PARENTS BALANCING BETWEEN INSECURITY AND SCHOOLING NEEDS OF CHILDREN WITH DISABILITIES IN POKOT NORTH DISTRICT, WEST POKOT COUNTY, KENYA

BY

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E55/12035/09

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FEBRUARY, 2013
DECLARATION

I hereby declare that this thesis is my original work and has not been presented for a degree award in any other university.

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DEDICATION

To my parents, wife, daughter Millicent, and all my lovely sons in response to their support and encouragement throughout my studies.
ACKNOWLEDGEMENT

My utmost gratitude goes to all those who gave me moral support, guidance and cooperation particularly my academic parents (supervisors), Prof. Karugu Geoffrey and Dr. Murugami Margaret for their devotion, encouragement, and the scholarly advice and guidance accorded to me that necessitated quick completion of this thesis.

I can’t forget the earlier keen interests of Dr. Mugo and Dr. Jerop (UWEZO, Kenya) for being as a great stimulus. I also wish to thank Kenyatta University and the department of Special Needs Education (SNE) for granting me the opportunity to pursue this course. I extend my profound gratitude to my friends and colleagues Dr. Ng’oriareng’, Mr. Teko, and Mrs. Sambu, for their encouragement during the good and trying times of academic concentration. Thanks to all my respondents for availing themselves for interviews whenever requested to.

Last but not least, Honour and Glory to the Almighty God for giving me ability, physical and mental health, patience, peace and self denial throughout my studies without which I couldn’t have completed this noble course.
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<tr>
<td>CEWARN</td>
<td>Conflict Early Warning and Response Network</td>
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<tr>
<td>EARC(s)</td>
<td>Educational Assessment and Resource Services</td>
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<td>ECHO</td>
<td>European Commission Humanitarian Aid Department</td>
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<td>EFA</td>
<td>Education For All</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>HI</td>
<td>Hearing Impaired</td>
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<td>KPR</td>
<td>Kenya Police Reserve</td>
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<td>KNBS</td>
<td>Kenya National Bureau of Statistics</td>
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<td>MH</td>
<td>Mental Handicap(s)</td>
</tr>
<tr>
<td>MDNKOAL</td>
<td>Ministry of state for Development of Northern Kenya and Other Arid Lands</td>
</tr>
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<td>MoI</td>
<td>Ministry of Industrialization</td>
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<td>MoEST</td>
<td>Ministry of Education Science and Technology</td>
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<td>MPND</td>
<td>Ministry of Planning and National Development</td>
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<td>NCC</td>
<td>National Children’s Council</td>
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<td>PH</td>
<td>Physical Handicap</td>
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<td>SNE</td>
<td>Special Needs Education/ Special Needs in Education</td>
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<tr>
<td>UDPK</td>
<td>United Disabled Persons of Kenya</td>
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<tr>
<td>UNESCO</td>
<td>United Nations Educated Scientific and Cultural Organization</td>
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<td>UNICEF</td>
<td>United Nations International Children Education Fund</td>
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<td>VI</td>
<td>Visually Impaired</td>
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ABSTRACT

The purpose of the study was to investigate the challenges the parents of children with disabilities from the pastoral communities face in conflict zones. The area of study was Kacheliba Mixed Integrated Primary School for the Physically Handicap (PH) in Kacheliba Division. The study was guided by two theories; Humanistic and Rational Choice Theories. The two theories testify on the “real self” and ability to choose between wants and goals respectively showing how parents are confronted with a burden to choose between two conflicting issues in life; providing security and educational needs of their children with disabilities. The population studied comprised parents of children with disabilities sampled out using snow ball method, and purposively selecting special teachers and regular teachers from Kacheliba Mixed Integrated Primary School in Kacheliba Division. The pilot study was conducted in Tartar Integrated Primary school with one special teacher, two regular teachers and eight parents of children with disabilities in and out of school. The instruments used were questionnaires, interviews schedule and observation checklist which were treated with utmost confidentiality while observing ethical values. The responses to the items were tabulated and data analyzed electronically using the Statistical Package for Social Sciences (SPSS). The results are presented in form of frequencies and percentages, tables, pie-charts and graphs. The findings indicated that the prevailing societal attitudes about disability arise from myth, superstition, and self-blame. The intensity of insecurity and cattle rustling influenced the decision to enrol, retain, cause closure of schools, and sometimes learners with disabilities drop out of school. There is need to involve parents of children with disabilities in the provision of special education given that parental support is a critical ingredient in addressing insecurity concerns and fulfilling schooling needs of children with disabilities. other recommendations include the need to initiate policy changes to bridge the funding gap that forces parents to be overburdened with financial obligations to complement the FPE framework; strengthening the links between schools and society to enable families and the communities to participate in and contribute to the educational process of children with disabilities; design effective and flexible curricular frameworks that are accommodative of local needs and situations, as well as to diversify pedagogical practices; and mount peace initiatives, deploy security personnel and conduct regular disarmament exercises to prevent incidents of insecurity that tend to interfere with the schooling needs of children with disabilities. Other remedies include the introduction of improved low-cost boarding schools, addressing poverty, financing and training special teachers, creating awareness on disability and facilitation of parent support groups. Further research is required on the impact of insecurity and drought stricken areas, the impact of cultural malpractices on the education of the girl-child, and the low transition and high dropout rates among learners with disabilities in Pokot North District.
CHAPTER ONE

INTRODUCTION

In this chapter, a description of research background to the study, statement of the problem, purpose, objectives, research questions, significance, limitation and delimitation, theoretical framework, conceptual framework and definition of operational terms are addressed.

1.1 Background to the Study

Persons with disabilities have been viewed by other societies to have little to contribute to the welfare of the society. UNESCO (1974) expressed the view that parents of children with disabilities tended to feel ashamed so much that such children were hidden away from the rest of the society. Such attitudes have led to children with disabilities in our society to be subjected to the world of suffering and neglect. In retrospect, the 1981 declaration emphasized on the responsibility of the society and parents in ensuring that persons with disabilities become fully integrated in the mainstream and become economically independent through provision of special education. The understanding is that special education would enable persons with disabilities to develop the necessary skills for various jobs.

Sub-Saharan Africa has not managed to achieve full access (enrolment and completion rate) in education as stipulated by MDGs and EFA goals due to rampant
illiteracy, retrogressive culture, poverty and insecurity among others (Jean, 2006). The situation is even dire among pastoralists who are largely nomadic and live primarily in Arid or Semi-Arid areas (ASALs) and depend on livestock (cattle, sheep, goats, camels and donkeys) for their livelihood. In ASAL areas, the educational needs for the children with disabilities could not be achieved easily due to the state of insecurity that is common among the pastoralist communities. Pastoralists in ASAL areas from time to time compete over control and access to scarce natural resources such as pasture and water. Cattle rustling are also rampant due to proliferation of illicit arms, inadequate policing and state security arrangements and diminishing role of traditional governance systems (ITDG, 2004).

Pokot North District is in an ASAL area. The security situation in the district, which is predominantly inhabited by pastoralists, is dire. Cattle rustling and resource conflicts are common, increasingly destructive and less ferocious. This state of insecurity has contributed to migration of people into Uganda looking for pasture and water for their animals. The state of insecurity and the subsequent migrations have a direct bearing on school enrolment and completion rates. Most parents are unable to settle down for their children to go to school. The parents of children with disabilities are worse off when they are confronted by the challenge of providing education to their disabled children in an insecure environment.
The Task Force, (2003) on special needs education established the enrolments of children who had been identified and assessed through Educational Assessment Resource Centres (EARC) in various districts that in 1999, there were only 22,000 learners with special needs and disabilities enrolled in special schools, units and integrated programmes. Pokot North District has only one integrated school for children with disabilities out of a total of 25 primary schools in the district. The implication is that children with disabilities in the district are either attending regular schools with little or no specialized assistance, or are at home wasting away.

The introduction of cost sharing in education from 1988 as part of the implementation of Structural Adjustment Policies (SAPs) contributed to the decline in school access and retention (Nafula, 2001). Households were required to meet the costs of uniform, transport, construction of schools, purchase of textbooks and school equipment. Initially these costs were provided by the state. The state’s role was from then limited to remunerating teachers and performing regulatory functions. Children with disabilities were uniquely affected by cost sharing measures because they require specialized teachers and equipments that are well beyond the reach of most parents. Parents of children with disabilities in ASAL areas are faced with the challenge of chipping in the education of their disabled children in a hostile and insure environment. While the introduction of Free Primary Education (FPE) and affordable secondary education are laudable the state of insecurity in ASAL areas is an enormous challenge to efforts by parents to provide education to their disabled
children. Therefore, there was need to find out the parents’ ability to provide for educational needs and security to their children with disabilities in Pokot North District, West Pokot County, Kenya.

1.2 Statement of the Problem

Education is often perceived as a worthwhile investment in any community that aspires to break the poverty cycle within it. Education For All (EFA) as embraced by the global educationists and economists who categorically singled out illiteracy, poverty and ignorance as a major disease in human development (EFA, 2000). Fifty-two per cent (52%) of Kenya’s population living below poverty line and the most hit are Arid and Semi-Arid Lands (ASALs) with Garissa at 92%, Kajiado 28%, Marsabit 87% and West Pokot County at 69% (Republic of Kenya, 2001).

