages were used to aggregate responses, and quantify the analysis. N.B. The data for the six institutions for the visually and hearing impaired are analysed together, while those of the Kenya National Library services are analysed separately.

3.6.0. FIELD PROBLEMS:

3.6.1. Time factor: as already stated, time was a major limiting factor, and this was aggravated by respondents' failure to keep appointments, thereby leading to a lot of time wasting because institutions are located far from each other.

3.6.2. Reluctancy to give information.

i) Officials considered most policy issues as "classified information", therefore, they were reluctant to give information.

ii) Administrators were hedgy on giving information on financial matters. Infact, almost all were reluctant to quote exact figures on expenditure.

iii) Some institutions lacked well-kept records on resources held in libraries/stores/resource rooms, rendering it difficult to verify data given.
iv) One book title may be brailled into multiple volumes, therefore, this could exaggerate actual holdings of libraries catering for the blind.
4.00. **ADMINISTRATOR’S INSTRUCTURED INTERVIEW**

4.10. **INTRODUCTION:**

Responses recorded from administrator’s interviews were meant to elicit data related to administrative aspects, instructional and evaluation procedures, in as far as these are related to library/information services for the visually handicapped and hearing impaired. The investigator was also interested in finding out the kind of administrative problems encountered, and the role that the library/information services can play to enhance the academic and social climate in the institutions as well as link theory to practical life situations for the handicapped in the community.

4.11. **INSTITUTIONS FOR THE DEAF**

Codes used for Institutions:

1 - for Kambui school for the deaf.
2 - Aga Khan Deaf Unit (Nairobi)

**INSTITUTION I**

a) **STAFFING:**

Institution I has a total of 19 teachers, but only 7 or 36.8 percent have had special education training to deal with the education and problems of the deaf. Among
the 19 members of staff are one instructor who handles the carpentry course, and another tailoring and knitting.

**INSTITUTION 2:**

The deaf unit is manned by 3 teachers, all of whom (100 percent) have had special education training.

**b) FUNDING:**

Both institutions are funded by the Ministry of Education Science and Technology.

**OTHER SOURCES:** Institution 1 also gets financial aid from: Christofell Blinden Mission; Kambu County Council, Kenya Society for the deaf, and individual well-wishers.

Institution 2: Aga Khan Educational Fund, and individual well-wishers.

**c) TEACHING METHODS RECOMMENDED FOR THE DEAF**

The ORAL method, that is where the student lip reads the teacher has been recommended by the curriculum planners. This method tries to make the deaf child look/pretend to look as normal as possible. However, the Ministry of Education Science and Technology has realised that the method has produced semi-literate graduates who cannot continue to secondary school education. Consequently, a pilot project has been launched in Machakos to experiment on TOTAL COMMUNICATION - that is, one utilising both the ORAL and SIGN-LANGUAGE. Use of both methods achieves better results since signed language is inherent
in the deaf [Ref. Appendix 3]

For example, twenty years of oral method have only yielded pupils ending up in vocational schools. The sentiments reiterated by the Kenya Institute of Education Committee responsible for planning Curriculum and Guidelines for the hearing impaired clearly supports the need to use total communication should the oral method fail:

The working committee unanimously agree that it is the RIGHT of the profoundly deaf to be given the opportunity to communicate as their hearing brothers/sisters. For this reason we have planned the use of the ORAL METHOD from NURSERY to and through class 3 (five years). Should a child taken to school at nursery age not have achieved satisfactory progress by the end of class 3 then we feel that an alternative method(s) be introduced to suit the needs of the child.

Both the oral and signed language have problems peculiar to each: Use of oral method may lead to confusion especially if the child is introduced to too many languages. A child who has been exposed to his/her mother tongue is likely to undergo a traumatic experience on joining school and encountering the English medium in operation, on top of which he is also expected to learn Kiswahili. Signed language on the other hand, is faced with problems due to lack of a standardized signed language in Kenya. However, research is under way to develop one. One teacher for the deaf pointed out that teaching in signed language could prove a feat, especially if teachers are not specially trained. For best results, teachers must be
empathic, dedicated, and ready to work hard.

It was this researcher's opinion that for the deaf to benefit from formal learning, they have to read textbooks on their own, as well as a variety of general and recreational reading to supplement what the teacher teaches, and help correct any misunderstanding that may arise due to communication barrier. It is of paramount importance that the books are in the format (highly illustrative) conducive to the deaf reader.

d) CURRICULUM CONTENT

Except for the pre-primary phase, the rest of the primary school classes follow the general curriculum for the ordinary schools. Thus the curriculum content comprises of:

Table II  SUBJECTS TAUGHT IN INSTITUTIONS FOR THE DEAF

<table>
<thead>
<tr>
<th>PRE-PRIMARY-PHASE</th>
<th>PRIMARY 2 to 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speech readiness</td>
<td>English; Maths; Science;</td>
</tr>
<tr>
<td>Speech training</td>
<td>Kiswahili; Home Science,</td>
</tr>
<tr>
<td>Auditory training</td>
<td>Art and Crafts;</td>
</tr>
<tr>
<td>Group speech</td>
<td>GHC - Geography, history,</td>
</tr>
<tr>
<td>Individual speech</td>
<td>civics.</td>
</tr>
<tr>
<td>Language development</td>
<td>Business education.</td>
</tr>
<tr>
<td>Articulation readiness</td>
<td><strong>Vocational training</strong>.</td>
</tr>
<tr>
<td></td>
<td>Carpentry, knitting, and</td>
</tr>
<tr>
<td></td>
<td>agriculture (only in Institution I.</td>
</tr>
</tbody>
</table>
e) EXTERNAL/PUBLIC EXAMINATIONS

Pupils in institution I will sit for Kenya Certificate for the first time in 1986. Those doing vocational subjects also sit for the Government trade test. The objectives of teaching vocational courses is to impart skills which help pupils get employment or become self-reliant. Pupils from institutions not offering vocational courses, for example, Institution 2, join two vocational schools namely:

1) NYANGOMA: for boys to take courses in carpentry, masonry, metal work, or tailoring.

2) MUMIAS: for girls to take courses in either typing or nursing for the bright ones, tailoring, home science/management or cookery. It is important to note that it is impossible for all the standard eight graduates from seventeen boarding schools and four units to be absorbed in the two vocational schools. Consequently, a number of schools like Institution one have started their own vocational courses.

f) FINANCE SET ASIDE FOR LIBRARY RESOURCES

INSTITUTION ONE: There is no library, and there is NO SPECIFIED FUNDS ALLOCATION for library resources. The only amount quoted was £1 per child annually, which is the vote for textbooks and equipment.
INSTITUTION TWO: About £500 per year is allocated for the purchase of library resources.

g) ADMINISTRATIVE PROBLEMS IN RELATION TO:

i) STAFF

a) There is a lack of classroom assistance to teachers in nursery and infant classes since individual attention is required.

b) Of the twenty two teachers in the two institutions, only 10 have had special education training, comprising 45.45 percent. In other words, 55.5 percent though teaching the deaf have not had specialised training in teaching such pupils.

ii) FINANCE

Institution One experiences financial constraints, but it was not specified by how much it falls short. N.B. the present researcher noticed that most of the administrators were hedgey on financial issues, especially giving specific figures. Institution Two does not experience financial problems, and this can be verified from the fact that it has a well-stocked library (i.e. at least the best stocked in the sample). This school may have an advantage over Institution One in that it is an urban school, gets aid from the Aga Khan Educational Fund, and the parents are more affluent, and of middle class. The teacher in-charge of the deaf informed this researcher that a number of parents of deaf pupils have shown great interest in developing
library stock for deaf readers.

