

RESEARCH PROJECT

A STUDY OF THE HISTORICAL DEVELOPMENT OF THE PRIMARY TEACHER
TRAINING PROGRAMME FOR TEACHERS OF THE VISUALLY HANDICAPPED
IN KENYA.

BY

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DECLARATION

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



JOSIAH OWITI OJWANDO

THIS PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH
MY APPROVAL AS UNIVERSITY SUPERVISOR

A handwritten signature in black ink, consisting of a large, stylized loop at the top and a long, horizontal stroke extending to the right.

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ABSTRACT

This research project set out to trace the historical development of primary teacher training programme for teachers of the visually handicapped in Kenya. This was deemed an important problem worth studying by the researcher, given the fact that many aspects of special education have not received due attention in this country. The study was therefore, seen as means of bringing together the tiny bits and pieces of the historical development of the said programme. Through this study, it was the researchers' conviction that suggestion would be made which in turn would be used to grope into other aspects of special education.

For the purpose of obtaining information for the study, two sets of research instruments were used. Firstly, two interview schedules were administered, the first to the heads of special education both at the Kenya Institute of Education and the Ministry of Education together with the Director of the Kenya Institute of Special Education and the second to the graduants of the Kenya Institute of Special Education who had already gone through the relevant training programme.

The second set of research instruments comprised two questionnaires, the first administered to the K.I.S.E. trainees undergoing the training programme for teachers of the visually handicapped, and the second, split into two, administered to the above said K.I.S.E. lecturers and the Director of the Institute respectively.

The information obtained through the administration of the mentioned sets of research instruments was used to develop the different sections of the project. The basic issues dealt with in the project included: The stages of development of the training programme, the factors that influenced the historical development of the programme, the establishment of the Kenya Institute of Special Education and the satisfaction derived by the student teachers from the training programme. These were seen as forming the logical sequence of the historical development of the primary teacher training programme for teachers of the visually handicapped in Kenya.

The final project has been produced as a result of the data obtained through the administration of the research instruments discussed above and the reading of all available relevant literature from various libraries.

CHAPTER ONE

INTRODUCTION PAGE 1

Prior to the introduction of western education in Kenya, the members of the various Kenyan communities were prepared for later life through the informal education system. The former education system was characterised by a wide range of activities, all geared towards equipping the youth of this country with those skills that would be relevant for participating in the day-to-day activities of societal character. In effect, as a result of the traditional education system, adult life was approached with a reasonable degree of self-reliance.

The western type of education that found its way into Kenya as early as the early years of the 20th century came with a totally new approach. While this latter education system proved to be of great benefit to Kenyans later, it largely interfered with the traditional educational set-up, so much so that in its process of development, more and more Kenyans gradually became less self-reliant.

Education for the handicapped was unknown in the traditional education system. Instead, all forms of handicaps were seen as disablements. The handicapped were in this respect seen as objects of sympathy whose existence primarily depended on the efforts of the able bodied.

The western education system brought new insights into the entire education system of this country. One notable feature of this education system was that of addressing itself to the issue of providing educational opportunities for those with various forms of disabilities. However, partly due to the fact that the entire education of the

country was in its early stages of modern development, and partly due to the fact that the Europeans who were at the fore of planning the education system were not educational experts as such, the earliest educational opportunities for the handicapped were directed towards rehabilitation rather than personality development.

The success of any education system is greatly dependent on the availability of trained personnel (teachers, instructors and all other experts charged with the responsibility of providing various forms of specialised services). The availability of such qualified personnel is further determined by the availability of training opportunities and facilities designed to provide or offer the requisite knowledge, skills and attitudes to the intended relevant personnel. It's with this conviction that this research project sets out to trace the historical development of primary teacher training programme for teachers of the visually handicapped in Kenya. In so doing, the project will entail the various stages of development of the said programme, identify the factors that facilitated the speedy development of the programme and those that posed as barriers, there by slowing down the development of the programme, the presently existing training programme for teachers of the visually handicapped at the primary school level with specific emphasis on some of its components and how these components affect the student trainees in terms of attitude formation as regards the area of disability that they set out to undertake training in.

Owing to the fact that teacher training for primary school teachers of the visually handicapped is a fairly recent development in Kenya, the researcher finds it absolutely necessary to examine the various policies that have been

adopted in an effort to provide meaningful education for the blind in the country. Consequently, in an attempt to provide an elaborate historical framework for the already-cited training programme, the beginnings of education for the visually impaired in Kenya is going to form an important background.

STATEMENT OF THE PROBLEM

History determines present practice, and present practice can only be fully understood through an understanding of the factors which historically led to the present practice. History also determines the adoption of certain procedures intended to lead to the solution of certain specific problems. Teacher training for primary school teachers of the visually handicapped is a fairly recent development in Kenya. It should be noticed however, that recommendations for the establishment of a training college for teachers of various disability groups are traceable from as early as 1968 when the conference of educators for the handicapped in East Africa was held at Limuru. The establishment of Kenya Institute of Special Education in the 1980s and the earlier attempts of the late seventies to try and incorporate training of teachers of certain disability groups into general teacher training were commendable steps towards fulfilling the recommendations of the 1968 Limuru Conference, had it not been for the fact that they were not based on any elaborate policy.

Sessional paper number 5 of 1968, Kenya's draft plan of action for the 1980's and the draft policy paper of 1981, issued by the Ministry of Basic Education on Special Education are among the most significant documents to consider in light of the beginnings of primary teacher-training programme for teachers of the visually handicapped in Kenya. In spite of

the hesitation that seems to have characterised the inception of a training programme for teachers of the visually handicapped, commendable efforts were made from time to time with the objective of meeting this eventuality. It can be stated, with reasonable amount of certainty that, the general laxity that stood in the way of establishing a programme of this kind was caused by lack of preparedness on the part of the Kenyan government due to its devoted reliance on charitable donors who did not seem keen on funding a teacher training programme for teachers of the visually handicapped without the example of a discernible government initiative to this end.

Concurrently, other areas of handicaps were assuming noteworthy significance gradually, making it even more difficult for the government to exhaust the resources allocated for special education in only one area of disability. Giving each area of disability a portion of the resources was seen as the only fair way of bringing up the different aspects of special education.

According to the draft policy paper of the Ministry of Basic Education on Special Education (Ministry of Education, 1981), it was stipulated that an institute be established to provide pre-service and in-service training for a variety of personnel in special education, for training in assessment and diagnostic skills, for research in various fields of special education, training for integration purposes, for the production of publications on special education, and public information on special education. These, and other elements, were to form the core of teacher training programmes for teachers of the handicapped in Kenya. These would also form the basis for the training of other specialist personnel in the country for the purpose of making special education more realistic and effective.

For teachers of the visually handicapped, the current training programme at Kenya Institute of Special Education has stepped up the rate at which trained teachers for both residential schools and integration units are produced. The worry is that the entry requirements into the training programme are a little too high for some teachers who have taught in schools for the visually impaired for a very long time without relevant skills. This is an aggravating feature, considering that some of these teachers have already indicated interest in teaching the visually handicapped but cannot be accorded training opportunities. Nevertheless, an understanding should be drawn from the fact that having taken too long to start, the training institute is faced with the problem of having to cope with the existing advancements in the education system in the country.