North Pokot District falls into the pastoral livelihood zone and is prone to insecurity in the form of cattle rustling at most of its borders with neighbouring communities (European Commission of Humanitarian Aid Department - ECHO, 2010). The state of insecurity has led to most of the able-bodied young men to engage in activities of protecting their livestock rather than getting involved in schooling and other activities that could complement efforts to improve food security. The consequence is that most parents are unable to feed their children properly, provide adequate health services and education.
Studies on literacy and numeracy level of children without disabilities established worrying regional disparities, high school dropout rate and poor enrolment rates in ASAL areas (UWEZO, 2010). The literacy and numeracy levels of children with disabilities could be worse when compared with that of their non-disabled peers. Indeed, before Free Primary Education (FPE) was implemented, parents had to share in the costs of educating their children. It is about 10 times more expensive to educate a child with disability compared to educating a child without any disability (Kochung, 2003). Even after the implementation of FPE, parents of children with disabilities still chip in from time to time to keep children with disability in school particularly to purchase assistive devices.

When not schooling, children with disability are at risk of being victims of insecurity or potential recruits to perpetuate insecurity in form of cattle rustling and banditry. There was need therefore, to undertake a concerted study to explore in-depth information on parents of children with disabilities’ ability to balance between providing for the security and schooling needs of their children amidst all odds.

1.3 Purpose of the Study

The purpose of the study was to investigate how parents in conflict and arid zones balance between security and educational needs of their children with disabilities in North Pokot District, West Pokot County.
1.4 Research Objectives

The following objectives guided the study:

i. To investigate parents’ efforts in providing educational needs to children with disabilities in North Pokot District, West Pokot County.

ii. To establish the influence of insecurity on school enrolment and retention levels of children with disabilities in North Pokot District, West Pokot County.

iii. To find out remedies to insecurity and the benefits of providing education for children with disabilities in North Pokot District, West Pokot County.

1.5 Research Questions

In an attempt to fulfil the research objectives, the researcher set out to answer the following main research questions:

i. Are parents of children with disabilities willing to allow their children to access education in the face of insecurity in North Pokot District, West Pokot County?

ii. To what extent does insecurity influence school enrolment and retention levels of children with disabilities in North Pokot District, West Pokot County?

iii. What are the remedies to insecurity and the benefits of providing education to children with disabilities in North Pokot District, West Pokot County?
1.6 Significance of the study

- This study may assist the educationalists, Government policy makers to be aware of the challenges faced by households in ASAL areas who are constantly grappling with insecurity while also trying to providing schooling to children with disabilities.
- The study may be used by other researchers who would wish to use the perspectives of this study to other areas characterized by insecurity and the challenge of educating children with disabilities.
- The study may be of great use to households in North Porkot District as a coping mechanism in the face of the challenges of insecurity and provision of education to children with disabilities.

1.7 Limitation of the Study

The study was limited to Pokot North District which has high prevalence of insecurity arising from cattle rustling and cross-border banditry activities. Though it would have been desirable to conduct a study in the entire West Pokot County, time and financial resources constrained the researcher to the sampled population totalling 52 respondents composed of parents of children with disabilities both in and out of school. Besides, due to insecurity around the Kenyan borders, the researcher did not access all the children with disabilities needed for this study in some places because of his own safety.
1.7.1 Delimitation

The study was confined to Kacheliba mixed Integrated Primary School for learners with Physical Disability (PH). The school had the capacity to accommodate all learners with all kinds of disabilities being the only primary school that has trained special education teachers in North Pokot District. Further was confined to parents of children with disabilities in and out of Kacheliba integrated primary school because they were the beneficiaries of the special need education offered for their children with disabilities. Therefore, the study did not target parents and children without disabilities.

1.8 Assumptions

It was assumed that:-

i. All children in West Pokot District do receive basic education as stipulated by the Ministry of Education.

ii. The special and regular teachers would cooperate and provide reliable answers freely and without fear to the questionnaire items.

iii. Parents of children with disabilities would be easily available to express their responses freely to the interview guide.

1.9 Theoretical Framework

The study was based on two theories: Humanistic Theory and Rational Choice Theory.
1.9.1 Humanistic Theory

Horney (1945) believes that the motivation for behaviour comes from personal unique tendencies, both innate and learned to develop and change in positive directions towards the goal of self-actualization. Horney came to believe that people have a “real self” that requires favourable environmental circumstances to be actualized, such as an atmosphere of warmth, the goodwill of others as a “particular individual.” Horney, 1945 – in the absence of those favourable nurturing conditions, a person develops a basic anxiety that styles spontaneity of expression of real feelings and prevents effective relations with others. In a nutshell, humanistic theory is termed as being holistic (explaining people’s separate acts in terms of entire personalities), dispositional (focus on inmate qualities within a person and bring influence over the direction behaviour change), and phenomenological (emphasized individuals frame of reference and subjective view of reality).

Children are a source of happiness to families whether they are with or without disabilities. The parents need to accept the condition of their children and share their experiences with the other parents in similar situation. The community also needs to provide them with positive regards such as warmth, affection, love, care and respect that come from real self.

The Humanistic theory is relevant to this study. Parents in the contemporary express their love for their children by affording them protection from harm’s way
(providing security) and giving them the requisite education and skills for them to secure a stable source of income in the future. Balancing security and education for children with disabilities is a challenge that parents are confronted with in North Pokot District.

1.9.2 Rational Choice Theory

In rational choice theories, individuals are seen as motivated by the wants and goals that express their preferences. There are always the presence and constraints since it is not possible for individuals to achieve all of the various things they want, they must also make choices in relation to both their goals and means for attaining these goals.

Rational choices theories hold that individuals must anticipate the outcomes of alternative courses of action and calculate that which will be best for them. Rational individuals choose the alternative that is likely to give them the greatest satisfaction (Health 1976: 3; Carling 1992: 27).

This theory is relevant to this study which is about households balancing the security needs of their children with disabilities while also affording them an opportunity to learn and acquire skills. Parents are rational members of society deliberately decide to take their children with disabilities to school in the face of insecurity knowing this is the better alternative. This way parents reduce the pool of those available for
recruitment to perpetuate insecurity through cattle rustling and banditry and the subsequently food insecurity. However, the catch is that sometimes the parents has to chip in to sustain the child at school by buying assistive devices, paying fees, buying uniforms and freeing the child from domestic or other family engagements.
1.9.3 Conceptual framework

**Dependent Variables**

- Educational needs of children with disabilities
  - Fees, uniforms
  - Feeding programme
  - Assistive devices

- Insecurity
  - Cattle rustling
  - Acquisition of arms
  - Immigration

**Independent Variables**

- Parent of SNE child
  - As provider of Education and security

- Intervening variables

  **Positive**
  - FPE
  - SNE
  - Feeding program

  **Source of livelihood**
  - Community strength

**Intervening measures**

- Government policy on FPE, disarmament etc.
- NGO’s
- Community policy
- Peace initiatives

**Negative**

- Lack of fees
- School drop out
- Armed

**Rationalized outcome**

- School access/retention leads to acquisition of skills and better prospects for employment
- Education helps eradicate poverty
- Schooling contributes to security as more opt for learning instead of a life in crime

Figure 1.1 Researcher’s discernment
Figure 1.1 is an illustration that displays parents’ conflicts between providing education or security to their children with disabilities. Based on the Humanistic and Rational Choice theories parents are supposed to show and exercise utmost affection to their children with disabilities by guaranteeing their security and also affording them an opportunity to go to special school.

The conceptual framework illustrates two dependent variables: insecurity and schooling needs of children with disabilities. The independent variables include boarding fees, purchase of instructional materials, feeding programme, school uniforms, assistive devices, learning infrastructure and disarmament. Intervening variables include community policing, peace initiatives, NGO’s and Government policies. Government policies like FPE, disarmament initiatives, among others help parents to address their security concerns and realize the schooling needs of children with disabilities. NGOs and CBOs give impetus to government and grass root initiatives to tame insecurity and meet schooling needs of children with disabilities.

Intervening measures include government policy, NGOs, community initiatives and peace efforts. For instance, before the implementation of Free Primary Education (FPE) parents had to share in the costs of educating their children. Educating a child with disability is about 10 times more expensive in comparison to educating a child without any disability (Kochung, 2003). After the
implementation of FPE, parents of children with disabilities have had their burden reduced but they still have to chip in from time to time especially on assistive devices.

The benefits of educating children with disabilities are that they enjoy better life prospects in the future. Schooling also frees children from being recruited to perpetrate insecurity through cattle rustling and banditry.
1.10 Operational Definition of Terms.

Cattle rustling: Forceful removal of cattle by use of guns among the pastoral communities.

Educational needs: In this study, they are the learning resources that support the smooth learning to children with disabilities such as infrastructure, assistive devices, paying for boarding fees, uniforms among others.

Inclusive education: This is educational provision that ensures that all children including those with special needs receive appropriate educational services within their neighbourhood schools.

Insecurity: Fear and suffering inflicted to people due to activities of cattle rustling.

Integration/ mainstreaming: The term means the participation of learners with special needs in education in ordinary/regular schools with their non-disabled peers using a common curricula provision or the learning environment.

Physical disability: This refers to bodily impairments, which have substantial long term or adverse effects on a person’s ability to carry out normal day to day activities.

Regular/ ordinary school: This refers to the mainstream school, which follows the curriculum that is prepared for the average ability learners.

Special needs education: This is education which provides appropriate modifications in curricula, teaching methods, educational resources,
medium of communication or the learners’ environment in order to
cater for the individual differences in learning.