Observations: The £500 set aside for library resources in institution two does not seem to be enough for a readership of 1300 students and 60 members of teaching staff N.B. for the school and deaf unit, and considering the price of books today.

iii) STUDENTS

Students in Institution two did not seem to have problems, but the following problems for students in Institution one were stated:

i) All students are grouped together, despite their varying ability or in case of multiple-handicap, thereby frustrating efforts of both the child and the teacher. This is because other factors apart from deafness are likely to hinder academic progress.

ii) Some parents do not want to identify with their handicapped children, and even at times fail to accept the reality of the handicap. Consequently, the child's emotional development might be severely affected. Tororei reiterates the above supposition when he says:

"Job aspiration by the disabled will depend on the horizons a child gets from the society, that is, attitude of parents, relatives, community, country etc. Overprotection, failure to let the child mix freely with others will lead to introversion, lack of confidence and dependence on what he is told. As a result, the overriding aspiration is to become a beggar."
iii) Another problem that was found to hamper academic progress is lack of classroom follow-up by parents. This problem arises due to parents’ ignorance of what their child learns at school, or parents not being literate. This results in failure by parents to help their work children in their school during the holidays.

iv) Some pupils encounter problems due to difference between home and school environment. While at home, most children are exposed to mother tongue, but at school, English is used as the medium of instruction, and at the same time they have to learn another language, Kiswahili. To compound the problem, the teachers insist on using the oral method, but while outside for co-curricular activities, the pupils revert to sign-language, which is more natural to them.

h) OTHER SOURCES OF INFORMATION (apart from library resources):

These include the following:

i) Teachers advise on careers; for example types of careers open to the deaf, how to write applications for jobs, to conduct oneself during an interview, and how to explain to other employees about one's handicap. This kind of information is usually necessary to examination classes like standard eight.

ii) Another source of information is personal experience. For example, participation in co-curricular
activities like games, swimming (in case of Institution Two), athletics, religious activities, and even group work (in classroom); duties like sweeping the classrooms, cleaning the dormitories etc. exposes pupils to a lot of practical daily living skills, social skills and opportunity to socialise with other students.

4.2 INSTITUITIONS FOR THE BLIND:

4.21 CODES used:

3 - Salvation Army Primary School for the blind, Thika.
4 - Handley (correspondence) School for the blind.
5 - Salvation Army Secondary School for the blind, Thika.
6 - Kenya Institute of Special Education (KISE).
### a) FINANCE AND STAFFING

#### i) Finance

#### Table III: Sources of Finance:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Kenya Government</th>
<th>Other Sources</th>
<th>Amount spent on Library Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Ministry of Education</td>
<td>a) Salvation Army. b) Christoffel Blinder Mission. c) Kenya Society for the Blind.</td>
<td>£1 per pupil for educational materials (i.e. textbooks, equipment, stationery etc.) N.B. not SPECIFIED for library.</td>
</tr>
<tr>
<td>5</td>
<td>Ministry of Education</td>
<td>a) Salvation Army. b) Christofell Blinder Mission (of West Germany). c) Christian Fund. d) Charity Sweepstake. e) Individual donors. f) Subsidy by parents.</td>
<td>Budget on Library resources NOT specified. £3 per student per year government grant on educational materials.</td>
</tr>
<tr>
<td>6</td>
<td>Ministry of Education</td>
<td>Project sponsored by DANIDA.</td>
<td>Library budget not yet worked out. Government grant is £5 per student per year on educational materials.</td>
</tr>
</tbody>
</table>
### TEACHING STAFF:

Table IV: Number of teaching staff in the four institutions catering for the blind and whether staff have special education training.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Total No. of Teachers</th>
<th>No. with Special Education training</th>
<th>No. of teachers with other training</th>
<th>with special education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>36</td>
<td>Not indicated</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>none</td>
<td>2 - reading &amp; writing braille</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>none</td>
<td>1 - Course in teaching mobility</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>17</td>
<td>16</td>
<td>-</td>
<td>94.1</td>
</tr>
<tr>
<td>TOTAL</td>
<td>81</td>
<td>16</td>
<td>3</td>
<td>19.75</td>
</tr>
</tbody>
</table>

**FINDINGS:**

1) The total annual budget on library resources is not specified in all institutions (100 per cent), and allocation for educational materials is **NOT** adequate to cater for student's requirements per year.

2) Only one institution, 6, has adequate staff qualified in special education (i.e. for blind, deaf, mentally, and physically handicapped).

3) Only **19.75 percent** of total number of staff in the four institutions for the blind have special education training.
4.22. **ADMINISTRATIVE PROBLEMS**

4.221. **INSTITUTION THREE:**

i) **Staffing:** One major problem is lack of adequate staff with special education training.

ii) Another problem is lack of adequate finances to cater for all services the school has to provide.

N.B. Not indicated by how much it falls short.

iii) There is a problem of student placement after completing standard eight.

4.222. **INSTITUTION FOUR:**

i) One major problem faced by this institution is related to **CONTINUOUS ASSESSMENT**.

a) Some students do half the exercises and submit them for marking.

b) Alternatively, others do ALL the exercises at the same time instead of one after each lesson has been covered.

c) All exercises due for submission in various subjects a student is taking should be submitted at the same time, but some students concentrate on one or two subjects, ignoring the others.

ii) **External/Public examinations**

a) Often invigilators are not notified that there will be
blind students sitting for particular examinations, therefore, braille question papers are not collected at the distribution centre. As a result of this, students cannot start the examination on time.

b) Although braille stationery is not supposed to be supplied by the Examination Council, the officers concerned nevertheless fail to supply answer sheets.

c) Although blind students should be given extra time for answering questions, the Supervisor can only act accordingly if instructed to do so. In most cases, there are no instructions to that effect.

d) In some cases, the braille scripts for students are missing. That is, they are not delivered to the Examination Council, and this is not discovered until the time of marking.

4.223. **INSTITUTION FIVE**

a) The school lacks teachers who are trained in special education to cater for the educational needs of the blind. This is mainly because presently there is no institution charged with training special education teachers for secondary schools. Therefore, teachers have to learn on the job how to read and teach braille, about the problems of the school, and at the same time teach. As a result of this, it takes time before one can work effectively.
b) In teaching Biology (the only science subject taught), preparation of diagrams is difficult because these should be tactile for the blind to feel, for example, the various parts of the heart.

c) There is lack of adequate finance, especially because students in forms one to four do not pay boarding and tuition fees.

d) Another problem is that it is difficult to get relevant braille and print books on blindness; biographies on and autobiographies by blind persons. Braille materials on general information and recreational reading are not available in Kenya.

e) Public examination invigilators do not know braille, hence they do not know blind student's requirements, for example, braille answer sheets, or checking whether the braille version of question papers are the same as print.