The problem that this research project intends to respond to can be summarised in the following questions:

1. Why did the primary teacher training programme for teachers of the visually handicapped come so late? What blocked it?
2. Why is there only teacher-training for teachers of the visually impaired (besides other disabilities) at K.I.S.E.?
3. Why is the training programme for teachers of the visually handicapped emphasising integration units more than residential schools?

OBJECTIVES OF THE STUDY

1. To identify the main stages of development the primary teacher training programme for teachers of the visually

handicapped has undergone since it started being given due consideration at the National level.

2. To provide the conceptual framework upon which the teacher training programme for teachers of the visually handicapped in Kenya has been based.
3. To discuss some of the important considerations that were taken into account in developing a primary teacher training programme for teachers of the visually handicapped in Kenya.
4. To highlight the factors that influenced, either positively or negatively, the development of the programme over the years.
5. To identify some of the key components of the recently inaugurated teacher training programme for teachers of the visually handicapped in Kenya.
6. To discuss the satisfaction student teachers of the blind in the Kenya Institute of Special Education programme derive from the courses.

SIGNIFICANCE OF THE STUDY

Special education, of which education for the visually handicapped is a part, is an integral part of our entire education system. In this respect, it deserves due attention when planning for education. In particular, when planning for special education, emphasis should be laid on the training of qualified and relevant staff who will be responsible for offering instructional services to the victims of this aspect of education. This means that relevant and effective specialised staff are at the fore of instructional success

in special education. In focussing on the teacher training programme for teachers of the visually handicapped at the primary school level in Kenya, the study will serve the purpose of bringing under one cover some of the historical trends and features that have had direct bearing on the development of the training programme in this country. What is available at the moment is segmentary.

Any changes in our education system are bound to institute changes in the education of the visually handicapped. A well thought-out change should reflect strongly on past trends. It is hoped that this study will, in the final analysis, provide a basic guideline for any future changes that might occur in the training programme for teachers of the visually handicapped in Kenya.

Since earlier studies by Kabue (1984) and Mulyungi (1987) did focuss their attention on the teaching/learning environments and processes in integration units and residential schools respectively, it can be said with reasonable accuracy that this study is going to fill a very important gap by focussing attention on staff and general personnel training required for conducive teaching/learning environments and effective teaching/learning processes.

Finally, this study being the first of its kind in trying to trace the historical development of an aspect of special education, will serve as a record of facts in its set theme. It therefore will serve as a source of information to those who will decide to use it.

LIMITATIONS OF THE STUDY

1. Despite the fact that there's a fairly reasonable amount of literature on teacher-training programmes in

the western world, there's very little on the Kenyan scene. The researcher has therefore tended to rely very heavily on questionnaires and interviews to collect information. While the researcher will invest concerted efforts in consolidating the information and presenting it as reliably and as comprehensively as possible, the information distortion that might result from questionnaire and interview responses cannot be overlooked.

2. There's very little amount of literature in this area on the local scene. Some examples used in this study although useful for comparing and contrasting ideas, will be far fetched and sometimes irrelevant to the Kenyan situation.
3. In view of the available time, it is not possible for the researcher to interview and send questionnaires to very many respondents. This is further worsened by the vast distances involved if very many people were to be involved in the study.
4. Owing to constant transfers in the department of special education, there is the risk of interviewing officers who may not have had enough time to understand the concept of special education.

DEFINITIONS OF TERMS USED IN THE STUDY

1. Visually handicapped/impaired child:

This refers to a child who cannot see well enough to read normal print despite all the corrective measures. Visual impairment ranges from total blindness to near normal sight.

2. Disability:

A functional restriction due to an impairment.

3. Disabled Person:

This is anybody or any person unable to ensure by himself/herself, wholly or partly, the necessities of normal individual and/or social life, as a result of a deficiency, either congenital or not, in his physical or mental capabilities.

4. Special education:

Individually designed instructional services that meet the unique educational needs of a disabled or handicapped person:

5. Related Services:

Developmental, corrective, social and other supportive services required to assist a handicapped person benefit from appropriate education e.g., social work, speech therapy, learning consultant services, audiometric services, etc.

6. Integration:

Atrend towards educating an exceptional child together with his normal peers to whatever extent is compatible to his fullest potential development. Means the same as mainstreaming.

7. Residential School:

An exclusively boarding school for the blind or visually impaired.

8. Unit/annex:

This is a unit within the ordinary school or ordinary college serving the educational or training needs of the visually impaired child or teacher trainee of the visually handicapped.

9. Resource Room:

This is a specially set a side room with special materials and equipment, which the visually handicapped child visits from time to time for specialised instruction by the resource teacher.

10. Resource Teacher:

This is a specialist who stays in the resource room to administer specialised teaching to a visually handicapped child or to visually handicapped children on the advice of the regular or ordinary classroom teacher.

11. Regular School:

This refers to an ordinary school for sighted children sometimes such a school may have one or several visually handicapped children.

12. Regular Teacher:

This is the ordinary classroom teacher who does not have special training to handle the visually impaired children but may be having such children in his or her class.

13. Peripatetic Services:

This refers to services offered by a mobile unit of specially trained experts in the field of the education

of the visually impaired. Members of such a unit move from one school to another where there are visually impaired children in ordinary schools giving specialised instructions to the children and consultative information to the ordinary teachers who have visually handicapped children in their classes.

14. Rehabilitation:

This is the process of education or training which helps in recovery from or adjustment to mental or physical handicap.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

INTRODUCTION PAGE 12

The beginnings of primary teacher training for teachers of the visually handicapped can be traced as far back as the post-independence period in Kenya. As early as the mid forties, teachers of the blind were trained on-the-job at the Salvation Army Primary School for the blind situated in Thika. The major component of this training on-the-job was braille knowledge. Teachers trained in this manner received certificates after the then european trainers were satisfied that they were competent enough in braille knowledge. After the establishment of the Teacher's Service Commission those who were responsible for the already mentioned in-service training programmes recommended those teachers who had successfully received training for licences to teach. These have remained in the teaching force as qualified enough to teach visually handicapped pupils.

Addressing itself to the recommendations made by the E.N. Mwendwa committee instituted the year before, the Kenya Education Commission report of 1964 chaired by Professor S.H. Ominde suggested that training colleges should acquaint students in training of the psychological difficulties of handicapped children and the measures that could be taken in the ordinary classroom to counteract the physical and mental effects of handicap, (Kenya government, 1964). Although the commission dealt with the issue of the education of the handicapped in a nutshell, that the blind were already receiving due attention in the formal education system of the country was a clear indication that they were part and parcel of the handicapped referred to in paragraph 507 of the report.

Despite the early awareness of the existence of visually handicapped children in Kenya, the notion of establishing an elaborate training programme for teachers of this group developed very slowly. Part of the reason for this slow development of the training programme is attributable to the lack of identification procedures of blind children in our society, a factor that made it difficult to ascertain the proportion of the Kenyan population that was visually impaired. In addition, at the time (the early years of the sixties), no specialist endeavours had been instituted in an attempt to identify visually handicapped children so as to make teacher-training for such children an essential part of educational planning in the country. Through research, new knowledge in the area of visual impairment emerged. Such knowledge, among other things, defined the state of blindness, there by eradicating previously muddled opinions about the concept.