**Special units:** Classes set aside either in regular or special schools to cater for
learners with special needs.
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter presents a review of the literature related to the current study. The chapter discusses parents’ efforts in providing educational needs to children with disabilities, the influence of insecurity on school enrolment and retention levels of children with disabilities and remedies to insecurity and the benefits of providing education for children with disabilities. The chapter also discusses the theoretical and conceptual frameworks guiding the study.

2.1 Efforts in Providing Educational Needs to Children with Disabilities

The most commonly known disabilities are Visually Impairment (VI), Hearing Impairment (HI), Autism Behaviour Disorders (ABD), Mental Handicap (MH) and Physical Handicap (PH) (UN, 2008). These disabilities restrict the person affected from interacting well with his/her environment as it would be expected under normal circumstances.

According to UNESCO (1986) efforts have been expended worldwide since time immemorial to help children with disability to achieve independence as they grow up. Through the provision of special education persons with disabilities can be made to live independent lives.
Barnes (1996) observes that the inclusion of persons with disabilities with perceived impairments whether physical, sensory or intellectual into the ordinary economic and social life is a major issue for policy-makers. Many countries have devised some form of legislative framework with which to combat discrimination on the grounds of impairment.

The United Nations Convention on the Rights of Persons with Disability UNCRPWD (2006) affirms the right to education in an inclusive setting for all children. The focus is on children with special needs to enroll in schools of their choice within their localities. The convention agitates for the removal of all barriers that inhibits access to quality and relevant education in any given school set up. This includes the schools in ASAL areas.

The United Nations Declaration of Human Rights (1948), the Jomtein Declaration of education for all (1990), the Dakar Declaration of Education for All (EFA,2000), Millennium goals and the Kenya Children Acts (2001), all state that every child is entitled to basic rights, among which education is the key. The emphasis is on providing inclusive quality education that is accessible and relevant to all including the children with disabilities. “Education for all as an inclusive concept is reflected in national government funding agency policies. It must take into account of the need of the poor and the most disadvantaged,
including working children, remote rural dwellers, nomads, ethnic and linguistic minorities, children, young people, adults affected by conflict, HIV/AIDS, hunger, poor health; and those with special learning needs…” (UNESCO, 2000).

Karugu (1984) observes that the provision of special education is essential because the handicap which a child with disability faces makes it impossible for him to benefit sufficiently from mainstream or regular programme. He cautions that “the need for special education is dictated by the degree of impairment which causes the individual not to benefit from the regular school practices” He notes that educational programmes such as vocational rehabilitation and special instructional programmes are provided to the individuals with disabilities so as to enable them to overcome their difficulties and integrate them in the society through cooperative effort from all members of the society including the parents. However, according to MoE (2009) majority of learners with special needs in Kenya do not access educational services. This is because very few learners with disabilities enrol in the few available special schools, units and integrated programmes.

In ASAL areas where nomadic pastoralism is the economic mainstay, households have the difficulty task of deciding whether to send their children to school or to leave them at home to look after their livestock. Pastoral communities often select healthy first-borns to look after the livestock as they the community’s pride. The
child with disability in a pastoral community therefore, stands a chance of being in school rather than being at home herding cattle.

Article 26 of the United Nations 1984 Universal Declaration on Human Rights asserts that ‘everyone has a right to education’ (UN, 1984). In reaffirming this declaration governments have come up with measures to fulfil the learning needs of their citizens even those in pastoral environments. For instance, the Nigerian government introduced a national policy called the Nomadic Education Programme with a multifaceted schooling arrangement to suite the transhumant habits of the Fulani community. The Fulani were provided with mobile schools which comprised collapsible classrooms and furniture, radio and audio-visual materials were used as teaching aids. Similarly, the Kenya Government’s approach on nomadic education allows pastoralists to access education without compromising their way of life. The Kenya government initiated the use of distance learning via radio in an attempt to reach 400,000 primary-aged nomadic children unable to access any form of education (Republic of Kenya, 2010).

This section was a review of literature on efforts in providing for the educational needs of children with disabilities. It emerged that the greatest contribution a person makes in the life of a person with disability is to assist him/her in acquiring skills for independent living. Often, parents are obligated to provide opportunities for their children to access education. It is was in this regard that the
researcher sought to find out the tasks of parents in providing for educational needs for independent lifestyles to their children with disabilities in areas prone to insecurity. So far, studies have not been undertaken on how parents who have children with the above disabilities cope with difficult situations of their children to ensure they do not become over dependent on them for love, support and provision of needs throughout their lifetime.

2.2 Influence of insecurity on school enrolment and retention levels of children with disabilities

Insecurity in ASAL areas is rampant and a great hindrance to schooling. Obura (2008) observes that armed conflicts whether caused by political unrest or economic factors throughout the world constitute one of the greatest barriers to provision of quality education in Africa. In Africa, armed conflicts are associated with the acquisition and infiltration of illegal modern arms such as the AK-47 used for defence against or for forcefully acquiring cattle (cattle rustling), thereby, posing serious implications on the security, peace and wellbeing of the neighbouring pastoral communities. The countries that have experienced this include Sierra Leone, Democratic Republic of Congo, Uganda, Kenya, Southern Sudan, and Somalia just to mention a few. These conflicts have adversely affected access to education in Africa.
UNESCO (2011) suggests that about 40% of the out of school children live in war-torn countries in Africa. War related causes accounts for 42% of primary school children dropout worldwide.

According to United Nation Report (2011), conflict damages schools and thus limits educational opportunities in war torn areas, causing children and their families to flee their homes and separation of families. Fear and insecurity associated with conflicts keep children out of school especially the child with disability who needs constant attention and care from the parents.

Jean (2006) suggests that the greatest challenge facing Sub-Saharan Africa as whole is full primary enrolment and completion rate as stipulated by MDGs and EFA goals. The insurgence of the Kony’s Lord’s Resistance Army (LRA) in northern Uganda and the counter attacks of Uganda government troops greatly affected access to education in African region. It has caused destruction of schools, displacement of people, abduction of girls and boys and turning them into sex slaves and children soldiers respectively. The terror meted on young boys and girls by the LRA militia has kept children out of school in the region (UNICEF, 2011).

CEWARN (2004) notes that cattle rustling is a widespread phenomenon in ASAL areas. There are two explanations for the prevalence of cattle rustling: cultural and
ecological. The cultural explanation suggests that pastoralists in ASAL areas participate in cattle raiding just to steal cattle and plunder their neighbours. The ecologist argues that raids occur to replenish dwindling stocks as a result of ecological catastrophes and famine.

Markakis (1993) observes that over the years the Pokot of Kenya have experienced intensive cattle raids from the Turkanas and Karamojong heightening insecurity and contributing to the subsequent disruption of health, water and educational services. Current conflict between the two communities is now centred on the areas of Kasei, Kacheliba, Sarmach, and Masol in the West Pokot County and in Kaputir, Juluk and Kainuk in Turkana County. During such raids people are killed, livestock stolen and ferried across the border, many families are forced to flee their homes and schools closed down due to insecurity (CJPC, 2005).

This section was a review of literature on the influence of insecurity on school enrolment and retention levels of children with disabilities. It emerged that insecurity disrupts normal schooling. However, it is apparent that no study has been undertaken on the influence of insecurity on school enrolment and retention levels of children with disabilities thereby prompting this study.
2.3 Remedies to insecurity and the benefits of providing education for children with disabilities

CJPC (2005) notes that insecurity regularly interferes with schooling in ASAL areas. The common remedy is disarmament of pastoralists. However, government disarmament efforts leave pastoralists vulnerable from attacks by the Karamajong from across the Ugandan border and other pastoralist groups.

In 2001, the Kenyan parliament enacted legislative agenda concerning children. Under this act of parliament, a child is herein defined as ‘any human being under the age of eighteen years’ (NCC, 2001). Children with disabilities too are entitled to the right to free compulsory basic education.

In a study on cost and financing of special education in Kenya, Karugu, Kivilu, Kang’ethe and Ngamba (1995:9) suggests, “it is necessary to expand expenditure on special education so as to achieve accessibility, equity and quality of learning for the child with disability”. Educating learners with special needs and disabilities is relatively more expensive and constitutes the single most limiting factor to increase enrolment, retention and transition of such learners within educational programmes (Force, 2003).

MoE (2009) indicates that the government has taken the role of offering free basic education to learners with disabilities through provision of funds to institutions
hosting them. However, the funding is such that the learning expenses that are not met by the government are met by the parents and well wishers.

According to Epari (2005), financing special needs education in context of Free Primary Education (FPE) is bedevilled by challenges which include cultural and traditional beliefs among parents and community, poverty, and inadequate funding coupled with delay in release of the same funds from the MoEST. He observes that the FPE initiative was misunderstood because parents and communities were not sensitized on the need to support Special Needs Education (SNE).