N.B. Teachers of the blind should be at standby to help detect faulty brailers and type-writers, as well as cross-check braille and print forms. At least there should be one invigilator who is conversant with braille.

f) With public examinations, the Kenya National Examination Council and the Kenya Institute of Education have not been shouldering their responsibility effectively. For example there has not been any special provision for the blind in subjects like Geography and Biology.
Consequently, Geography is not an examinable subject at both form four and six levels.

**INSTITUTION SIX**

i) The new curriculum to be followed by this institution has not yet been developed.

ii) For the institution's functions (stated in the Legal Notice of February 1986) to be realised, adequate finance is necessary.

iii) Most resource materials (both book and non-book) on special education are not available locally. Expensive equipment such as thermoforms, brailleers, audiometers, speech trainers, individual and group hearing aids, computerized braillers etc. are expensive to buy and maintain. All these have to be bought if not donated.

**QUALIFICATIONS AND WORK EXPERIENCE OF LIBRARY STAFF:**

PQ - Professionally qualified: 1 - at least 2 years post secondary training in librarianship.

0 - No training in librarianship.

ELW - Experience in Library work in No. of years.

WLB - whether worked in another library apart from the present one.

1 against YES = WLB

1 against NO ≠ Not WLB.
NB. Institution codes used in Librarian's Questionnaire similar to those used in Administrator's unstructured interview.

Table V: Information on qualifications and work experience of library staff in institutions for the deaf and the blind.

<table>
<thead>
<tr>
<th>Respondents in Institutions</th>
<th>PQ</th>
<th>ELW No. of Years</th>
<th>WL YES</th>
<th>B No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>5</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

FINDINGS:

i) Out of the six institutions under study, only one has a qualified librarian, representing 16.7 percent of the sample.

ii) The work experience for the respondents ranged from one to nine years, nine being the longest serving librarian. The mean experience in number of years is 3.3.

iii) Of the six "librarians", only two have had experience in another institution before the present
appointment, representing 33.4 percent. Previous experience in library work has significant effect on library organisation. Respondent 2 had on-job training in librarianship for 5 years in a special library (i.e. High Commission Library). This experience distinguishes her systematic organisation from that of respondents 1, 3, 4 and 5, who had no idea on how to organise the resources in their libraries.

iv) Of the two respondents (2 and 6) who had work experience in library work, neither had worked in a library catering for the handicapped being catered for by the institution where she is now working.

Observations:

Except in institutions 2 and 6 (66.7 percent), all other officers appointed to man the library had other major duties, and library work was only part-time or when they are free. It was this investigator's opinion that running the school library requires skills in librarianship.

4.32. CATEGORIES OF LIBRARY STAFF

The following Table VI indicates the various categories of library staff in the six institutions (for the visually handicapped and hearing impaired).

Codes:
P - professionally qualified librarian (with post graduate qualifications).

PP - Para-professional (at least two year post-secondary training in librarianship).
PJT - On-job-training; T - technical training
S/T - Secretary/typist; C - clerks;
CL - cleaners; M - Messenger.
S - Security.

Table VI : LIBRARY STAFF CATEGORIES:

<table>
<thead>
<tr>
<th>Institution</th>
<th>P</th>
<th>PP</th>
<th>OJT</th>
<th>C</th>
<th>CL</th>
<th>M</th>
<th>S</th>
<th>S/T</th>
<th>T</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1 = category of staff available  0 = not available.

FINDINGS

1) The store in Institution one is manned by one of the teachers, who has a full teaching load and only issues resources when he is not teaching.

2) Institution 2:

One lady is responsible for running the library as a full-time job. However, English language teachers who bring their classes to the library also help pupils in selection of books while the librarian issues them. Teachers of the deaf have to help pupils choose books, as well as help the librarian in case she cannot communicate with them.
3) Apart from manning the library, the officer in-charge of Institution 3 library has a host of other responsibilities: in-charge of sponsorship, mans the resource room (which in a separate building from the library) produces teaching materials for the teachers, as well as teaching braille to newly admitted students and newly deployed teachers.

4) In Institution 4, the officer-in-charge of the library is the Kiswahili teacher, and she admits total ignorance in library organisation. One transcriber is responsible for packing and recording books for posting to students. Although there is one cleaner responsible for the library cleaning, she is not solely employed for the library.

5) A blind teacher and a sighted one are in-charge of the Institution 5 library. The former, who conducted me round the library was very conversant with the shelf-arrangement of books. Apart from these two, there is a full time 'O' level graduate responsible for issues and the general running of the library (i.e. the room where materials that can be borrowed by students are housed. i.e. the reference room is a different building about 300 metres away from here). A braillist-cum-security checks borrowed materials at the exit, but his main duty is to help in brailling library resources. Although the reference room is open to students, no staff has been specifically assigned to man it.
6) Institution 6 is the best staffed of all the six institutions in the sample. The staff constitutes: one para-professional i.e. who has undergone at least two year post secondary course in librarianship; one typist in-charge of typing library work; one messenger; one security (for checking whether resources leaving the library have been discharged; one cleaner. N.B. due to shortage of staff, the cleaner has been instructed on charging books and mainly deals with that while the librarian concentrates on administrative issues.

STAFF FORECAST FOR INSTITUTION 6

One journalist, a graphic artist/designer to deal with layout of production; Film and video producer; computer technician; Braille computer operator; TCL computer operator.

SUMMARY OF FINDINGS:

Out of the fifteen members of staff employed in the six institutions, only 16.7 percent have any form of library training. The second best qualified (in institution 2) seems to have gained on-job-training after 5 years working in a High Commission library, thereby displaying an admirable organisational ability.

CLIENTELE CATERED FOR

Table VII: Kinds of clientele catered for
CODES:
N-H = Non-handicapped
H-i = Hearing Impaired
P-H = Physically handicapped
V-H = Visually handicapped
N-H = Mentally handicapped
Others = teaching staff, employees, former students, members of public.

<table>
<thead>
<tr>
<th>Institution</th>
<th>N-H</th>
<th>H-i</th>
<th>V-H</th>
<th>M-H</th>
<th>P.H.</th>
<th>OTHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total No. of Institutions: 2 3 4 1 1 6

1 = Category catered for.

FINDINGS:
1) The six institutions (100 percent) extend their library services to their employees, and teaching staff interested in using them. One institution (16.7 percent) loans materials to ex-students.
2) One Institution (16.7 percent) caters for all categories of handicapped. It is also supposed to provide research and documentation service for materials on various handicaps.

3) Three Institutions (50 percent) cater for the visually, while 2 (33.4 percent) for the hearing impaired.

### TYPE OF LIBRARY AND SITTING CAPACITY

**Table VIII: Type of library and sitting capacity.**

<table>
<thead>
<tr>
<th>Institution</th>
<th>P-BL</th>
<th>CCL</th>
<th>No. of students catered for</th>
<th>Sitting capacity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>160</td>
<td>nil</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>1300 [of these only 21 deaf]</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>250</td>
<td>30</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>152</td>
<td>NIL</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>160</td>
<td>50</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
<td>75</td>
<td>30</td>
</tr>
</tbody>
</table>

Codes: 1 = applicable 0 = not applicable

P-BL = Purpose-built library

CCL = Classroom converted library.