Currently, a visually handicapped child is defined as any child who cannot see well enough to read normal print despite all the corrective measures. Visual impairment ranges from total blindness to near normal sight. According to Tororei (Berc Bulletin, 1984), visual impairment which is used interchangeably with visual disablement and visual handicap, can be grouped into two general categories:- the totally blind and the partially blind. Progressively, there's a further distinction between those with congenital visual impairment, the newly blinded adults, and the aged blind. Each of these categories has its own special needs.

The World Health Organisation defined blindness in 1980 as: "blindness occurs when visual acuity is 3.60 or less in the better eye, or the visual field is 20° or less after correction".

All the above definitions show that blindness, whether total or partial, is a state of visual inefficiency. Such inefficiency should be qualified through existing facilities, which in turn should enable experts to design appropriate services for the target group based on needs' assessment. Visual impairment is a drawback to learning which can only be reciprocated by training specialised staff who after attaining the requisite skills will be able to use appropriate and relevant materials to provide meaningful education to the blind.

Identification of visually handicapped children is essential if proper educational planning for such children is to take place. According to Warren, (1984), "identification is the process that is hypothesised to account for the child's acquisition of sets of characteristics of the parents or other important people". In Kenya today, identification of visually handicapped children is based on medical principles. Charitable and international organisations' involvement in this matter has been tremendous. Government efforts to this end have been embodied in the activities of social welfare workers who go out and try to single out blind children from among various communities. There after, they recommend their placement in the specially set aside institutions for the visually disabled. Similar efforts have been made by district commissioners on the request of special schools for the blind. Apart from simply identifying visually handicapped children, these government offices have also gone along way in trying to change traditional societal attitudes which tended to view any disabled persons as valueless elements of society. The end result has been that many parents have responded by allowing their children to be taken to special schools for the blind without resentment.

Schools for the blind are also known to have sent some of their staff and pupils on identification missions. These have visited chiefs' barazas and market centres where they demonstrate how blind children learn at school. Parents and other members of the community are able to see for themselves the abilities of blind children apart from and between children also deriving the benefit of knowing how to judge from whose vision are almost perfect and those that are defective.

Identification of visually handicapped children should be seen as crucial to proper training programme of teachers of the target group. It's further useful in designing relevant special equipment. Such equipment need special skills for effective manipulation. Thus, the justification for having an elaborate training programme for teachers of the visually handicapped in the country.

Once the process of identification has been accomplished for a certain group of visually handicapped children, it should be followed immediately by the assessment of the needs of this group of blind children. It's through such assessment that proper training procedures for such children can be designed. Warren (1984) observed that "...careful assessment of training procedures is critical if the best possible job is to be done in providing the blind child with an environment that is most appropriate for development to his greatest potential".¹ The Warnock report added another dimension to this aspect of training personnel with the objective of coming to terms with special educational needs of the handicapped and those of the visually handicapped in particular. It stressed the need for introducing already serving ordinary teachers to special educational needs as a means of alleviating the problem of inadequate specialist teachers.

Basically, special educational needs are uniform for all areas of disabilities. They only vary slightly when it comes to certain unique needs of an area of disability. For example, a blind child will need training in mobility for independent movement, a condition that is not pertinent to the mentally impaired, hearing impaired, or other forms of disabilities. Owing to the fact that even children with the same disability have their own individual difference, special educational needs can only be safely outlined in terms of the aims and objectives of special education. The aims and objectives of special education vary from country to country, dependent on the level of development, existing facilities, the target groups to be catered for, available specialist manpower and public support, among other things.

In Kenya, the aims and objectives of special education are contained in Draft Policy for Special Education of the Ministry of Basic Education (Ministry of Education, 1981), and The Report of the Presidential Working Party on Education and Manpower Training for the next Decade and Beyond (Kenya government, 1988), respectively. Note should be taken of the fact that these are the most recent documents that stipulated the aims and objectives of special education in Kenya. While these documents deal with the area of special education in totality, it should be remembered that the visually handicapped are included, since they are a significant disability group.

A blind child needs special attention and therefore, any elements of the education of the blind should be carefully planned and designed. The notion that visually handicapped pupils can only learn when materials of educational nature they are exposed to are simplified is erroneous. Rather, it is modification of materials, the environment and the methods

that is necessary. According to Gulliford (1971), ".....a normal blind child who does not suffer from additional disabilities, who is well cared for by parents and is helped to compensate for his sensory loss, is able to develop very much as other children do".² What should be inferred here is that for effective learning programmes to be developed for the visually handicapped, the existence of an effective teacher training programme for teachers of the visually handicapped is imperative. Such a training programme should be seen as the reservoir from which relevant knowledge, skills and attitudes will stem, in order to make the education of the visually handicapped viable.

In conclusion, when finally, a teacher training programme for teachers of the visually handicapped was initiated, it was based on the needs of the visually handicapped after careful identification and assessment processes. Later in this chapter, evidence will be provided to account for the pace of development of the teacher training programme for teachers of the visually handicapped in Kenya. From the time of the on-the-job training of the 1940's to the time of the establishment of Kenya Institute of Special Education, several recommendations were made regarding the establishment of a training institute for teachers of the handicapped, but these recommendations were hardly transformed into elaborate ministerial policies. For teachers of the visually handicapped, the already stated in-service training programmes of the 1940's can be said to have set the pace for teacher-training for teachers of the visually handicapped markedly. Today, a new concept has pervaded the panorama of the special education. This is the concept of integration. For teachers of the visually handicapped, training is geared towards preparing teachers of the visually handicapped both for residential schools and integration

units. The success of integration, despite its advantages and disadvantages, still remains to be seen. In general, its success heavily relies on the availability of special equipment and specialised personnel, all of which are justifications for the presence of a well-defined teacher-training which is maintained separately programme for teachers of visually handicapped in the country.

ORIGINS OF SPECIAL EDUCATION FOR THE VISUALLY HANDICAPPED IN KENYA:

Special education started long after the introduction of western or formal education in Kenya in general.

The first school for the blind to be established was Thika Primary School for the blind. Its origin is attributed to the Salvation Army Church whose initial objective was to establish rehabilitation centre for return soldiers who had been blinded during world war II. Following from this, the centre started as a small vocational school for twenty-five students. Overtime, this school has had a tremendous growth as to incorporate a nursery, kindergarten, full primary school, a girls' domestic science unit and a workshop for handicrafts for boys. Adjacent to this complex is a high school for blind students which is maintained separately.

The move by the Salvation Army to establish a school for the blind in 1946 was a great impetus to the catholic church who, in 1958 and 1961 respectively, started schools at Egoji in Meru and St. Oda Aluor in Nyanza.

In 1962, the Salvation Army Church started their second school for the visually handicapped at Kibos in Kisumu. In 1966, the same church established yet a third school for

the same target group at Likoni in Mombasa. A general but important observation to make about these schools is that they are being run on the principles of the entire education system of the country. What this means is that the pupils admitted to these schools are subjected to the same curriculum, syllabi, subjects and examinations as prescribed by the Ministry of Education. The already cited schools have gradually expanded variedly. A part from the Thika School, the rest have expanded but remained virtually primary schools, except sometimes for an additional workshop wing offering handicraft courses to those blind children whose primary education is terminal.

Side by side with the establishment of schools for the visually handicapped for the primary cycle of education have been the development of vocational training centres for the same group. Typical examples are those of Thika, Machakos and Sikri near Kisii. The Sikri vocational training centre, which was largely a centre for training blind people in agricultural skills, went a step further and became a centre for the production of braille materials by the launching of a braille press there. However, this latter project was abandoned well after inauguration due to financial constraints.