This section was a review of literature on remedies to insecurity and the benefits of providing education for children with disabilities. It emerged that parental and family support is paramount to learners with special needs and disabilities. Most parents, families and communities are not involved in the provision of special education. This has led to some parents and families playing minimal roles in supporting their children access education. However, it is apparent that no study has been undertaken on remedies to insecurity and the benefits of providing education for children with disabilities. It is in respect that the researcher deemed it necessary to study the role of parent’s SNE in the provision of education service and materials.
2.7 Summary

The literature review of parents balancing between schooling needs and insecurity among the pastoral communities include the general conflicts across the border and banditry activities that have ravaged the neighbouring communities since time immemorial. The deplorable nature of education in the ASAL areas hinders children with disabilities from accessing and enrolling in the schools like the able-bodied peers. This has made them hard to cope with life in schools. The parents on the other side have the responsibilities to provide for basic needs such as security and funds for the children with disabilities. The provision of special education targets all children with disabilities to access to quality education and relevant to their special educational needs, enrol in schools of their choice within their locality and free from any educational barriers in any school setup. There is need to create and sensitize the communities on the children’s rights to the government of Kenya, parents and other stakeholders to develop mechanisms to prioritize the education of the child with disability. This awareness will enhance accessibility, equity and quality of learning for the child with disabilities. The role of parents of children with disabilities will be enhanced in relation to provision of education services and materials. The overall outcome will lead to rationalized choice of accessing and retention leading to acquisition of skills and better prospects for employment, eradicate poverty and opting for learning instead of a life in crime as summarized in the conceptual framework.
CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter outlines the strategies used in conducting the study. It focuses on the research design, research area, variables, target population, sampling techniques and sampling size, research instruments, pilot study, validity and reliability of the instruments, the data collection techniques, data processing, data analysis and finally logistical and ethical considerations.

3.1 Research Design

This study adopted a descriptive design method which has an aspect of both qualitative and quantitative techniques used in gathering data and providing a comprehensive analysis of the research problem. Thus, the study utilized mixed method approach to obtain relevant data from special and regular teachers in Kacheliba Mixed Integrated Primary School for children with Physical Handicap (PH) in order to answer questions concerning the current status of education of the disabled children in conflict zones and draw valid conclusions from the facts established. As a result, mixed method approach was the most appropriate for this study in giving full account on how parents balance between insecurity and schooling needs of their children with disabilities and how to overcome such challenges in life. This was found to be true since quantitative and qualitative data complemented each other to account for more comprehensive data.
3.1.1 Variables

This study was informed by two dependent variables: insecurity and schooling needs of children with disabilities. Parents have to grapple with insecurity concerns for their own lives and those of their disabled children in the process of meeting the schooling needs of children with disabilities. Parents have to strike a delicate balance between insecurity and schooling needs of children with disabilities.

The independent variables are boarding fees, purchase of instructional materials, feeding programme, school uniforms, assistive devices, learning infrastructure, disarmament among others. Even after the introduction of Free Primary Education (FPE), parents of children are regularly required to financially support schooling of their children. Besides, often they are expected to support disbarment efforts thereby exposing themselves to cross borders attacks from the Karamajong in Uganda and the Turkana of Kenya, among others.

Intervening variables include community policing, peace initiatives, NGO’s and Government policies. Government policies like FPE, disarmament initiatives, among others help parents to address their security concerns and realize the schooling needs of children with disabilities. NGOs and CBOs give impetus to government and grass root initiatives to tame insecurity and meet schooling needs of children with disabilities.
3.2 Location of the Study

The study was conducted in Kacheliba Division, Pokot North District of West Pokot County (Appendix IX). It also borders Uganda to the West, Trans Nzoia to the South and Turkana to the North East of the District and West Pokot District to the East.

North Pokot District borders Uganda (Karamoja region) to the West, West Pokot District to the South, Central Pokot District to the East and Turkana District to the North and is divided into 5 administrative divisions, namely; Kacheliba, Konyao, Kiwawa, Kasei and Alale. The district falls into the pastoral livelihood zone and is prone to insecurity in the form of cattle rustling at most of its borders with neighbouring communities as reported by European Commission of Humanitarian Aid Department (ECHO, 2010). This has led to most of the able-bodied young men to engage in activities of protecting their livestock rather than getting involved in other activities that could complement efforts to improve food security. The landscape is relatively rugged with steep hills and escarpments covering most of the areas. Other major topographic features include dry plains and two main rivers, namely; Swam, and Kanyang’areng.

Kacheliba was further preferred for this study because the area is within ASAL an area that is prone to insecurity (cattle rustling) which has been depriving people of their livelihood, causing abandonment of their homesteads, closure of schools and
subjecting the community to high levels of vulnerability. Besides inflicting damage to institutions it has been a contributory factor to high dropout rates in schools within the study locale.

3.3 The Target Population

Kacheliba Division has twenty-five (25) primary schools, two (2) girls secondary, two (2) private primary schools and one (1) primary integrated school for children with physical disabilities. Kacheliba Division was chosen due to her high prevalence of persons with special needs which stands at 6,217 out of 156,011 populations according to the 2009 census results per divisions released by Kenya National Bureau of Statistics (KNBS, 2010).

3.4 Sampling Techniques and Sample Size.

3.4.1 Sampling Techniques.

All the twelve special and regular education teachers in Kacheliba Mixed Integrated Primary for children with physical disabilities were purposively sampled to participate in this study due to their experience in teaching pupils with disabilities alongside children without disabilities.

Parents of children with disabilities of school-age going both in school and those not in schools within the catchment area of study were sampled to participate in
this study using the snowball technique. Snowball technique was a unique way of using one identified parent of a child with disability through the schools where their children attend to locate the next parent within the same catchment area. Snow-ball approach was also used to identify parents of children with disabilities of school-age going within the catchment area of study but that were not attending school (Table 3.1).

Table 3.1: Children with disabilities

<table>
<thead>
<tr>
<th>SCHOOLS</th>
<th>FEMALE</th>
<th>MALE</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kacheliba PH Unit</td>
<td>2</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Kacheliba environs not in school</td>
<td>13</td>
<td>9</td>
<td>21</td>
</tr>
<tr>
<td>Outside District (Bobleo Home) in school</td>
<td>9</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>22</strong></td>
<td><strong>18</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>

3.4.2 Sampling size

The study sample size comprised two (2) special education teachers and ten (10) regular teachers sampled from Kacheliba Mixed Integrated Primary for children with physical disabilities. Forty (40) parents of children with disabilities were selected across all disabilities. Thus, the total sample size of the respondents selected for this study stood at fifty two (52). Gay (1996) states that for a descriptive research the researcher is guided to sample 10% to 20% of the population in order to be used for the study. This means that 24.52% of sampled respondents are more than 20% hence suitable study sample as shown in (Table 3.2).
Table 3.2: Sample Size

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target Population</th>
<th>Sample size</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special education teachers</td>
<td>2</td>
<td>2</td>
<td>100%</td>
</tr>
<tr>
<td>Regular education teachers</td>
<td>10</td>
<td>10</td>
<td>100%</td>
</tr>
<tr>
<td>Parents of children with disabilities</td>
<td>248</td>
<td>40</td>
<td>16.12%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>260</strong></td>
<td><strong>52</strong></td>
<td><strong>20%</strong></td>
</tr>
</tbody>
</table>

3.5 Research Instruments

The research instruments for the study were the questionnaire, interview schedule and an observation guide developed by the researcher. The research instruments are discussed in detail below.

3.5.1 Questionnaires

The use of questionnaires in this research was important in obtaining data from teachers who are constantly in touch with both children with and without disabilities. Orodho (2004) puts it that questionnaires have the ability to collect a large amount of information in reasonably quick space of time and questions can easily be analysed.

The questionnaire for this study was divided into two sections: Part A and Part B. Part A starts with a brief letter of introduction addressed to the respondent on the nature and purpose of the research and a confidentiality clause. The section contains questions on background information about teachers. Part B sought
teachers’ responses on schooling needs of children with disabilities. Part B contained some few open-ended questions to permit a greater depth of response from the respondents (Appendix II).

### 3.5.2 Interview Schedule

An interview guide was administered to the parents of children with disabilities. According to Mugenda and Mugenda (1999), the interview schedule makes it possible to obtain data required to meet specific objectives of the study. This instrument was capable of yielding high responses as personal and sensitive information could be extracted from respondents. Indeed, Kerlinger (1973) observes that people are willing to communicate orally than writing and therefore provide data more readily.

The interview guide had closed-ended and open-ended questions clearly structured to meet the needs of the set objectives. The interview guide had two sections: Section I and Section II. Section I contained an introduction letter with the nature and purpose of the study and a confidential clause. This section was used to collect background information about parents and disabled children. Section II had two parts: Part A and Part B. Part A had questions on schooling needs of children with disabilities while Part B had questions on security (Appendix I). Disabled children were not interviewed directly instead responses were sought from their parents or guardians.
3.5.3 Observation Checklist

According to Peil (1995), the instrument is preferred because it can be used to countercheck responses of the questionnaire and the interview schedule. The researcher filled the observation checklist during data collection period.

The observation checklist had an introductory section describing the nature and purpose of the research. The instrument was useful to obtain data concerning the status of home and school facilities and equipment within reach by children with disabilities (Appendix III).

3.6 Pilot Study

The researcher conducted a pilot study in Tartar Mixed Integrated Primary School for children with Physical Handicap (PH) in West Pokot District, West Pokot County. The school was selected because it provides an environment and population similar to the intended population in the study. Pilot study enabled the researcher to detect any problems in administering the research instruments. The main purpose of piloting was to discover any weaknesses in the instruments, check for clarity of questions and provide for modification and improvement of the instruments for better results.

The population of the pilot study was purposively selected to consist of one special education teacher, two regular teachers and eight parents from the said
school giving a total sample of eleven respondents. The procedures that were used in piloting were the same as that which were applied in the actual study. Data were collected using questionnaires, interview schedule and observation checklist developed by the researcher.