**FINDINGS:**

1) Only one institution (16.7 percent) has a purpose-built library, while 4 institutions (66.7 percent) have classroom converted libraries. One Institution (16.7 percent) has neither a purpose-built library nor a classroom converted
one. All its resources are stored in a small room $16m^2$ with four rows of shelves fixed to the wall on two sides, a lockable cupboard, a chair, and an issue table. Institution 2 has a classroom converted library, which according to my definition of a library does qualify as one because its resources are organised and classified for ease of retrieval. Although the sitting capacity is 50, all students can borrow resources because each class is allocated one library period per week. During this time, students can return and borrow books. They can also browse, read comics or make reference if so desired. The standard seven and eight pupils can also make use of the library materials between 3.30 and 4.30 p.m. daily.

2) **Institution 3** has one big room about $60m^2$ which serves as the library. However, the resources are neither catalogued or classified, but students can borrow books.

3) **Institution 4**: Book media is housed in a room $48m^2$, but these are not classified or catalogued. Presently, the cataloguing process is in progress, and this is being carried out by two volunteer library assistants from Kenyatta University Library.

4) **Institution 5**:

Two rooms $35m^2$ have been set aside, one as a library, and the other a reference room. However, the reference room where 3 dictionary titles in braille and one Encyclopaedia title in 140 volumes are housed, is about
300 metres away from the library. The reference room, is the one with a sitting capacity of 50, while the library, has nil.

N.B. Print media like textbooks, and literature books are kept by department heads for the use by sighted teachers and students, and the partially sighted students.

5) It is only institution 6 (16.7 percent) which has a purpose-built library with a sitting capacity of 30. It comprises: the librarian's office; a material's production room (presently being used as classroom due to lack of rooms); audio-visual section (N.B. Not stocked at present); a store for books (at present majority of braille books transferred from Kamwenja and Highridge teacher's colleges are stored here awaiting to be sorted out, classified and catalogued).

4.35. **ADAPTABILITY OF THE FACILITIES TO CATER FOR THE BLIND AND THE DEAF:**

4.351 Adaptability of the facilities to cater for the blind:
Table IX: How the facilities are adapted to the use of blind clientele.

<table>
<thead>
<tr>
<th>Institution</th>
<th>N-F</th>
<th>R-P</th>
<th>SBB</th>
<th>CPB</th>
<th>SLP</th>
<th>BR/B/L</th>
<th>SGB</th>
<th>SHB</th>
<th>RJP</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>*1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Total No. of Institutions with facilities: 4 2 4 0 0 3 0 1

Codes: 1 = facility available 0 = facility not available
*1 = available but not for students' use.

N-F = Non Slippery floor  R-P = ramps
SBB = shelves suitable for braille books  CPB = Catalogue in both print and braille.
SLP = Special lighting for partially sighted.
SGB = Shelf guide in braille  SHB = shelf too high for use by blind.
RJP = racks for journal display.
FINDINGS:

1) Only one library for the blind (25 percent) has racks for journal display.

2) All libraries (100 percent) have non-slippery floor, therefore suitable for blind patrons.

3) Of the 4 institutions, only 2 (50 percent) have ramps, although this provision is a necessity for libraries catering for the blind.

4) All libraries (100 percent) have shelves suited to shelving braille books. But in 3 institutions (75 percent), the shelves are too high for safe use by the blind.

5) Except in Institution 6 (25 percent) all other libraries have no author/title catalogues to indicate the holdings of the library, and provide guide to resources. However, even in Institution 6, the catalogue is only in print, therefore, blind patrons have to rely on the librarian for guidance.

6) Only one institution, 6, (25 percent) has a brailler in the library for students to use in making notes. Although institutions 4 and 5 have, these are used by library staff. Institution 3 has braille kits (recommended for primary school pupils for writing braille) and abucii.

7) None of the libraries (0 percent) has shelf-guide in braille, to guide patrons locate materials on the shelf.
8) In none of the libraries (0 percent) is special highlighting provided to help ease the problem of the partially sighted.

**OBSERVATION:**

It is evident from the above findings that the facilities provided by the libraries catering for blind patrons are inadequate.

4.352: Adaptability of facilities to cater for the deaf.

**Table X: Library facilities to cater for deaf patrons:**

<table>
<thead>
<tr>
<th>Institution</th>
<th>SPR</th>
<th>CF</th>
<th>AD</th>
<th>DLSS</th>
<th>SSL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Total No. of Institutions with facilities: 0 0 0 0 0

**CODES:**

- SPR - Sound-proof room
- CF - Carpeted floor
- AD - Amplification devices
- SGS - Shelf guide in signed language
- DLSS - Direction to various Library sections in signed language
FINDINGS: Neither of the institutions has library facilities to cater for deaf patrons.

BOOK MATERIALS

Table XI reflects book materials held in the libraries/store in the six institutions (Except periodicals)

Table XI: Print media (except periodicals) held in institutions for the blind and the deaf.

<table>
<thead>
<tr>
<th>Institution</th>
<th>F</th>
<th>N-F</th>
<th>D</th>
<th>A</th>
<th>G</th>
<th>EN</th>
<th>HB</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>100</td>
<td>1058</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1165</td>
</tr>
<tr>
<td>2</td>
<td>3750</td>
<td>500</td>
<td>20</td>
<td>-</td>
<td>-</td>
<td>500</td>
<td>50</td>
<td>4820</td>
</tr>
<tr>
<td>3</td>
<td>not known</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>?</td>
</tr>
<tr>
<td>4</td>
<td>not known</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>?</td>
</tr>
<tr>
<td>5</td>
<td>800</td>
<td>300</td>
<td>10</td>
<td>-</td>
<td>-</td>
<td>1 title</td>
<td>-</td>
<td>1,110</td>
</tr>
<tr>
<td>6</td>
<td>20</td>
<td>1020</td>
<td>45</td>
<td>-</td>
<td>-</td>
<td>5</td>
<td>15</td>
<td>1,105</td>
</tr>
<tr>
<td>Total No. of Volumes</td>
<td>4670</td>
<td>2878</td>
<td>82</td>
<td>-</td>
<td>-</td>
<td>506</td>
<td>65</td>
<td>8,200</td>
</tr>
</tbody>
</table>
FINDINGS:

1) Only 4 institutions (66.7 percent) had records of the holdings of their library or store. However, only two institutions (32.4 percent) had up-to-date accession registers, which the investigator could investigate to verify library stock figures given. In institutions 1 and 5, the figures were estimated.

2) The holdings of the library fall under the following categories:

   a) **Fiction**: Constitute the highest percentage (56.95 percent) of the total holdings of all the libraries.

   b) **Non-fiction** - the second highest in percentage (35.1 percent)

   c) **Encyclopedia** (6.17 percent)

   N.B. In institution 2, there were a number of reference materials, general and children's encyclopaedia recorded under this category hence the seemingly unrealistic figure of 500 hundred.
d) Dictionaries: 1.0 percent.
e) Handbooks 0.7 percent.
f) No library had any almanacs or glossaries.