In response to modern progressive ideologies the world over today, the notion of integration has strongly asserted itself in Kenya. It should be noted here that the schools already referred to in this section were established as residential schools for the blind. The concept of integration carries with it the idea of moving away from residential or boarding schools for the blind. Integration is a situation where by a class or two classes (units) are attached to the normal school under the patronage of a specialist teacher. Examples of this new approach are already sporadic in Kenya. The

Kajiado unit and the city primary school annex are just two of the many existing cases that can now be seen. In spite of its deeprootedness, the trend is at the same time still too new to be seen as having assumed remarkable success because of the many factors that might debilitate against it. It requires of the teacher in charge high calibre and exceptional dedication to duty, besides its heavy dependence on efficient supervision and specially trained personnel (teachers, inspectors, planners etc). Although it is true that integration is widespread as a progressive idea in the education of visually handicapped in Kenya, due to diversity, it is not possible for all blind children to have a chance in the programme owing partly to the special equipment with which it is associated.

TRENDS TOWARDS TEACHER TRAINING FOR TEACHERS OF THE VISUALLY HANDICAPPED IN KENYA

GENERAL OVERVIEW

The first residential school for the blind in the World was established in Paris in 1784. It is this school that was to later inspire the teaching and professional training of personnel in the area of education for the visually handicapped. By the end of the 1960s, with the help of such organizations like the Hellen Keller, American Foundation for the Blind and the Royal Society for the Blind, among others, most of the independent English-speaking african countries had started giving noticeable support to the education of the visually handicapped in their respective entities. This was contrary to the previous period which had witnessed active missionary involvement in the endeavour. This new turn of events necessitated the presence of a teaching force. At the time nearly all school for the visually handicapped in the

region were headed by the expatriates, assisted by local teachers who were recruited from among already serving teachers in ordinary schools. These were ushered into the education of the visually handicapped through in-service programmes lasting utmost six months abroad in American and U.K. Colleges, in addition to being taught braille in the special schools that they were appointed to.

Much as the above were steps towards the right direction, they were acutely adequate. The duration of the cited courses was hardly enough for orientation in methodology and principles governing the education of the visually handicapped. It should be borne in mind that the in-service courses that were offered abroad were expensive and those who went for them were considered the lucky few who got a rare golden opportunity. Worse still, these opportunities were dictated by denominational biases.

In light of the foregoing, it should be mentioned appropriately here that the first teacher training facility to be established in Africa was in Malawi. This particular institute for training teachers of the visually handicapped, known as Montfort College, catered for the training of teacher from other African countries as well. It therefore served such other African nations like Botswana, Lesotho, Nigeria, Swaziland, Zimbabwe and Kenya, among others. Todate, Zimbabwe still depends on the Malawi programme. Kenya and Nigeria have moved ahead and established their own teacher training institutions in this line. According to the special education bulletin for Eastern and Southern Africa (UNESCO Vol. No. 1, 1982), it is hoped that in the near future, most countries will be self-sufficient in training their own teachers for the visually handicapped. Whatever form of training might be provided for in this purpose, it is evident from exsisting literature that many countries would

prefer the integration type of training, whereupon a unit or two or an annex is attached to a regular college, with occasional services of peripatetic tutors and fulltime engaged specialist resource tutors. This, to the researcher, is not a convincing enough reason for the amplefication integration. In Africa, it is more a question of limited resources than otherwise. We should rather go for something that will not cost as much, yet still somehow provide certain elements of the whole. The researcher strongly agrees with the resolution of the first international conference of teachers held in Vienna in 1873 to the effect that: ".....the blind should only be educated with the sighted in the absence of something better".³

Inspite of the many obvious dangers associated with integration, many african countries have opted for it. Kenya is one such case. Uganda, Zambia and Tanzania are others. Many more countries are forced into it because they never even had residential schools for the visually impaired the first place.

HISTORICAL DEVELOPMENT OF PRIMARY TEACHER TRAINING PROGRAMME FOR TEACHERS OF THE VISUALLY HANDICAPPED IN KENYA

In a nutshell, special education is not defined in either the constitution or the Education Act of 1968. Initial government involvement in special education in Kenya started with placing special education under the Ministry of Home Affairs. However, this was basically for the purpose of soliciting and registering external support for special education services from voluntary organisations. An attempt

to involve the Ministry of Co-operatives side by side with the education ministry to take care of the education aspect of the handicapped in Kenya was unsuccessful. Presently, since the area of handicaps is prone and vulnerable to welfare services the Ministry of Culture and Social Services plays an active role in the rehabilitation of and provision of vocational training for the handicapped.

Sessional paper No. 5 of 1968 was the first major land-mark in the development of the education of the handicapped and specifically that of the visually handicapped in Kenya. It entailed the specific course of action that was to be taken by the Ministry of Education in liaison with other agencies to provide education to the visually impaired in the country. It did not, nevertheless, address itself to the question of teacher training for teachers of the visually handicapped.

Broadly speaking, before 1968, teachers were employed by local authorities. Some teachers were trained on-the-job and received certificates from the Ministry of Education. As early as the 1940's, teachers of the visually handicapped were subjected to training on-the-job due to absence of any formally established training institution for full time training in Kenya. The earliest forms of this kind of training arrangement were spearheaded by Colonel Swansbury of the Salvation Army Church who was brought to the country from Europe, both as head of the Thika Primary School for the blind, and trainer of those teachers who were appointed to teach in his school in the sphere of braille knowledge. As an outcome of the training on-the-job that went on in the school, successful teachers were given certificates. After the establishment of the Teachers Service Commission, such teachers were recommended for registration and subsequent employment by the commission. Teachers who underwent ordinary teacher-training and were appointed to teach in

schools for the visually handicapped were recommended for six months' diploma courses abroad in London (U.K.) and Boston (U.S.A.). However, the six months' diploma courses selections were compounded by religious biases.

Shortly after independence in Kenya, events tended to indicate that teacher-training programmes for special education teachers were likely to take off. Nevertheless, most of these events were not supported by government policies. As a result, a training facility for teachers of the visually handicapped was not established until the 1980's. One such event was the Limuru Conference of Special Education Educators, commonly referred to as the 1968 conference of educators. This conference brought together special education staff from all over East Africa who were particularly responsible for the education of the visually handicapped. The seminar recommended the establishment of a formal teacher-training programme for teachers of the blind. By the end of the conference, no venue had been suggested for the recommended teacher-training facility.

The second land-mark that could be seen as an indicator of teacher-training for teachers of the visually handicapped in Kenya was the bringing of experts to Kenya by the Royal Commonwealth society for the Blind to provide teachers of the blind with rigorous short-term in-service courses. These were one month courses, spread over a period of six months. However, these were very rudimentary and left little impact on the teachers that attended them, apart from the award of certificates of attendance. All the same, this was a step forward.

Another event that gave impetus to the establishment of a training institute for teachers of the blind in Kenya was

the special education conference held in 1977 at the Kenyatta Conference Centre. Through Frank Williams, the question of establishing a training college for teachers of the blind and other forms of disabilities was reiterated.