3.6.1 Validity of the Instruments

A measure is said to be valid if it measures what it is intended to do (Orodho, 2008). Then Creswell (2003) asserts that validation occurs throughout the steps in the process of research but there is need to single out in the instruments. In this study, two lecturers from the Department of Special Needs Education (SNE) were requested to assess the relevance of the contents used in the questionnaires, interview guide and observation checklist. The feedback provided to the researcher to incorporate their views and recommendations in the instruments stated.

3.6.2 Reliability of the Instruments

Reliability of an instrument refers to the consistency in producing similar results focusing on the degree to which a particular procedure administered a number of trials (Orodho, 2005). Reliability in this study was tested through triangulation between the various methods used, namely; questionnaires, interview schedule and observation checklist using test- retest method. That is the same test was administered twice on the pilot group after an interval of two weeks from the time
it was first administered. Corrections and views were incorporated before the spearman’s formula of correlation was applied on the two sets of data obtained. According to Kiess and Bloomquist (1985) a minimum correlation coefficient of 0.65 is recommended as indicating that an instrument is reliable. The correlation co-efficient for the instrument was 0.85 subsequently the instrument was declared adequate for this study.

3.7 Data Collection Techniques

The researcher collected data using the questionnaire, interview guide and an observation checklist. The data collection techniques are discussed in detail below.

3.7.1 Interview Guide

The researcher conducted individual interviews each of the forty parents with children with disabilities with the assistance of the special education teachers and regular teachers from Kacheliba Mixed Integrated (PH) Unit and its environ. A tape recorder (digital camera) was used on two parents of children with disabilities and found out that it took twenty minutes per respondent to capture the proceedings during the actual interviews for in-depth information. The researcher did not continue using it for it drew a lot of suspicion and the respondents were always slow in answering the questions asked. They answered the questions orally
as the researcher asked them individually each with a child by the side in every home affected.

The researcher was assisted by the special education teachers to interview the parents. The researcher avoided interviewing children with disabilities as this could interfere with the child psychologically.

3.7.2 Questionnaire

The questionnaire was administered to the two special education teachers and ten regular teachers teaching in Kacheliba mixed integrated school in the staffroom as the researcher assisted those who needed some clarification on some items. The respondents filled in the questionnaires individually then handed over the completed questionnaires. Only one staff member who was away on official duty missed the exercise.

3.7.3 Observation Checklist

The researcher made careful and tactful observations in every home visited during the research and made entries in the observation checklist accordingly with the help of a research assistant. The observation checklist has columns to record items visible at home or school that supports the child with disability to enjoy the environment around him/her. The researcher also used a column on comments to record important observations that add value to the study’s findings. The
summary of findings obtained using the observation schedule is provided in Appendix XI.

3.8 Data Organization and Analysis

3.8.1 Data Organization

At the end of the data collection, raw data was organized systematically and cleaned. Data cleaning involved identification of incomplete or inaccurate responses, which were corrected to improve the quality of the responses. The responses were then summarized and coded using the Statistical Package for Social Sciences (SPSS).

3.8.2 Data Analysis

Quantitative data obtained from closed-ended interview schedule and questionnaire items were coded and entered in the computer for analysis analyzed using the Statistical Package for Social Sciences (SPSS) version 18 to obtain descriptive statistics in the form of percentages and frequency counts. As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is also quite efficient.

Qualitative data obtained from open ended questions in the questionnaires, in-depth interviews and observation guide were analyzed on an ongoing process as themes and sub themes emerged. As observed by Gray (2004) qualitative data
provides rich descriptions and explanations that demonstrate the chronological flow of events as well as often leading to serendipitous (chance) findings. Data presentation is in the form of frequency tables, pie charts, bar graphs and observation checklist results summary table.

### 3.9 Logistical and Ethical Considerations

#### 3.9.1 Logistical Considerations

The researcher first obtained a letter from the dean of Graduate School (Kenyatta University) addressed to the National Council for Science and Technology (NCST) seeking for authority to conduct an educational research (Appendix V). Upon getting permission from NCST (Appendix VI), the researcher proceeded to West Pokot and Pokot North District Education Officers to seek permission to visit the pilot school and the actual school in the study respectively.

#### 3.9.2 Ethical Consideration

The researcher sought consent from the respondents before interviewing or administering questionnaires to them and treated them with utmost respect, confidentiality and dignity during dialogue. A good rapport was established with the respondents during interactions and prior preparations for a successful data collection. The respondents were assured that the information or study findings will be used for research purposes and shared by stakeholders, policy-makers and to parents of children with disabilities in conflict ASAL zones upon completion.
CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, AND DISCUSSION

4.0 Introduction

This chapter presents a systematic and comprehensive analysis of the data obtained during the study. The study’s major concern presents the findings on the problems parents face in balancing between insecurity and schooling needs of their children with disabilities in armed conflict and arid zones of Kacheliba Division, Pokot North District in West Pokot County.

The study was guided by the objectives and research questions as indicated in chapter one. In response to the research questions, information was gathered from teachers, parents of children with disabilities and observation checklists.

The findings are presented in the form of statistical tables as percentages and frequencies where appropriate.

4.0: Biodata

Demographic information enabled the researcher to establish the characteristics of teachers and parents of children with disabilities in the study. The informants were residents of at least eight sub-locations of Kacheliba Division in North Pokot District. The information was obtained from Kacheliba Mixed Integrated (PH) Unit Primary School and its environs as summarized in Figure 4.1 below.
From the (Figure 4.1) above, it is evident that most respondents came from Suam 28%, Kopulio 24%, Kanyerus 16%, Nakuyen 12% and Asilong 8%. These areas border Kenya-Uganda and always prone to the activities of cross-border banditry.

Most of the respondents were of the ages 41-50 years at 52% as shown above (Figure 4.2). Age of the household head is a significant determinant of school enrolment and retention of disabled children in an inclusive setting.
<table>
<thead>
<tr>
<th>Gender</th>
<th>Parents</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>22</td>
<td>55.0</td>
<td>4</td>
<td>40.0</td>
</tr>
<tr>
<td>Female</td>
<td>18</td>
<td>45.0</td>
<td>6</td>
<td>60.0</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>10</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1 shows that majority 22 (55%) of the parents who responded to this study were male though majority were not paternal to these children with disabilities while 18 (45%) were female. It emerged that male household members in pastoralist communities which are patriarchal are the ones expected to handle queries on households and the community’s way of life.

Majority 6 (60%) of the teachers were female and 4 (40%) were male. The higher proportion of female teachers who participated in this study is consistent with observed national trends in Kenya, where more females train to handle special education subjects than males.
Figure 4.3: Parent’s marital status

Figure 4.3 above indicates that most 34 (76%) of the parents who responded to this study were married and with the majority of male not the paternal parents of these children with disabilities, 3 (12%) were divorced and 3 (12%) were widowed. None of the respondents was single or unmarried. The study noted that the marriage potential of children with disabilities and female children in particular, is affected by their functional status. Family life is changed, often in major ways. Care-taking responsibilities may lead to changed or abandoned career plans. Female family members are more likely to take on care-giving roles and thus give up or change their work roles.
Table 4.2: Parents’ educational level

<table>
<thead>
<tr>
<th>Parents’ Educational Level</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never been to school</td>
<td>29</td>
<td>72.5</td>
</tr>
<tr>
<td>Lower Primary 1-4</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>Upper Primary 4-8</td>
<td>5</td>
<td>12.5</td>
</tr>
<tr>
<td>College</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

According to (Table 4.2) most 29 (72.5%) of the parents of children with disabilities said that they have never been to school, 5 (12.5%) had reached lower primary 1-4, 5 (12.5%) upper primary and only 1 (2.5%) had reached college. The rate of reported adult literacy in the sample is very low with 72.5% of the caregivers indicating that they lack basic reading or writing skills. Adult literacy among parents and caregivers was anticipated to be positively associated with child education. However, this does not necessarily signify the 'functional literacy' that is necessary for modern societies. If one were to consider literacy to mean not just the ability to read and write their name, and perhaps the alphabet, then the situation is dire. Notably low is the population that has attended any post-secondary institutions, at only 2.5 percent.
Figure 4.4: Parents' religious affiliation

Figure 4.4 above gives a summary of those parents who attend church and those who do not and the majority 26 (52%) of the parents were Christians while 14 (48%) said they don’t go to church. Most educational institutions for children with disability are funded by religious organizations. Still, religion is important when dealing with insecurity.

Figure 4.5: Teachers Professional qualification at present
Figure 4.5 above shows that 7 (70%) of the teacher respondents stated their professional qualification at present to be P1, 1 (10%) said S1 and the rest 2 (20%) said Diploma in Special Education. It is clear that majority of school personnel in North Pokot District are not trained to design and implement educational programmes for students with disabilities in regular and integrated unit schools. Placement of pre-service teachers in special or integrated schools is rarely given consideration.

**Figure 4.6: Teachers' specialization**

In Figure 4.6 above, majority 7 (70%) of the teacher respondents were regular while 3 (30%) were special. According to these figures, the number of trained special education teachers is extremely small considering the number of children with disabilities that require their services. Nevertheless, the study’s findings indicate that the number of trained special educators is limited and yet they are the
key resource as they can be used to train regular school educators in implementing integrated education. They can also act as an itinerant teachers moving from home to home to advise them on practical issues related to education of students with disabilities.