3) The ratio of fiction to non-fiction:
   Institution one: 1:10.6
   Institution two: 7:5.1
   Institution three:
   Institution four: 1:10.6
   Institution five: 1:2.7

4) Holdings of the Library/store by institutions
   Institution two had the majority of book materials (58.8 percent) held in the four institutions (with records of resources), followed by Institution one with 14.2 percent; then Institution five 13.53 percent and Institution six, 13.47 percent.
   N.B. (Percent calculated for 4 Institutions since institution three and four had not indicated their library holdings).
PERIODICALS:

Table XII: illustrates the periodicals held in the six libraries.

Table XII: PERIODICALS PRESCRIBED TO:

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of titles prescribed</th>
<th>Newspaper title</th>
<th>Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>10</td>
<td>1. The Nation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The Standard</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Taifa Leo</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>10</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>150*</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>40</td>
<td>1. The Nation</td>
<td>1. Kenya Gazette</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. The Standard</td>
<td>2. Weekly Review</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. The Kenya</td>
<td>3. Bibliographies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Times</td>
<td></td>
</tr>
</tbody>
</table>

Total  Total 216: mean = 36

FINDINGS:

1) The total number of periodical titles prescribed to by the six institutions are 216, giving a mean of 36. N.B. The mean does not give a realistic picture
because it is affected by Institution 5 figures which are unexceptionally higher than others. It was not possible to verify these figures because the periodicals are in braille and a few titles may be in multiple copies.

Such a subscription is inadequate for the type of clientele being catered for, because a lot of information on handicapping conditions, daily living skills, rehabilitation, integration, not to mention the education aspect is best obtained from periodicals. Such information is invaluable as it indicate recent trends in various fields of knowledge.

2) Only 2(33.3 percent) of the six institutions subscribe to newspapers. This source of current affairs is indispensable today, and should be made available to readers, especially so the deaf who might be cut off from radio news due to hearing disability.

In Institution 5, the investigator was informed that the two newspapers ordered for the staff are later in the afternoon put in the dining room for students to read. By then, some pages might be missing. Moreover, the library or the reference room would be a more ideal place as accessibility would be assured, and/or even preserve them for future reference.

3) Institution 2 meets the costs for its periodicals while 75 percent of periodicals housed by Institution 6 are
donations mainly by UNESCO. Four Institutions (66.7 percent) obtain their periodicals from various donors.

**Institution 1**: The 4 periodical titles stocked are donations from publishers.

**Institution 3**: The two titles are donated by the Salvation Army - both are religious oriented. The titles are -
1) Sauti ya Vita - Gazetti (la Jeshi la Wokovu.
2) Discovery.

**Institution 4**: All the 10 titles are donated by various overseas organisations concerned with the welfare of the handicapped.

**OBSERVATIONS**:

1) Since most of the periodicals are donated, the receiving libraries accept whatever is posted to them. They do not even pay for postage since braille materials are not charged.

2) Some of the periodicals are posted in unbound form, then the library staff have to bind them. Due to pressure of academic work requiring brailling, most of the cartons remain unsettled for months before the binding can be done.

3) Institution 5 has no store for materials that cannot be shelved, consequently, students are often not required to return periodicals (journals) borrowed. This does not
augur well for the library because in the end there might be no copies for the library, especially for use by those admitted to the school in future.

4) Except in Institution 6 periodicals have not been displayed for users to be aware of titles available. When periodicals are shelved like books, it is difficult to make use of them.

5) Since most of the periodicals are foreign oriented, information contained may not always be relevant to the Kenyan situation. However, the patrons do not have an alternative source of information.

6) In institutions catering for blind patrons, the periodicals are mainly in braille.

4.60. NON-BOOK MEDIA:
Table XIII illustrates the non-book resources held in the libraries/store in the six institutions.

*Codes:*

- \( M = \text{maps} \)
- \( \text{Sl/p} = \text{slides and slide projector} \)
- \( R = \text{Radio} \)
- \( V/\text{vt} = \text{Video and video tapes} \)
- \( \text{Ch} = \text{Chart} \)
- \( \text{Br} = \text{Brailer} \)
- \( \text{Tv/C} = \text{Tape recorder and Cassettes} \)
- \( \text{F} = \text{film} \)
- \( \text{Brk} = \text{Braille kit} \).
Table XIII: Non-book Resources

<table>
<thead>
<tr>
<th>Institution</th>
<th>M/A</th>
<th>R</th>
<th>F</th>
<th>CH</th>
<th>SL/p</th>
<th>V/vt</th>
<th>Tr/C</th>
<th>Br</th>
<th>Brk</th>
<th>others</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>Toys</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>Abaci</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Total No. of Institutions</td>
<td>3</td>
<td>5</td>
<td>-</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

1 = available  0 = not available.

FINDINGS: Kinds of non-book resources available

i) Maps/Atlases: Only 3 (50 percent) out of six institutions have maps and/or atlases in their library/store.

ii) Radio: 5 institutions (83.3 percent) have radios, although not stocked in the library.

iii) Films: None of the institutions (0 percent) has films. However, institution 6 intends to order some.

iv) Charts: 3 institutions (50 percent) have charts in the resource rooms.

v) Slides and slide projector: No institution has slides/slide projector. N.B. Institution 6 has ordered some.
vi) **Tape recorder/Cassettes**: Only two institutions (33.4 percent have tape recorders and cassettes. **N.B.** Cassettes in institution 2 are used in teaching general subjects to non-handicapped. Institution 4 used to have cassettes, but they lent them out and cannot get them back i.e. they are lost since the borrowers have failed to return them.

vii) **Brailler**: Of the 4 institutions catering for blind patrons, 3 (75 percent) had braillers in the library. However, these are used by library staff, and not library patrons. According to the officer in-charge of Institution 3 library, blind/partially students in primary school use braille kits, and not braille. Each student is issued with a braille kit, so they are supposed to bring them to the library if they require them. Those in the library are for teaching newly admitted pupils how to read and write braille.

2) **Other non-book resources**: In institution one store, there were a variety of toys, while in institution 3 library, there were a few abuc i.

**NON-BOOK RESOURCES AVAILABLE IN RESOURCE ROOMS OR CLASSROOMS FOR THE DEAF**: For both the specialist and ordinary subjects to be effectively taught to the deaf, the resource rooms must
be well-equipped. The following pieces of equipment were ascertained to be in stock in resource rooms/classrooms in BOTH institutions catering for the deaf:

Table XIV: EQUIPMENT IN INSTITUTION 1 and 2
RESOURCE ROOMS/CLASSROOMS FOR
EFFECTIVE TEACHING OF THE DEAF:

<table>
<thead>
<tr>
<th>TYPE OF EQUIPMENT</th>
<th>CHARACTERISTICS AND COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Individual hearing aids.</td>
<td>- can be carried around to aid hearing. Effectiveness dependent on the level of deafness as it can amplify sound. Very useful for moderate 'hearers' but of little use to profound deaf. N.B. In Institution I, nursery and infant classes only allowed to wear in class for fear the equipment might break when playing outside.</td>
</tr>
<tr>
<td>2) Loop amplification system (for pre-primary classrooms)</td>
<td>- Fitted against the top of the wall (in Institution I only) Disadvantageous as it can amplify sound beyond one classroom, thereby disturb pupils in adjacent classrooms.</td>
</tr>
<tr>
<td>3) Audiometers</td>
<td>- Testing hearing loss at school. N.B. Teachers have to deal with specialist jobs e.g. testing hearing loss as no medical specialists are deployed to schools.</td>
</tr>
<tr>
<td>4) Group Hearing Aid (Philip)</td>
<td>- The best for class 4 to 8 for class or group teaching. Has good amplification, very fitting headphones (connected to the desk)</td>
</tr>
</tbody>
</table>
### Table XIV contd.