Finally, in 1978, the Christofell Blinden Mission of Germany registered its concern for the promotion of teachers of the blind in the country. Consequently, teacher training for teachers of the visually handicapped was introduced at Highridge Teachers' College in 1980 under the financial auspices of the C.B.M. It should be noted that Highridge was already existing as a college for ordinary teacher training, so that the special training course for teachers of the visually handicapped simply went side by side with the already existing ordinary training. The programme led to the award of SI certificates to those who qualified.

The already cited sessional paper No. 5 of 1968 represented the first well defined government policy on the education of the handicapped in Kenya. As a result of this paper, "the Ministry of Education established an inspectorate section and an administrative unit for the purpose of effective management and supervision of special education programmes" (Ministry of Education, 1988). In spite of the fact that the paper did not address itself to the problem of Manpower training, setting up a definite department for special education in the relevant ministry was a step towards developing rational programmes for the education of the disabled. One such vital programme was to be teacher training for teachers of the handicapped.

At the time that the government started giving special education due consideration, it was envisaged that a centre for training personnel for the education of the handicapped was necessary. Almost at the same time, the concept of integration had become

a force to reckon with. The National Committee on Educational Objectives and Policies (1976) therefore underscored the importance of integration of handicapped children into normal school systems and advocated that a teacher training centre for all teachers of the various categories of handicaps be set up. The committee did, however, bring to the attention of the public the fact that integration was not a permanent solution to the handicap problem with regard to education, and hence, special education would remain a reality for many years to come. In addition, the committee, while agreeing with the idea of a general training institute for teachers of the disabled, warned that the only area of commonality in such a training was in educational psychology and, therefore, "although it is proposed that the various cadres of specialised teachers be trained at one central college, the content of the several courses must of necessity be different in each case".⁴

At a special education conference held at the Kenyatta International Conference Centre in February 1977, Frank Williams of Siriba Teacher Training College, while delivering a paper on special education teacher training, reaffirmed the absence of a teacher training facility for teachers of the visually handicapped. Mr. Williams, while commending the existence of teacher training programmes for the hearing impaired and the mentally retarded, expressed the manner in which these two programmes were being conducted, quoting lack of specialised equipment, absence of specialist staff and sharing of classroom with ordinary teacher trainees as critical impediments to the programmes. Mr. Williams concluded his remarks in the following words: "the aim of any good teacher training course is not only to train teachers to apply their skills efficiently and with devotion but to understand the child and its problems from birth to adulthood. To this effect, special education in Kenya should address itself to all areas of

handicaps and various types of trained personnel".⁵
(Ministry of Education 1977).

During a sub-regional seminar organised by UNESCO for teachers of the visually handicapped in Malawi in 1981, Kenya was reported to have already started a two - year teacher training course at Highridge Teachers' College in Nairobi. The same point was corroborated by a policy statement from the Ministry of Basic Education on special education (Ministry of Basic Education, 1981). It would therefore be authentic to deduce that the ministerial policy statement did precede the UNESCO seminar cited above.

A rising from the analysis that has been made in this chapter, it is evident that while special education was a recognised fact and ingredient of our education system, programmes for personnel training were a serious drawback to the development of special education in general. It can also be safely argued that while it is clear that the first special education institution to be established in Kenya was the Thika School for the blind, it is strange that the teacher training programme for teachers of the blind had to lag behind, only as to come to reality in the 1980s. At this point, it is quite appropriate to highlight some of the reasons that could have contributed to this course of events.

DELAY OF TEACHER TRAINING PROGRAMME FOR TEACHERS OF THE VISUALLY HANDICAPPED IN KENYA:

POSSIBLE REASONS

The history of the education of the visually handicapped in Kenya has not been accorded adequate attention. Researches conducted earlier by UNESCO, other organizations and

individuals have been dedicated to basically certain concepts or aspects of the education of the visually handicapped. For example Kabue (1984) focussed his attention on the integration pattern of visually handicapped children into normal schools; Mulyungi (1987) was concerned with the disciplinary problems faced by head-teachers of institution for the visually handicapped. These and others have posed a very big vacuum making it cumbersome to generate first hand reasons that might have caused the delay in establishing a teacher training programme for primary school teachers of the visually impaired. Nevertheless, the researcher intends to arrive at some of the reasons that may not be discussed in this chapter after administration of a questionnaire to and conducting an interview with Ministry of Education Special Education officials during the actual research.

Some of the reasons outlined here and deemed by the researcher as having been accountable for the delay of establishing a teacher training programme for teachers of the visually handicapped in Kenya have been derived from simply analyzing the events that punctuated the education of the visually handicapped and special education in general. In general, the reason for the delay of training programme included:

1. Lack of missionary support in the quest of establishing a training institute for teachers of the visually handicapped in Kenya. It is not clear what led to the fluctuation of the favour with which the missionary had established the first schools for the blind in the country. What seems evident is that their interest in establishing a training facility to train teachers for the purpose of the teaching of the blind was minimal. Apart from the initial attempts to in-service teachers who were appointed to teach in these schools, there is

no record of further efforts, in particular, aimed at offering full time training opportunities to teachers of the blind.

It should be further noted here that the majority of the missionaries who were involved in the entire educational planning of the country were more of theologians than educational experts. It would logically follow therefore, that, while they succeeded in establishing schools for the blind, this being a special area, they need extra expertise to conveniently pioneer the establishment of a training institute for teachers of this category of children. Thus, apart from the braille knowledge that they were able to acquaint the teachers with, these missionaries simply recommended some of them for further training overseas.

2. The principles underlying the establishment of the first institution for the visually handicapped in the country. According to the United Nations universal declaration of human rights article 26 (Standard Newspaper, 6th February 1988), "all children have a right to education regardless of the severity of there handicap, ethnic background or social status. Unfortunately, even the countries that have known the greatest economic growth and technical advancement have yet to fully fulfil this fundamental right to their disabled population". On the same note, the first institution for the blind in Kenya was not established for educational purposes but as a rehabilitation centre. It was later transformed into an educational institution as an experimental venture. At the time Kenya achieved her indipendence, the school had seldom hit the target of providing education to the blind, thus disqualifying the notion that they would see the essence of

training personnel for the purpose of making the school more viable. When the government thus started getting involved in special education in general, it was still too early for the establishment of a teachers' college for the blind.

3. Early government intervention in special education. Immediately after independence in Kenya, as was the case in other countries, the government started haphazardly involving its various ministries in the welfare of the disabled among whom were the blind. This cut off missionary interest to such an extent that apart from the establishment of one more residential school for the blind in 1966, there is no record of any other active missionary involvement in this sphere. As a result, the idea of establishing a training college for teachers of the visually handicapped, which was to be the first of its kind in the continent, by either the government or any missionary body was a farfetched idea.
4. Emergence of a new ideology. Any training facility for teacher of the visually handicapped could only appropriately be erected either in the late 1960s or the early 1970s at the very earliest. Moreless at the same time, the notion of integration was slowly permeating the Panorama of Special Education in Kenya. As such, as would be expected with new development (i.e. special education for the visually handicapped), there was a state of conflict as to whether education for the blind was to be offered through residential schooling or integration. This state of affairs further compounded the issue of establishing a training institution for teachers of the blind. Infact, when final attempts were made in the 1980s, the training of teachers for the visually handicapped was instituted

side by side with the training of teachers in other areas of disabilities.