**Figure 4.7: Teachers area of specialization**

![Bar chart showing the area of specialization among teachers](chart.png)

Figure 4.7 above, emerged that most 6 (60%) of the teacher respondents’ area of specialization was ‘inclusion’ and 4 (40%) said specialized in handling children with Physical Handicap (PH). This was not the case for only three teachers in the staff specialized in the area of PH while the rest only received some guide from
their colleagues on how to handle the child with disabilities. However, this was intended to reduce discrimination through enabling children with and without disabilities to grow up together and be treated the same. This means that all children, including children with disabilities, not only have access to schooling within their own community, but that they are provided with appropriate learning opportunities to achieve their full potential.

4.2 Efforts in Providing Educational Needs to Children with Disabilities

Figure 4.8: Sex of child with disabilities

Figure 4.8 above shows that more than fifty percent 22 (52%) of the parents said that the sex of child with disability were female and male 18 (48%). They are also subjected to staying at home and provide the family with food and security since the few healthy livestock do migrate to Uganda, leaving them with no source of food except rely on relief food. This has contributed to high malnutrition rates in Kacheliba division to be 11% as reported by Red Cross (2009).
Figure 4.9: Teachers were asked to indicate whether the children they teach were assessed

![Pie chart showing 60% Yes and 40% No](image)

As presented in Figure 4.9 above, majority 6 (60%) of the teacher respondents indicated that not all their pupils are assessed while 4 (40%) said all their pupils are normally assessed.

Table 4.3: Types of disabilities and assistive devices

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>PH</td>
<td>18</td>
<td>45</td>
</tr>
<tr>
<td>VI</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td>HI</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>MH</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.3 above, 18 (45%) of the children were physically challenged, 12 (30%) had Visual Impairment, 6 (15%) with Hearing Impaired, and 4 (10%) were children with severe Mental Retardation and confined on temporary makeshift bed. In general, the study found that these children lacked virtually all the mobility and other assistive devices as shown in the observation checklist (Appendix XI).
Figure 4.10: Parental care of children with disabilities

In figure 4.10 above, most 6 (60%) of the parents respondents indicated that they sometimes care what their children do at school, 2 (20%) said seldom and the rest 2 (20%) said they never care. When asked whether children with disability are well taken care of by their parents just like able-bodied children, 3 (30%) respondents said always, 2 (20%) said sometimes, 4 (40%) said seldom and 1 (10%) said never.

According to the UN Universal Declaration on Human Rights (1948) and the Convention on the Rights of Persons with Disabilities (2008), persons with
disabilities are not excluded from the general education system on the basis of disability and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability.

All the 10 parents do not attend school meetings for their children with disabilities or form groups for discussion on disabilities. The teachers also reported they do not receive moral and material support from the parents of such children, 2 (20%) said sometimes, 1 (10%) said seldom and 3 (30%) said never. These parents could understand the value of taking their children to school and even give support to schools or units catering the needs of their children.

When asked if one of the main causes of children with disabilities dropping from school is lack of support from parents, 7 (70%) of the parent respondents said always, 2 (20%) said sometimes and 1 (10%) said seldom. One significant barrier to educating children with disability is social stigma and negative parental attitudes towards disability which may arise out of religious and cultural beliefs e.g. disability may be seen as punishment since 5 (50%) said sometime and 4 (40%) said always and 1 (10%) said seldom disability is caused by misfortune.

The respondents intimated that educating children with disabilities is a good investment as it reduces welfare costs and future dependence. They observed that
a sustained and targeted awareness campaign can increase understanding that education is a basic human right, not only to encourage parents to send their children with disabilities to school, but to make the wider community aware that such children should attend school, and should be part of mainstream classes. This is important to begin to break down the discrimination and division within society. Creating parent groups within schools, child-to-child groups and activities and community groups will also make inclusion more likely to happen and to be sustained. Therefore, persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live.

Table 4.4 Children with disabilities play with other at home

<table>
<thead>
<tr>
<th>Does your child with disability play with other children at home?</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>33</td>
<td>82.5</td>
</tr>
<tr>
<td>No</td>
<td>7</td>
<td>17.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

In table 4.4 above, most 33 (82.5%) parents said that their children with disabilities play with other children at home while 7 (17.5%) said they don’t. Sometimes mobility, distance to school, poor infrastructure and the nature of disabilities may hinder children with disabilities to interact with other siblings or peers in the same locale as collected from the checklist (Appendix XI). It emerged that all children learn by playing. It is important that children with special needs
take part in activities with all children, including those who do not have special needs. All children can learn from one another. Good friendships can develop as children learn to work and play together.

Figure 4.11: Attitudes towards children with disabilities

Figure 4.11 above shows that 36 (84%) said the disability of the child is conspicuous while 4 (16%) said it is not conspicuous. Respondents observed that the more severe and conspicuous the disability is; the greater is the fear of contagion, hence, the attitudes of aversion and segregation towards the disabled. The prevalence of such attitudes may militate against any attempts to include students with disabilities into regular schools. This may be the cause of some members of the family not openly showing dislike (100%) to the child with
disability and expressing a lot of sympathy (88%) to the child with disability and only (12%) not showing sympathy.

Figure 4.12: Care, concern and attention to the children with disabilities

Most of the parents 35 (92%) said that the child with disability demands a lot of attention while 5 (8%) said they don’t (Figure 4.12). However, most (96%) of the parents admitted that they have never made known the condition of their child with disability to any government official while (4%) said they have. Parents expect the government to provide the relevant legal and policy environment to facilitate the education of children with disability. However, all the parents interviewed 40 (100%) said that they have never been visited by government officials. The officials here include those dealing with the Education Assessment Resource Centre (EARC), social workers, itinerants and special teachers creating sensitization to parents of children with disabilities in every district.
Figure 4.13: Schooling activities

As presented in Figure 4.13 above, most children with disabilities were not in school (64%) while only (36%) attended school. This is because the parents of the children with disabilities had not taken them to school. The number of children with disabilities present at Kacheliba integrated PH unit primary school were only three (Appendix XI). A good number had been taken away from the district to a boarding facility at Bobleo children’s Home, catering for children with disabilities, initiated by a Non-Governmental Organization (NGO) to relieve the parents of the burden of educating, clothing, feeding, and providing medication as well as correcting their disabilities.

More than (60%) of the parents said that their children with disabilities like playing with other children at school while (40%) said they don’t. While most (64%) of the parents said that their children with disability love going to school
while (36%) said they don’t. However, this study’s findings revealed that majority (60%) of the parents said that the children with disability cannot cope with schoolwork while (40%) said that they can cope. Disability is the least visible yet most potent factors in educational marginalization. Children with disabilities remain one of the main groups being widely excluded from quality education. They simply need motivation and moral support from the government, parents and the community in the day-to day activities in life.

4.3 The Influence of Insecurity on School Enrolment and Retention Levels of Children with Disabilities

Figure 4.14: Insecurity and cattle rustling effects on schools
Figure 4.14 above shows that majority 24 (60%) of the parents said that cattle rustling occasionally occurred, 5 (12.5%) said frequently, 5 (12.5%) said seldom and 6 (15%) said never. The study established that the practices of livestock rustling influences residents’ decision to enrol and retain their children in school. Majority 27 (67%) of the parents said that occasionally there are situations when the cattle rustling menace causes closure of schools, 10 (25%) said seldom, and 3 (4%) said frequently. Insecurity is prevalent in North Pokot District. Harsh conditions raise a constant fight for cattle and land. Armed conflict and violence increase chances for children to be injured and acquire a permanent form of disability.

West Pokot District is located in a remote arid environment characterized by temporal and spatial climatic variation, making availability of resources uneven. This situation poses severe problems with regard to access to education and other essential services and their costs. The majority of parents and their children in this sample are from less accessible rural areas, lack reasonable access to information about public services and lack the financial resources to obtain educational services they need. The predominantly pastoral communities depend on livestock for their livelihood and are often engrossed in conflicts over resources with their armed hostile neighbours. Thus, the ability for parents to seek quality education for disabled children is quite limited.
All the parents (100%) were unanimous that there are situations when students have dropped out of school due to insecurity (Figure 4.14). To sum up on insecurity issues, mothers are the most hit during times of insecurity at (72%), followed by the children with disabilities (37.5%), boys (15%) and (2.5%) said girls. The costs of ignoring the needs of women are many and include, uncontrolled population growth, high infant and child mortality, a weakened economy, ineffective agriculture, a deteriorating environment and a divided society and poorer life. A spot check on the security personnel to be deployed by our government along the Uganda-Kenya border is paramount so as to give the communities peace and tranquillity to prevail. On the Ugandan side, six army camps are deployed along the border compared to Kenyan side with one army camp and two police posts along Kapenguria-Alale Murram road.
4.4: Remedies to Insecurity and the Benefits of Providing Education for Children with Disabilities

Figure 4.15 Parental school support of children with disabilities

In figure 4.15 above, it is clear that (40%) of the parent respondents were of the view that sometimes and seldom parents of children with disabilities are very much willing to bring their children to school and (20%) said never. The study further established that only eight out of fourteen sub-locations in North Pokot (Figure 4.15) have no special schools except for one integrated unit for children with Physical Handicapping (PH) conditions. Most (70%) of the parent respondents said never when asked if school places for children with disability in Kacheliba Division are enough and (30%) said seldom. The teacher respondents reported 30% said sometimes most children with disabilities in their school came
with acquired skills on Activities of Daily Living (ADL) from home e.g. dressing well, toilet habits etc, (40%) said seldom and (30%) said never.