<table>
<thead>
<tr>
<th>5. Speech Training Unit</th>
<th>Used for individual teaching of speech.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6. OTHERS:</strong></td>
<td></td>
</tr>
<tr>
<td>- Toys</td>
<td></td>
</tr>
<tr>
<td>- Real objects or realia; Models both commercially manufactured and hand made.</td>
<td></td>
</tr>
</tbody>
</table>

**NON-BOOK MEDIA in RESOURCE Rooms for the Blind:**

A) **Institutions 3 & 5**

i) **Mobility Canes:** These are white in colour so that they can be reflected so that a driver or an approaching person can see and recognise a blind person.

ii) **Vacuum-forming machine/Thermoförm:** Used for producing braille copies from a master copy. The braillon (paper) used for this purpose is imported from Germany (N.B. therefore more expensive than the locally made braille paper).

iii) **Teacher-made tactile aids e.g. maps.** (N.B. Appendix - map of institution 3) made on a machine.

iv) **Manual comb binding machine:** Used for braille books.

v) 3 Perkins braillers and 1 marburg brailler.
B) Institution 4:

1) THE BRAILLE PRESS

- 1 braille press using zinc plates.
- 1 electric stereotyping.
- 1 electric paper cutter.
- 1 manual paper cutter.
- 1 electric stapling machine.
- 1 electric hole punching machine.

The Braille Press was installed by CBM (Christoffel Blind on Mission) and was intended to produce books for all children in schools for the visually handicapped in Kenya, as well as for Handley correspondence course. It is housed in a 225m², and is manned by a staff of 6, comprising: one leader or the in-charge; 3 stereotypists and 2 proof readers.

B) Institution 6:

The following special equipment which was at Highridge Teachers College has been transferred to Institution 6:

- 1 vacuum cast forming machine.
- 1 vacuum forming machine.
- 1 manual transcriber.
- 1 comb binder.

However, more equipment has been ordered, but has not yet been received.
Observations:

Considering that Institution 4 is greatly pressed with the production of textbooks for all the students in schools for the blind, the investigator is convinced that the braille press cannot cope with the demand for materials other than textbooks. The materials donated might not be very relevant to the Kenyan situation, and might not, therefore, contain information which is very useful to students. Talking books, which would be cheaper, and less bulky to store than braille books, are no longer stocked in the library. There is need to set up an independent braille computer press to handle materials on information needs for the blind. Such a move should also ensure that all braille and talking books produced have been catalogued and bibliographed. A union catalogue for such materials would also enhance inter-library loans, thereby, limiting duplication of efforts.

4.70. ORGANISATION OF RESOURCES.

In Table XV, it is indicated whether institutions have:

a) classified and catalogued their resources;

b) whether they are CLOSED or OPEN access to resources.
TABLE XV: CLASSIFICATION AND CATALOGUING OF MATERIALS, and whether ACCESS IS OPEN OR CLOSED

<table>
<thead>
<tr>
<th>Institution</th>
<th>Whether Resources Classified</th>
<th>Whether Resources Catalogued</th>
<th>Closed Access</th>
<th>Open Access</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>*1</td>
<td>*1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>*1</td>
<td>*2</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

1 = Affirmation  *1 = In process  0 = Negative.

FINDINGS:

1) Only two institutions (33.4%) have classified their resources, and one is in the process of classifying. Institution 2 has devised its own classification scheme based on:
i) Author's surname and whether book is for senior or junior readership.

ii) Broad subject classification.

In other words, the book materials are first classified on the basis of the subject under which the book falls. Then the librarian separates those for juniors from those for seniors. After that the surname of the author is checked, and the first letter noted.

Example:

Ngugi, James. Weep Not, Child

Author's Surname - Ngugi
Readership - Senior.

N/S/

After that the book is given a number according to its entry in the accession register. That number is entered in the book card, and the book pocket. Example.

N/S/86/112

Author's Surname: Senior Year: 112th book to be purchased entered in Accession register in 1986.

In case more than one copy of the book were purchased, then to differentiate one copy from another an extra code is added. e.g.

N/S/86/112 (a) and the next copy N/S/86/112 (b)

N.B. Shelf arrangement according to subject, then all junior books in one subject shelved together, and senior books together.
Institution 6 uses the Library of Congress Classification Scheme. Books are shelved according to subjects.

2) In none of the libraries were resources catalogued, but in Institution 4 and 6 cataloguing is in progress. Since Institution 4 has no staff qualified in librarianship, two volunteer library assistants from Kenyata University have started to catalogue the materials.

Item 3 on Organisation of Resources:

Indicate whether the catalogue cards for the blind/deaf are written in: (Put a tick against the correct alternative)

a) Print  

b) Print and braille  

c) Sign language  

d) Sign language and braille.

FINDINGS:

1) None of the institutions had catalogue cards to guide users to the resources held in the library.

Observations

1) It was observed that users found it difficult to know the resources held in the libraries, consequently could not benefit fully from whatever was available.
2) Library users wasted a lot of time on the shelves as they do not know whether the book they want is in the library, and where it is specifically shelved.

4.71. **CIRCULATION:**

Ref: Table XV.

**Access to Materials**

1) Three institutions (50%) have both closed and open access to materials. Institution 1 (16.7%) has no open access to materials since all resources are in a store. Institution 4 operates on circulation basis, whether users request materials over the phone or by post and these are posted to them. Institution 5 operates Open access only, even for reference books.

**Reasons given for OPEN access:**

1) Enables users to browse before choosing resources required.

2) Saves time for librarian, since users can retrieve materials they want on their own.

4.72. **REFERENCE COLLECTION**

Table XVI indicates the kind of resources kept on reference for readers.
DICT = Dictionary (General and subject)
ENCY = Encyclopedia
G.B. = Guide books for teachers
OT = Old Testament.
Hb = Handbook.
BOT = Books other than textbook useful for subject reference.

**TABLE XVI: TYPE OF BOOKS IN REFERENCE COLLECTION:**

<table>
<thead>
<tr>
<th>Institution</th>
<th>ENCY</th>
<th>DICT</th>
<th>GB</th>
<th>B.O.T.</th>
<th>HB</th>
<th>O.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

1 = Available  0 = Not available.