5. Lack of an apparent government policy regarding teacher training programmes in special education. Already noted is the fact that sessional paper No. 5 of 1968 was the first real government document that touched on special education in general, without specifying future directions to be taken in this sphere. about 10 years later still, the situation was unchanged. This particular state of affairs undoubtedly obscured the possibilities of a teacher training institution for teachers of the visually handicapped who were now forming about one quarter of the already identified disability modes in Kenya.

6. Public ignorance. The question of public ignorance was strongest in Kenya immediately after independence. It was for this reason that the Kenya government entrusted the Kenya Education Commission of 1964 with the responsibility of restructuring the entire education system of the country with the objective of producing relevant qualified manpower to replace the outgoing Europeans. In light of this situation, special education was very much in the background to such an extent that reasonable period of time was needed to instill noteworthy public awareness into the Kenyan nationals in this special area. Since this had to come slowly, the idea of establishing a training facility for teachers of the blind would definitely take time. By the early 1970's, this situation had slightly improved but still suffered markedly from special education administrators' slowness to understand and accept the educational needs of the visually handicapped.

7. Government's financial standing. From the very beginning funds for the running of special education institutions were provided by sponsors. Typical of this situation was the manner in which schools for the blind were established and run. The Kenya government is not known to have initiated the construction of any special schools strictly for the blind in the quest for providing formal education. This perpetual government reliance on charitable donors seems to have been taken too far, so that it can be accurately concluded that had it not been for the funding of the initial course for teachers of the blind at the Highridge Teachers' College by the Christofell Blinden Mission, the establishment of a training facility for teachers of the visually handicapped would still remain a remote idea in Kenya.

8. Inadequate specialist personnel to train student teachers. This featured as an obvious problem, considering that the Kenya government still entertained expatriates for its ordinary education system which started as early as the arrival of European Missionaries in East Africa. It is, there, accepted that a special area like the education of the visually handicapped was likely to suffer a lot from the shortage of qualified staff. Addressing special education officers on 18th July, 1988 the Director of Kenya Institute of Special Education observed that: "one of the factors which has hindered progress in special education in Kenya is the shortage of qualified teachers in this field". This will remain a problem for many years to come.

These and other reasons posed as great bottlenecks to the establishment of a training college for teachers of the visually handicapped in Kenya.

Having discussed the factors that contributed to the slow movement towards the establishment of a primary teachers' training institute for teachers of the visually handicapped in Kenya, it is equally appropriate to focus attention on the factors that helped to foster the development of the said programme.

FACTORS THAT CONTRIBUTED TO THE DEVELOPMENT OF PRIMARY
TEACHER TRAINING PROGRAMME FOR TEACHERS OF THE VISUALLY
HANDICAPPED IN KENYA

A UNESCO case study of 1974 revealed that Kenya had no training college for teachers of the visually handicapped by that year. This was a derogatory stigma on Kenya's development in special education considering the international reputation she had solicited for herself. Education officials therefore started organizing seminars, conferences and workshops to examine the issue of establishing an elaborate training facility for special education personnel in totality. As such, many factors were seen as contributing to the birth of a teacher training programme for primary school teachers of the visually handicapped in Kenya. Among these factors were:

1. The revelation by a UNESCO case study in 1974 that Kenya had no training facility for teachers of the visually handicapped. She still depended on inserving regular teachers after appointment to schools of the visually handicapped. Some were taken abroad for brief diploma courses. These efforts, though commendable, were inadequate for the needs of the education of the visually handicapped in the

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country. However, they triggered the concern of Ministry of Education officials with regard to the establishment of a training college for teachers of the blind in the country.

2. The establishment of a special education section in the Ministry of Education. This particular factor had a very positive contribution in the sense that the officers responsible for special education were now appointed and had a specific task to perform. These officers appreciated the fact that the future of special education depended on their efforts and commitment. It is on the strength of this factor that the training courses for the mentally retarded and the visually impaired were incorporated in Highridge Teachers' College in Nairobi. The training of teachers for the visually handicapped started here in 1980.
3. Sentiments expressed during seminars and workshops. It has been indicated earlier that Mr. Williams of Siriba Teachers' College presented a paper at the special education conference held at the Kenyatta International Conference Centre in February 1977. At that time, he recommended the establishment of a special education training institute. In effect, in 1980, teachers of the visually handicapped started receiving training at Highridge Teachers' College. Attempts to spread out these courses, to Asumbi Teachers' College for example, met with little success since it was gradually learned that colleges outside Nairobi area and far from any schools for the blind had so many problems in effectively providing such training. Some of these problems were inavailability of the needed special materials and technical experts both of which were seen as key prere-

quisite to the success of any such special training programme.

4. President Moi's national support for the disabled in Kenya. In 1980, the President of Kenya, Hon. D.T. Arap Moi registered his concern for the disabled by conducting a mammoth fund-raising rally in Nairobi where a total of 25 million Kenya shillings was collected instantly. It was clear that from then on special education was going to be accorded maximum consideration which would lead to greater and faster development therein. It is in this year that primary teachers of the visually handicapped started undergoing training at Highridge Teachers' College. Similarly, two years later, collaborative efforts between the Kenya government and the Danish government culminated in research activities and the resolution to establish a special education institute for training special personnel in the various disability areas.
5. Foreign assistance. Already cited was the involvement of the Danish government, through DANIDA, in the establishment of Kenya Institute of Special Education. This was a tremendous feat in the history of teacher training for teacher of the handicapped in Kenya, and more notably for teachers of visually handicapped who had so far manifested noteworthy potential in their pursuit of academic education. Earlier efforts by the Royal Commonwealth Society for the Blind in offering shortrange in-service courses to teachers of the blind in the country, and the Christofell Blinden Mission's involvement in the Highridge programme are also worth mentioning as remarkable features of the establishment of a training facility for teachers of the visually handicapped in Kenya.

6. Public awareness that the blind are an asset and not a liability. This particular factor started featuring when several visually handicapped personnel started participating in the arduous task of nation-building, both in the public and private sectors. By the mid 1970's, a number of blind people were already serving as graduate teachers in secondary schools and others as non-graduate teachers in primary schools. Others emerged as telephone operators. Yet others especially pupils and students, excelled in public functions such as music festivals.

7. Government involvement through education commission recommendations. Most of the education commissions in Kenya seem to have made recommendations for special education. The Kenya education commission report of 1964 reiterated the fact that special teacher training be part of the ordinary training programme for teachers, (Kenya Government, 1964). The N C E O P of 1976, while hailing integration, cautioned against its overapplication, (Ministry of Education, 1976).

The report of the presidential working party on education and manpower training for the next decade and beyond emphasised the importance of basing training of special education personnel on the needs of the recipients of the specialised services. All the above examples indicate that special education, and therefore, education for the visually handicapped, together with its components - teacher training included - are part of the country's national planning. To this end, through the recommendations of education commissions, the need for a training facility for special teachers has been emphasised. What caused the drawback towards this

eventually before the 1980's was lack of government policy to support the recommendations.

These factors, combined with others not mentioned here, helped to facilitate the rapid development for a primary teacher training programme for teachers of the visually handicapped in Kenya. That such a facility did not come up earlier than the 1980's was partly due to lack of clear ministerial policy in this regard, and partly due to the constant transfers that were being effected on special education of officials at the Ministry, some of whom were transferred when they were just beginning to have a clear understanding of the whole spectrum of that special field.

CURRENT STATUS OF TEACHER TRAINING PROGRAMME FOR PRIMARY SCHOOL TEACHERS OF THE VISUALLY HANDICAPPED IN KENYA.