The day school appeal seems to receive mixed reaction amongst residents of West Pokot District. When asked whether most parents prefer children with disabilities to be in day schools (10%) said always, (30%) said sometimes, (40%) said seldom and (20%) said never.

Kenya Government policy documents offer boarding schools as the solution for meeting education needs of pastoral families. When asked whether most parents prefer children with disabilities to be in boarding schools (40%) of the respondents said always, (20%) said sometimes, (30%) said seldom, (30%) said seldom and (10%) said never.

The study’s findings indicate that the majority of families of disabled children are engaged in pastoralist activities and the annual cash earnings are very low or negligible. When asked if poverty is the main cause of children with disabilities not accessing schools, (50%) said always, (20%) said sometimes, (10%) said seldom and (20%) said never.

It emerges that a large number of children with disabilities live in families with income significantly below the poverty level. Poverty and hunger cause disability.
The combination of poverty and disability results in a condition of simultaneous deprivation. This is a syndrome that sets up barriers to the participation of persons with disabilities in the normal routines and activities of the community, including regular schooling. An observation on school indicated that the conditions of most classrooms, toilets, lacked ramps, and poor infrastructure within and out of school environment do not even meet the needs of children with disabilities. The homes lacked toilets, poor housing and no clean drinking water forcing the community to walk for long distances in search of water and pasture for their domestic chores (Appendix XI).
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction
In this chapter, conclusions about the data obtained and analysis are made. The data used to answer the objectives and the research questions that guided the study were obtained through questionnaires, interview schedules and observation checklists. The data gathered were analysed and presented in tabular form, frequencies and percentages where appropriate. The summary and conclusion are presented based on the research questions. Then the study further highlights some recommendations that may be used as an intervening measure to problems parents face in balancing between provision of security and schooling needs of their children with disabilities in armed conflict of Arid and Semi-Arid (ASAL) zones. The final section outlines the recommended areas that the researcher feels need further research.

5.1 Summary of the Research Findings
The main aim of this study was to find out how parents of children with disabilities balance between insecurity and schooling needs of their children with disabilities. The study’s findings are indicative of the dilemma parent face in Pokot North District. On the one hand, insecurity and cattle rustling are arduous reality exposing their children to possibilities of injury or some permanent form of disabilities. On the other hand, they are faced with the schooling needs of their
children. In this section, summary of the results of the study are presented in respect to the objectives of the study as outlined below.

5.1.1 Efforts in Providing Educational Needs to Children with Disabilities

The study established that most parents had a child with some form of disability and that most of the child victims of disability were female. The study also noted that in most cases the disability of the child was conspicuous and cut across all categories of learners with special needs in this particular study, namely; the Visually Impaired (VI), Hearing Impaired (HI), Physically Handicap (PH) and Mentally Handicap (MH). In general, the study found that these children lacked virtually all the mobility and other assistive devices as shown in the observation checklist (Appendix XI).

The study’s findings revealed that most of the children with disabilities were not in their home schools and majority either at home or never been to school. Nevertheless, the study noted that children with disability play with other children at home. It emerged that these children with disabilities liked going to school and enjoyed playing with peers. However, the study realized that school places for children with disabilities were inadequate. The study’s findings indicate that raising children with disability is challenging in the face of the attention required and social stigma and negative attitudes towards disability among family members (relatives). The study further elaborated how some teachers responded
that schools (units) for the children with disabilities do not get material and moral support from the parents of children with disabilities. Indeed, it also emerged that only a fraction of children with disabilities came with acquired skills on Activities of Daily Living (ADL) from home e.g. dressing and toilet habits.

The study confirmed from parents that the main reason children with disabilities drop out school was due to either lack of support from parents or not well taken care of by their parents like the able-bodied children. To some extent most parents of children with disabilities do not pay attention to understand what their children do at school and only a negligible fraction willing to take their children to school citing that these children cannot cope with schoolwork. Furthermore, the prevailing societal attitudes about disability arising from myths, superstitions, and self-blame on the side of parents jeopardizes parental efforts to fulfill schooling needs of children with disabilities.

5.1.2 The Influence of Insecurity on School Enrolment and Retention Levels of Children with Disabilities

The study’s findings on insecurity and cattle rustling on the enrolment and retention levels indicate that Pokot North District is located in a remote Arid and Semi-Arid environment characterized by insecurity and cattle rustling. The intensity of insecurity and cattle rustling along the Kenyan-Uganda border significantly influences the decision to enrol and retain disabled children in schools. It emerged that the cattle rustling menace often causes closure of schools
forcing the parents, especially the mothers having the burden of looking for safer places in caves, bush or police post for refuge. According to the respondents’ suggestions, sometimes learners drop out of schools due to insecurity among other insecurity risks such as the flooding of river Suam, hunger/drought and human/animal pandemics. The respondents further pointed out the security measures to include deployment of more Kenya Police Reserve (KPR) and establishment of more police posts along the strategic border points like our counterparts from Uganda.

5.1.3 Remedies to Insecurity and the Benefits of Providing Education for Children with Disabilities
The study noted a number of remedies to the problem of insecurity and cattle rustling particularly the introduction of boarding schools, addressing poverty, provision of relevant legal and policy environment to facilitate inclusive education, financing and training children with disabilities and teachers respectively, awareness educational campaigns on disability and facilitation of support groups.

5.2 Conclusion
This study’s research findings indicate rather convincingly that on the average, most parents have successfully balanced their insecurity concerns and the schooling needs of their children with disabilities. However, a significant numbers
of disabled children are largely excluded from educational opportunities for schooling in Pokot North District.

5.3 Recommendations

From the study’s findings, the following recommendations are made to the relevant bodies in accordance with the related objectives/research questions:

5.3.1 Recommendations to the Ministry of Education

i. Equip school administrators with the skills to respond effectively to the diverse needs of all learners especially learners with disabilities.

ii. Reinforce the role of teachers by working to improve their status and their working conditions, and develop mechanisms for recruiting suitable candidates, and retain qualified teachers who are sensitive to different learning requirements of children with disabilities.

iii. Initiate policy changes to bridge the funding gap that forces parents to be overburdened with financial obligations to complement the FPE framework.

iv. Involve parents of children with disabilities in the provision of special education given that parental support is a critical ingredient in the success of the initiative.
5.3.2 Recommendation KIE

i. Encourage KIE to design effective curricular frameworks while adopting a flexible approach in order to accommodate local needs and situations, as well as to diversify pedagogical practices.

5.3.3 Recommendation to the Community

i. Promote school cultures and environments that are child friendly, conducive to effective learning and encourage the active role and the participation of the learners themselves, their families and their communities.

ii. Strengthen the links between schools and society to enable families and the communities to participate in and contribute to the educational process.

iii. Adopt a peace initiative approach in schools and public forums. This should include women forums and youth initiatives so as to engage them in active roles of nation building.

5.3.4 Recommendation to the Government

i. Address insecurity concerns as these are major obstacles to the implementation of efforts to realize schooling needs of children with disabilities.

ii. Take into consideration the protection of learners, teachers and schools in times of conflicts and/or cattle rustling and banditry activities through deployment/recruitment of additional security personnel in all affected areas.
iii. Conduct regular disarmament exercises to prevent incidents of insecurity that interfere with the schooling needs of children with disabilities.

5.4 Suggestion for further research

i. Similar research should be conducted on the impact of insecurity and drought-striken areas of ASAL on provision of education among the children with disabilities in West Pokot County.

ii. A research to be carried out to access the impact of cultural malpractices on the education of the girl-child education in ASAL areas among the pastoral communities.

iii. Find out the reasons as to why there is low transition and high dropout rates among learners with or without disabilities in Pokot North District.
REFERENCES


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(c.mwava.cewarn@telecom.net.et)


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APPENDICES

Appendix I: Interview Guide for Parents of Children with Special Needs

Dear Parent,

I am a bona fide student of Kenyatta University doing a master’s degree in education (special needs education). I am currently carrying out a research seeking to establish how parents balance between insecurity and schooling needs of their children with disabilities in conflict and arid zones in Pokot North District. I kindly request you to answer the questions below as honestly as you can. All the information given will be treated with utmost confidentiality.

Thank you in advance and God bless you.

District……………………Division……………………Sub-Location..........................................

SECTION 1

Background information about the parents

Age: _________Years.

Sex: Male [ ] Female [ ]

Marital status: Married [ ] Divorced [ ] Widowed [ ] Separated [ ] Single [ ]

Level of education: Lower Primary 1-4 [ ] Upper Primary 4-8 [ ] Secondary [ ]

College [ ] Never been to school [ ]

Religion : Christian [ ] Muslim [ ] Non Religious [ ]
Background information about child with disability

Age ____________

Sex:  Male [    ] Female [    ]

Type of disability ________________________________

SECTION II

Answer the following question using a tick[ √ ] in the appropriate box

PART A

Is the disability of the child visible? [    ] Yes [    ] No

Is your child with disability in school? [    ] Yes [    ] No

If not why? __________________________________________

Does your child with disability demand a lot of attention?

[    ] Yes [    ] No

Do any member of the family show any dislike to the child with disability?

[    ] Yes [    ] No

Have you ever been visited by government officials? (e.g. social worker, medical officer, EARC’s) and asked you about conditions of your child with disability? [    ] Yes [    ] No

Have you ever made known condition of your child with disability to any of the above people? [    ] Yes [    ] No

Does your child with disability play with other children at home?