**FINDINGS:**

1) All institutions (100%) have Dictionaries (general and subject in their reference collection. The Encyclopedia
is also included in the collection by 2 institutions (33.4%). Other books included range from Guide books for teachers by Institution 2; Handbooks by Institution 2; The Old Testament by Institution 4; and other useful books in providing information on various subjects in the curriculum, apart from text books.

4.73. **SPECIAL COLLECTION**: (materials which are set aside for reference and reserved for this purpose). They are borrowed for use in the library for a limited period of time (3 hours in the case of Institution 6).

Institution 6 has a special collection which consists of:

1) All Government publications e.g. the Kenya Gazette, Acts of Parliament etc.

2) Study papers (by KISE students, and other students of other institutions) and Research papers.

3) Past examination papers - Internal examinations (KISE and other teacher training colleges), and public examinations.

4) Bulletins, directories, and bibliographies.

Table XVII shows the institutions which reserve books, types reserved and reasons for reservation.
### TABLE XVII: RESERVE COLLECTION AND REASONS FOR RESERVATION

<table>
<thead>
<tr>
<th>Institution</th>
<th>Type of material</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Encyclopedia and reference books</td>
<td>Kind of books in great demand for reference. Also expensive to buy and may be damaged or mishandled by students.</td>
</tr>
<tr>
<td>5</td>
<td>Large Print books</td>
<td>In great demand and too few to serve all the partially sighted.</td>
</tr>
<tr>
<td>6</td>
<td>Books in great demand and are also required for reference</td>
<td>On request by lecturers because they have referred students to certain books for courses reading requirements. Also books which might be out of stock in the market, or too expensive.</td>
</tr>
</tbody>
</table>

4.74. CHARGING SYSTEM

The following table shows the kind of system...
adopted by institutions in issuing books to library users.

**TABLE XVIII : CHARGING SYSTEM**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Members T</th>
<th>N/T</th>
<th>Registered S</th>
<th>Total</th>
<th>Browne system</th>
<th>Recording in borrower's register</th>
<th>Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19</td>
<td>20</td>
<td>158</td>
<td>197</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>60</td>
<td>10</td>
<td>1300</td>
<td>1370</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>deaf = 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>30</td>
<td>-</td>
<td>250</td>
<td>280</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>-</td>
<td>152</td>
<td>155</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>25</td>
<td>-</td>
<td>160</td>
<td>185</td>
<td>-</td>
<td>1</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>15</td>
<td>20</td>
<td>75</td>
<td>110</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

**FINDINGS:**

1) Two institutions (33.4%) use the Browne charging system i.e. the book card is removed from the book pocket, and married to (or put in) the borrower's ticket. The borrowers ticket holding the book card is then retained in a safe place until the book is returned.
2) One institution uses inventories to record materials borrowed. In this case, only members of teaching and non-teaching staff are allowed to borrow. Therefore, there is an inventory for the teachers, and another one for non-teaching members of staff.

N.B. Class/subject teachers borrow materials required by students, then issue them to students. In this case they record materials issued in the class issue records books or cards.

3) 3 institutions (50%) record borrowed materials in borrower's registers. There are 3 kinds of issue registers: 1) Teacher's 2) Non-teaching 3) Students.

Pupil's register: When a pupil borrows a book, his name is entered in the register, the title of the book borrowed and, date. When the book is returned, a tick is put against his name and Return date recorded. This is usually done in a red pen.

4.75. LIBRARY OPENING HOURS:

Table shows the times when the libraries in the six institutions are open to students and members of staff.
TABLE XIX: LIBRARY OPENING HOURS

<table>
<thead>
<tr>
<th>Institution</th>
<th>8 a.m. - 4.30 p.m.</th>
<th>4 p.m. - 5 p.m.</th>
<th>Evenings 6.30 p.m. to 7.30 p.m.</th>
<th>5.00 to 9.00 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>Monday, Thursday</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>-</td>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

1 - Library open to students at times indicated.

FINDINGS:

In five institutions (83.3%) the library remains open to students from 8.00 a.m. to 4.30. However, each institution has its own arrangement on when students can borrow books. Only one library (16.7%) remains open from 8.00 a.m. to 9.00 p.m.
Institution I: Although the store remains open when the teacher in-charge is not teaching, only teaching and non-teaching staff can borrow resources.

Institution 2: Library is open from 8.00 a.m. to 4.30 p.m. Each class has a time-tabled period when it comes to the library to borrow books. During this period, pupils can also read in the library.

Institution 3: Standard 4 to 8 have a library period each week when they can borrow books in the library. The library also remains open at 6.30 p.m. to 7.30 p.m. but only one class use the library (on Monday to Thursday). On Saturday the library is open to standard 8 pupils from 9 a.m to 11 a.m.

Institution 4: Being a circulation library, it is open from 8.00 a.m. to 4.30 p.m. During this time, books to be posted are packed and delivered to the post office.

Institution 5: Students in this institution have the least number of hours to borrow books. (4 - 5 p.m.)

Observation:

The investigator found it surprising that a library in a boarding school should have so few opening hours. In fact day schools in the sample have more hours during which the library is open.
Institution 6: The library opens for 12 hours, the highest number of hours in the sample.

4.76. Number of books borrowed, duration and action in case of loss or destruction

**TABLE XX: BORROWING REGULATIONS**

<table>
<thead>
<tr>
<th>Institution</th>
<th>No. of books</th>
<th>Duration</th>
<th>Action taken in case of loss/damage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1 week</td>
<td>Pay cost of book/replace</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>unspeci-</td>
<td>Reported to headmaster</td>
</tr>
<tr>
<td></td>
<td>fied</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>unspecified</td>
<td>unspeci-</td>
<td>No action taken</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fied</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1 week</td>
<td>Reported to headmaster</td>
</tr>
<tr>
<td>6</td>
<td>staff - 6</td>
<td>staff - 1</td>
<td>Pay for damages/replace</td>
</tr>
<tr>
<td></td>
<td>students - 3</td>
<td>month</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>students - 2 weeks</td>
<td></td>
</tr>
</tbody>
</table>
FINDINGS

1) Two institutions, 2 and 5 (33.4%) lend 1 week for a duration of one week, while Institution 5 lends one book for unspecified duration i.e. user can keep the book for as long as he needs it. As already mentioned earlier, Institution one (16.7%) does not lend books to students, but to teachers who in turn issue these to students. Institution 4 presents an interesting picture because it meets students' request for books on curriculum requirements, but since the course duration is not specified, so too the duration for which materials can be returned. In this connection, the researcher made a comment earlier that cassettes formerly stocked by Institution 4 library have gone out of circulation due to laxity on the part of the library staff to demand return of loaned materials.

Institution 6 loans the teaching staff 6 books, which they can retain for 1 month, while students borrow 3 books for a duration of 2 weeks. This investigator was, however informed that should a book be in great demand, the librarian can recall it from the borrower before the specified borrowing period expires.

2) Action taken in case of damage/loss ranges from pay cost of book or replace it, by 2 institutions (33.4%); culprit being reported to the headmaster by Institutions 3 and 5 (33.4%); no action taken, by Institution 4 (16.7%); and one Institution (1), 16.7% did not indicate what action is taken.
Observations

1) For Institution one, the investigator felt that the 'chain of issue' i.e. via teachers leaves a lot to be desired, if students' needs have to be met. It is not also clear how foolproof the system is, as far as loss of materials are concerned.