The training of primary school teachers of the visually disabled is currently undertaken at the Kenya Institute of Special Education alongside with the training of teachers of other forms of disabilities, for example, the hearing impaired, the mentally impaired and the physically disabled.

Although the idea of establishing an institute for special education was conceived way back in 1970, it was not until 1986 that such an institute was set up in accordance with legal notice No. 17 of 1986, referred to as order 1986. Prior to this period of establishment of special education institute, President Moi had in 1980 (the year of disabled in Kenya) reiterated the importance of such an institute for the training of special education instructional personnel. This was followed by feasibility studies in 1982 and 1983, funded jointly by the Kenyan and Danish governments.

The feasibility studies revealed that the establishment of an institute for special education was still the greater priority in Kenya in as far as the education of the handicapped was concerned. Sessional paper No. 5 of 1968, Kenya's draft plan of action for the 1980's, and the draft policy paper for special education, Ministry of Education, of 1981, were the most important documents consulted as basic guidelines for the establishment of the institute.

FUNCTIONS OF KENYA INSTITUTE OF SPECIAL EDUCATION:

According to the legal notice No. 17 of 1986 published in the Kenya Gazette of 14th February that year, Kenya Institute of Special Education was established to perform the following functions:

1. To conduct teacher training courses for teachers in various fields of the education of children with special educational needs.
2. To conduct in-service courses for personnel working in all fields of special education.
3. To prepare and conduct correspondence courses for the personnel in the field of special education.
4. To run an educational and psychological assessment centre for the training of teachers of children with special needs.
5. To run an orientation and mobility centre for training and demonstration purposes.

6. To run a model training unit for the integration of handicapped children into regular schools.
7. To run a pre-school department where training and the stimulation of young handicapped children can be carried out for the purpose of teacher training.
8. To function as a resource centre for the production and dissemination of information to the general public on disabilities.
9. To run a documentation and resource centre on handicaps.
10. To conduct research in special education.
11. To maintain, repair, design, produce and assemble special materials and equipment.

Following from the above functions as stipulated in the inaugural document of Kenya Institute of Special Education, the Institute set out to train teachers of the various disability groups in the country. The course for teachers of the visually handicapped is one such course geared to a specific disability group. This particular course has its components, based on the needs of visually handicapped children in the country.

SELECTION OF TRAINEES FOR THE COURSE FOR TEACHERS OF THE VISUALLY HANDICAPPED PURSUED AT THE KENYA INSTITUTE OF SPECIAL EDUCATION

Since the inception of the institute in 1986, student trainees pursuing training as teachers of the visually handicapped have been selected on a yearly basis. They are

selected to pursue a two-year diploma course at the institute. Although the number of trainees selected every year varies, the intake has always been restricted in such a manner that the trainees in this areas of disability do not exceed a total of fifteen students for the two academic years running.

As a preamble to the selection period, an advertisement is put up by the Ministry of Education. The applicants are required to have at least a P1 professional teaching certificate, an "A" level certificate with a minimum of one principal and two subsidiary passes. In addition, all applicants must have taught for atleast three years as qualified teachers.

Based on the above requirements, the selection exercise is executed through interviews. The panel of interviewers is drawn from Ministry of Education officials, special education section, Kenya Institute of Special Education, the Inspectorate Section of the Ministry and Kenya Institute of Education. It should be noted that the panel members such drawn must be directly concerned with special education in their respective areas of work.

COMPONENTS OF THE TRAINING PROGRAMME FOR TEACHERS OF THE VISUALLY HANDICAPPED UNDERTAKEN AT KENYA INSTITUTE OF SPECIAL EDUCATION:

Basically, the training programme for teachers of the visually handicapped offered at the Kenya Institute of Special Education is divided into four components. These four components are:

1. Braille knowledge;
2. Orientation and mobility;

3. Psychology of the blind; and,
4. Hygiene of the eye.

Note should be taken of the fact that these components are broken down into manageable portions to form a course outline which can be tackled more efficiently.

TEACHING METHODS USED IN THE COURSE FOR TEACHERS OF THE VISUALLY HANDICAPPED AT KENYA INSTITUTE OF SPECIAL EDUCATION:

In light of the fact that the training programme for teachers of the visually handicapped undertaken at Kenya Institute of Special Education is a special course, the methods used to nurture the trainees are specifically geared to the needs of the target group these trainees are going to handle after training. Since there's strong emphasis on integration, the methods cover both special and general aspects so that the skills inculcated into the trainees can be useful both in the special and ordinary classrooms. The methods currently in use to mould the Kenya Institute of Special Education trainees undertaking the course for teachers of the visually handicapped so as to prepare them towards both efficiency and effectiveness in handling the blind include:

1. Lectures, seminars and tutorials;
2. Visits to special schools, assessment centres, units and other related institutions;
3. Teaching practice;
4. Demonstrations and laboratory work; and,
5. Discussions and reports.

In all the above endeavours, the multi-disciplinary approach is used so that the students are not ignorant of other disability areas.

FOOTNOTES

1. Warren, D.H. (1984). Blindness and early Childhood Development
(California: American Foundation for the Blind, P.310).
2. Gulliford, R. (1971). Special Educational Needs
(London: Routledge and Kegan Paul, P. 162).
3. UNESCO, (1984). Special Education Bulletin For Eastern and Southern Africa (Vol.2 No. 3)
(Nairobi: UNESCO Rosta, P. 13).
4. Ministry of Education, (1976). Report of the National Committee on Educational Objectives and Policies
(Nairobi: Government Printers, P. 75).
5. Ministry of Education, (1977). Final Report of Special Education Conference Held from 15th February at KICC.
(Nairobi: p. 12).

CHAPTER THREE

METHODOLOGY AND DESIGN OF THE STUDY

1. SAMPLE:

This study was designed to involve heads of special education both at Kenya Institute of Education and at the Ministry of Education, the Director of Kenya Institute Special Education, fifteen Kenya Institute of Special Education student trainees undergoing the training programme for teachers of the visually handicapped, four lecturers of the institute specifically deployed to train those taking the course for teachers of the visually handicapped and three graduants of Kenya Institute of Special Education of the course for teachers of the visually handicapped. There was no sample size for this study, but a total population of twenty-five subjects.

For the purpose of soliciting information from these various categories of respondents, the researcher employed the use of two structured interview schedules, and two different questionnaires. Both modes of research instruments were sent out to the would be respondents well in advance for familiarisation. The interview schedule items were administered directly by the researcher to the appropriate respondents after they had received them a week earlier. This was so planned to enable the said respondents to go through the interviews questions and prepare the elaborate answers. It was the researcher's contention that most of the questions on the two interview schedules were not the types that the respondents could give unprepared answers to. Two weeks after the sending out of the interview question, the researcher had led the respondents in answering the questions.

The first interview schedule was designed for special education heads at the Kenya Institute of Education and the Ministry of

Education, and, the Director of the Kenya Institute of Special Education. The second schedule was designed for Kenya Institute of Special Education graduants referred to earlier in this chapter.