[    ] Yes [    ] No
Does your child with disability like playing with other children at school?

[   ] Yes   [   ] No

Does your child love going to school?[   ] Yes[   ] No

Do you think people show a lot of sympathy to the child with disability?

[   ] Yes   [   ] No

Does your child with disability cope up with school work?[   ] Yes[   ] No

Do you go to school to meet other parents of child with disabilities and form groups for your discussions on disabilities?[   ] Yes   [   ] No

**PART B: Questions on security**

How often do cattle rustling occur?

[   ] Frequently [   ] Occasionally [   ] Seldom [   ] Never

Are there situations where cattle rustling menace causes closure of schools?

[   ] Frequently [   ] Occasionally [   ] Seldom [   ] Never

Where do the parents and children with disability seek refuge during heightened insecurity? List all

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Apart from the cattle rustling what are other insecurity risks do you encounter?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Are there situations when students have dropped out of school due to insecurity?[   ] Yes     [   ] No

Who are the most hit during the insecurity[   ] Girls [   ] Boys [   ] Mothers [   ] Father
[   ] children with disabilities

What security measures can be put in place to curb the menace?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

THANKS.
Appendix II: Questionnaire for Teachers

Dear respondent,
I am a bona fide student of Kenyatta University doing a master’s degree in education (special education). I am currently carrying out a research seeking to establish how parents balance between insecurity and schooling needs of their children with disabilities in conflict and arid zones in Pokot North District. I kindly request you to answer the questions below as honestly as you can. All the information given will be treated with utmost confidentiality.
Thank you in advance and God bless.
Name of the school.................................................................Date..........................District................................location............................................................

PART A: Background information about teachers
Sex: a. [ ]   Male
b. [ ]   Female
What is your professional qualification at present
a. [ ] Special Edu.( Diploma).
b. [ ] S1
c. [ ] P1

What is your area of specialization?
a. [ ] PH b. [ ] VI c. [ ] MR d. [ ] HI

Are all your special pupils assessed?
[ ] Yes[ ] No [ ] No comment

PART B

Answer YES or NO (indicate by a tick) [√] in the following statements?

More parents of children with disabilities do not care what their children do at school?
a. [ ] Yesb. [ ] No [ ] No comment
Parents of children with disabilities are very much willing to bring their children to school?
a. [ ] Yesb. [ ] No [ ] No comment
School places for children with disability in Kacheliba Division are not enough
  a. [ ] Yes  b. [ ] No  [ ] No comment
Most children with disabilities in this school came with acquired skills on Activities of Daily Living (ADL) at home e.g. dressing well, toilet habits etc.?
  a. [ ] Yes  b. [ ] No  [ ] No comment
Disabled children are well taken care of by their parents just like the non-disabled children?
  a. [ ] Yes  b. [ ] No  [ ] No comment
The school often arranges meeting with parents of children with disabilities to discuss how they can help their children with their education?
  a. [ ] Yes  b. [ ] No  [ ] No comment
Most parents prefer these children with disabilities to be in day schools?
  a. [ ] Yes  b. [ ] No  [ ] No comment
Having a child with disability is still considered as a misfortune and a curse by most parents?
  a. [ ] Yes  b. [ ] No  [ ] No comment
Most parents are willing to have their children with disabilities learn together with children without disabilities?
  a. [ ] Yes  b. [ ] No  [ ] No comment
Poverty is the main cause of these children not in schools?
  a. [ ] Yes  b. [ ] No  [ ] No comment
Schools (or units) for the disabled children do not get support (material and moral) from the parents of such children?
  a. [ ] Yes  b. [ ] No  [ ] No comment
One of the main causes of children with disabilities dropping from school is lack of support from parents?
  a. [ ] Yes  b. [ ] No  [ ] No comment
The contribution special education teachers makes to the life of a children with disability is_____ (in order of most specialized to least significant)

......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................

Name the problem teacher of special education experiences
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
......................................................................................................................................................
What would be your advice to the Ministry of Education towards education of the special children in this area?

THANKS AND GOD BLESS.
Appendix III: Observation Checklist

Place/venue........................................................................................................Date..................................
Name of researcher/assistant.....................................................................................

Observation guide/checklist
The observation guide will be used to visited homes and schools of parents of children with disabilities to indicate the availability of each item, their conditions and give comments on the items listed below. The procedure will help the researcher to ascertain their economic and social set up affected by poverty and other phenomenon.

<table>
<thead>
<tr>
<th>Items</th>
<th>Specific items</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special devices available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Water points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Toilets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Source of security around</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>School</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance register</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning materials/text books etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furniture/desks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special devices available</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom arrangements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ramps and pathways</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doors/ windows</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dining hall setup</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dormitory provision</td>
<td></td>
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### Appendix IV: Schools in Kacheliba Division

<table>
<thead>
<tr>
<th>A-PUBLIC PRIMARY SCHOOLS</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>1. Kacheliba Mixed PH Unit school</td>
<td>2. Kacheliba Girls boarding</td>
</tr>
<tr>
<td>3. Kaaron</td>
<td>4. Lokomolo</td>
</tr>
<tr>
<td>11. Katuperot</td>
<td>12. Nge’ng’echwo</td>
</tr>
<tr>
<td>15. Aroll</td>
<td>16. Orolwo</td>
</tr>
<tr>
<td>17. Namoru</td>
<td>18. Madding</td>
</tr>
<tr>
<td>19. Timale</td>
<td>20. Kalas</td>
</tr>
<tr>
<td>23. Katopoten</td>
<td>24. Lokichar</td>
</tr>
<tr>
<td>25. Lopusokou</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B-PRIVATE PRIMARY SCHOOLS</th>
<th>C- PUBLIC SECONDARY SCHOOLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. Sunflower Kacheliba</td>
<td>a. Kacheliba Mixed Secondary</td>
</tr>
<tr>
<td>ii. Tapadany</td>
<td>b. Kaaron Girls (New)</td>
</tr>
</tbody>
</table>
Appendix V: Research Authorization

KENYATTA UNIVERSITY
OFFICE OF THE DEAN, GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: E55/1235/09 Date: 13th January, 2012

The Permanent Secretary,
Ministry of Higher Education,
Science & Technology
P.O. Box 30040,
NAIROBI.

Dear Sir/Madam,

RE: RESEARCH AUTHORIZATION

I write to introduce Mr. Lokwete Ambrose Krop who is a Postgraduate Student of this University. He is registered for a M.Ed degree programme in the Department of Special Needs Education in the School of Education.

Mr. Lokwete intends to conduct research for a thesis entitled, “Parents Balancing Between Insecurity and Schooling Needs of Children with disabilities in Pokot North District, West Pokot County, Kenya”

Any assistance given to him will be highly appreciated.

Yours faithfully,

PETER K. MUCHEMI
FOR: DEAN, GRADUATE SCHOOL

FKM/bwk
Appendix VI: Research Permit

THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Ambrose Krop Lokwete
of (Address) Kenyatta University
P.O. Box 43844-00100, Nairobi
has been permitted to conduct research in
Pokot North
Rift Valley
Location
District
Province
on the topic: Parents balancing between insecurity and schooling needs of children with disabilities in Pokot North District, West Pokot County, Kenya
for a period ending 1st August 2012.

Applicant’s Signature

Secretary
National Council for Science and Technology

Research Permit No. NCST/RCD/14/1/012/37
Date of issue 26th January 2012
Fee received KSH.1000
APPENDIX VII: Location of West Pokot County in Kenya
APPENDIX VIII: Map of West Pokot District
APPENDIX IX: Map of Divisions in Pokot North District
APPENDIX X: Map of Study Area
APPENDIX XI: Observation checklist results

<table>
<thead>
<tr>
<th>Items</th>
<th>Specific items</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special devices available</td>
<td>nil</td>
<td>Needed an assessment for devices</td>
</tr>
<tr>
<td>Type of home</td>
<td>Grass thatched</td>
<td>Need permanent house</td>
</tr>
<tr>
<td>Water points</td>
<td>River, boreholes, Dams.</td>
<td>More boreholes</td>
</tr>
<tr>
<td>Animals</td>
<td>Cattle, goats, camel, sheep</td>
<td>Need improved livestock breeds</td>
</tr>
<tr>
<td>Toilets</td>
<td>bush</td>
<td>Need toilets for hygiene</td>
</tr>
<tr>
<td>Source of security around</td>
<td>KPR, Police</td>
<td>More needed</td>
</tr>
<tr>
<td><strong>School: Kacheliba PH unit</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance register</td>
<td>available</td>
<td>okay</td>
</tr>
<tr>
<td>Learning materials/text books etc</td>
<td>available</td>
<td>okay</td>
</tr>
<tr>
<td>Furniture/desks</td>
<td>enough</td>
<td>good</td>
</tr>
<tr>
<td>Special devices available</td>
<td>nil</td>
<td>Need wheelchairs</td>
</tr>
<tr>
<td>Classroom arrangements</td>
<td>good</td>
<td>good</td>
</tr>
<tr>
<td>Ramps and pathways</td>
<td>erected</td>
<td>good</td>
</tr>
<tr>
<td>Doors/ windows</td>
<td>Wide/low</td>
<td>good</td>
</tr>
<tr>
<td>Dining Hall set up</td>
<td>good</td>
<td>good</td>
</tr>
<tr>
<td>Dormitory provision</td>
<td>good</td>
<td>good</td>
</tr>
</tbody>
</table>