2) The lack of lending policy in Institution 4 renders its library service very expensive to run. What has in fact resulted is not a circulation library in the real sense of the word, but a donating library. The return rate of borrowed materials is very low, as indicated by the disappearance of the Cassettes'. In the long last, the service becomes more expensive than need be.

3) Taking some strict measures on loss/damage of library materials would definitely give gravity to the seriousness of the matter, and consequently patrons would safeguard whatever they have borrowed.

4.77: Whether students are allowed to borrow non-book media.

FINDINGS:

In none of the institutions (0 percent) are students allowed to borrow non-book media. N.B. Institution 4 used to lend cassettes but borrowers never returned so they are out of stock.
4.780: **Main and secondary sources of information for the blind and partially sighted:**

4.781: **Main Sources:**

braille and print. Totally blind have to get somebody sighted to read print books to them. Partially sighted can read large print books, or read ordinary print by bringing the book close to the eyes, alternatively, they can use magnifying aids.

4.782: **Secondary sources:**

talking books, tactile aids, experience/through participation, listening to people talk or to the radio.

4.790 **Main and secondary sources of information for the deaf.**

4.791 **Main sources:** print media.

4.792 **Secondary sources:** Visual aids, highly illustrated books, experience/through participation.

4.80 **ACQUISITION OF RESOURCES:**

Whether library resources are ordered through the library, and the criteria for selection.

**FINDINGS:**

1) All institutions (100 percent) order their resources through the administration. However, the criteria for
selection is based on varying factors.

4.81 **TABLE XXI: CRITERIA FOR SELECTION**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Ministry recommendations</th>
<th>Teachers' suggestion</th>
<th>User's interests</th>
<th>Library selection panel</th>
<th>Dean of curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

1 = applicable; 0 = not applicable

**FINDINGS:**

Five institutions (83.3 percent) order their resources on the basis of the curriculum needs and whether the resources are recommended by the Ministry of Education Science and Technology. All six institutions (100 percent) rely on teachers' suggestions on which books among those recommended should be purchased. In two institutions (33.4%) Users' interests and needs are also taken into consideration during selection. In Institution 6 (16.7 percent)
lecturers' and students' suggestions are forwarded by the dean of Curriculum to the librarian, who does the final selection. None of the libraries has a Library Selection panel/committee or is guided by a selection policy.

4.82. **Inter-Library Loans:**

**FINDINGS:**

1) Only Institution 6 operates an Inter-library loan with Kenyatta University Library, Kenya Institute of Education, and UNESCO Library.

**Inter-Library loan procedure:**

If the library user requests for a book which the library does not have in stock, the patron is asked to fill a request form. Then the librarian contacts libraries where inter-library can be arranged. If the book is available, then the library borrows on behalf of the user. When the book is received, the library user is informed, and he can borrow using his borrower's card.

N.B. There is no official policy governing the Inter-library loan, but it is operated on a gentlemanly basis i.e. on the trust that each library would be courteous to another.

4.83. **Public Library services rendered to Institution 5 students:**

The Kenya National Library Services (Thika branch provides services to students of Institution 5. The school administration makes arrangements with the librarian on
times when the students can use the library. However, resources are not provided in convenient formats to the blind since all materials are in print. Neither are there staff members trained to serve the blind patrons.

4.84. WHETHER RESOURCES ARE PREDOMINANTLY LOCAL OR FOREIGN

TABLE XXII: SOURCES OF RESOURCES

<table>
<thead>
<tr>
<th>Institution</th>
<th>Local</th>
<th>Foreign</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

1 = applicable; 0 = Not applicable
FINDINGS:

1) Response by Institution 3 (16.7%) indicates that library resources are both foreign and local.

2) 3 Institutions (50%) have library materials which are predominantly foreign; and

3) The other 3 institutions have library resources which are predominantly local.

Observations:

1) Resources in Institution one are mainly textbooks and class readers and Literature books hence their being local.

2) The investigator was surprised that Institution 6 stocked library materials which are predominantly local. This is because, being a research library, and since it should cater for patrons interested in various handicaps, one would expect that such resources would not be locally published!

4.85 Rating the Usefulness of the library stock in terms of provision of information on:

1. Daily living skills  
2. Adaptative needs.
3. Rehabilitative needs  
4. Recreational needs.
5. Academic needs.
TABLE XXIII: USEFULNESS OF STOCK

<table>
<thead>
<tr>
<th>Institution</th>
<th>Daily Living skills</th>
<th>Adaptative needs</th>
<th>Rehabilitative needs</th>
<th>Recreational needs</th>
<th>Academic needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>D</td>
<td>D</td>
<td>B</td>
<td>A</td>
<td>A</td>
</tr>
<tr>
<td>3</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>4</td>
<td>C</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>A</td>
</tr>
<tr>
<td>5</td>
<td>D</td>
<td>D</td>
<td>C</td>
<td>C</td>
<td>B</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>C</td>
<td>A</td>
</tr>
</tbody>
</table>

Ratings: A - very satisfactory  
C - Fairly satisfactory  
B - Satisfactory  
D - Not satisfactory

FINDINGS:

1) Four institutions (66.7 percent) rate their library stock as not being useful in helping students with Daily living skills. Institution 5 rates its stock as being fairly satisfactory, while Institution 6 rates it as satisfactory.

2) As far as Adaptative Needs are concerned, the same four institutions (66.7 percent) lack materials, while two (33.4 percent) rate theirs as being fairly satisfactory.
3) Five institutions (83.3 percent) rate their library stock as not catering for the adaptative needs of the handicapped being catered. Institution 4 (16.7 percent) and 6 (16.7 percent) rated their stock fairly satisfactory and satisfactory, respectively.

4) The stock in 5 Institutions (83.3 percent) catered for the rehabilitative needs of the handicapped (blind/deaf) fairly satisfactorily. Only one institution (16.7 percent) catered for the rehabilitative needs of its clientele (handicapped) satisfactorily.

5) Recreational needs: Institution two (16.7 percent) gave very satisfactory service to its library users as far as recreational needs are concerned. (Ref. Table XXIV). Institution 4 rated its stock as satisfactorily catering for the recreational needs. However, most of the books on recreation are mainly Literature textbooks. The other four institutions (66.7 percent) rated their stock as being fairly satisfactory on this item.

6) Academic needs: Stock in three institutions (50 percent) is rated as being very satisfactory while the other 50 percent is satisfactory.

Observations

1) The library resources in the 6 institutions is predominantly geared towards meeting academic requirements of the curriculum. Therefore, the other relatively
important aspects as far as the education of the visually and hearing handicapped is concerned are overlooked.

**USER EDUCATION**

**4.861 Kind of questions students ask inside the library.**

**TABLE XXIV: GUIDANCE SOUGHT FOR IN THE LIBRARY**

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Directional</th>
<th>Informational</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>5</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

1 = applicable 0 = not applicable.

**FINDINGS**

1) Two institutions (33.4 percent) do not provide lending service to students in the library. N.B. Institution 4 lends materials through the post so students needn't