The second set of research instrument used by the researcher to collect information were two questionnaires. The first was administered to Kenya Institute of Special Education trainees taking the course for teachers of the visually handicapped and the second one, broken into two sections, was administered to Kenya Institute of Special Education lecturers training teachers of the blind (section one) and the Director of the Institute (section two). A total of three weeks was allocated for the administration of questionnaires, the first two used by the respondents to work on the questionnaires independently and the last used by the researcher to visit the respondents, collect the completed questionnaires and give explanations to questionnaire items that were not particularly clear to some of the respondents. The latter were thus helped to go through the items after which these two were collected.

Based on the informations collected after the administration of the research instruments discussed in this chapter, an analysis of the data was conducted and presented as shown in the next chapter.

2. DESIGN OF THE STUDY:

The first interview schedule which was administered to special education heads at the Kenya Institute of Education and the Ministry of Education, and the Director of the Kenya Institute of Special Education dealt with the basic historical issues that characterised the developmental aspects of a training

programme for primary schools teachers of the visually handicapped in Kenya. In this respect, the interview questions sought information regarding various stages of development of the training programme, the factors that debilitated the emergence of a training facility for teachers of the blind in Kenya, and those that facilitated the development of such an Institute in the country. This interview schedule further sought information regarding some of the factors that were put into consideration before establishing a training institute for teachers of the blind in Kenya. It particularly concentrated on issues regarding recommendations made by education commissions and the policies that were made by the Ministry of Education in this respect.

The second interview schedule (for KISE graduants) aimed at finding out whether the training programme already in existence has had any impact on those who have gone through it. It dealt with such issues as new relevant skills learned during training, views about integration and the graduants' personal commitment to teaching the blind, among other things.

On the questionnaires, the first was designed to obtain information regarding the students' feelings towards the course offered at the Kenya Institute of Special Education. Thus, it inquired for the trainees' interest in the course at one stage. At another level, the questionnaire queried for the skills learned by the trainees during the course and whether they felt they were grasping these skills, e.g., braille knowledge. This questionnaire was concluded by requiring of the trainees to indicate the subject they learn at the institute in order for the researcher to identify the various components of training programme for teachers of the blind.

The second questionnaire (of two sections) referred to earlier in this chapter was prepared to derive information concerning the status of the Kenya Institute of Special Education as the only training facility for special education teachers in the country. The first section of this instrument probed into such issues as: the various components of the course for teachers of the visually handicapped, the subject learned in the course, the qualifications of the trainees at entry point and the assessment procedures used for rating the student teachers while in training. Its functions was to corroborate some of the information obtained from the trainees in the questionnaire administered to them. This corroboration was seen by the researcher as important for reliability purposes.

The second section of the questionnaire essentially sought for official information relating to the institute from its Director. For example, number of trainees for the course for teachers of the visually handicapped, the entry qualifications of these trainees and the selection procedures used for admission into the programme.

Finally, the first interview schedule was made up of eight items. Sub-items emerged as means of venturing further into some broad issues. The second interview schedule consisted of five items. The first questionnaire comprised seven broad items, most of which were segmented to ellicit more elaborate responses. The second questionnaire which had two sections was constituted of eight and ten broad items respectively. The second section of this questionnaire was largely used to reaffirm some of the issues in the first part of the questionnaire.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

INTRODUCTION

This research project set out to trace the historical development of the Primary Teacher Training Programme for teachers of the visually handicapped in Kenya.

In addition, the research was geared towards the currently existing training programme for teachers of the visually handicapped in Kenya as the final stage of this historical development of the programme.

For the purpose of soliciting information pertaining to these aspects, two interview schedules and two questionnaires were used by the researcher. The first interview schedule was administered to special education heads at the Kenya Institute of Education, the Ministry of Education and the Director of the Kenya Institute of Special Education. The other interview schedule was administered to graduants of the Kenya Institute of Special Education who had undergone the training programme for teachers of the visually handicapped. It should be noticed here that the first interview schedule was used to obtain information some of which was reported in chapter two of the research project. In this chapter reference will be made to that information for the purpose of analysing the data. It should also be noted that the second interview schedule was used to acquire information related to the level of satisfaction provided by the K.I.S.E. training programme.

The two questionnaires concentrated on the current teacher training programme for primary school teachers of the visually handicapped offered at the Kenya Institute

of Special Education. The first was administered to K.I.S.E. trainees in the said programme and the second, divided into two sections, to the lecturers responsible for the particular course and the Director of the Institute respectively. Note should be taken here of the fact that section two of the second questionnaire was used to derive important official information regarding the nature of the specific course. That information is included in chapter two of the project. For this reason, this particular section of the questionnaire has not been referred to in this chapter.

For the purpose of presenting the data, the researcher has structured the analysis under four main headings as follows:

- (i) Stages of Developments of the Primary Teacher Training Programme for Teachers of the Visually Handicapped in Kenya.
- (ii) The Factors that Influenced the Development of the Primary Teacher Training Programme for Teachers of the Visually Handicapped in Kenya.
- (iii) Components of the Current Primary Teacher Training Programme for Teachers of the Visually Handicapped in Kenya.
- (iv) The Level of Satisfaction Derived the K.I.S.E. Trainees in the Training Programme for Teachers of the Visually Handicapped.

STAGES OF DEVELOPMENT OF THE PRIMARY
TEACHER TRAINING PROGRAMME FOR TEACHERS
OF THE VISUALLY HANDICAPPED IN KENYA.

Information about this aspect of the research was obtained by administering the first interview schedule to the heads of Special Education at the Kenya Institute of Education and the Ministry of Education, and to the Director of the Kenya Institute of Special Education, making a total of three respondents. Four sub-divisions emerged from this theme. Namely:

- (a) In-service training for teachers of the visually handicapped;
- (b) Meetings and seminars/workshops/conferences relating to the teaching of the blind;
- (c) Policies on special education with implications for the training of teachers of the blind; and,
- (d) The establishment of an Institute of Special Education.

a) In-service Training for Teachers of the Visually Handicapped in Kenya.

The three respondents that were interviewed on this subject indicated that the initial training of primary school teachers of the blind in Kenya started with In-service Programmes. They cited the on-the-job training instituted at the Salvation Army Primary School for the Blind in Thika of the 1940s and the six months'

diploma training in the U.K. and the U.S.A. as practical examples of this arrangement. This represented a 100% consensus about the issue of in-service training for teachers of the blind in the country as the very initial mode of training for these teachers.

However, two of the respondents (Head of Special Education at the Kenya Institute of Education and the Director of the Kenya Institute of Special Education) observed that the in-service training at Thika was inadequate because it rested heavily on equipping teachers with braille knowledge only. This only bridged the writing communication gap but paid little attention to many professional aspects related to the teaching of the blind. This contention was represented by about 67% of the respondents since the head of special education at the Ministry Headquarters did not make the observation.

Another element of the in-service training that was offered to teachers of the blind in the country was the one referred to by the head of Special Education at the Kenya Institute of Education. Through this respondent, the researcher learnt that 1974, through the Royal Commonwealth Society for the Blind, experts in the Education of the visually handicapped were brought to Kenya to offer rigorous one month in-service courses to teachers of the blind in the country. Although highlighted by only one respondent (33%), this landmark is considered significant by the researcher because it revealed yet another step forward in the quest of training teachers of the blind in Kenya.

b) Meetings and Seminars Relating to the Teaching of the Blind:

This set of events was highlighted to the researcher by one of the three respondents to whom the first interview schedule was administered - the head of special education at the Kenya Institute of Education. Although this was only a 33% representation of the interviewees, the findings were considered important by the researcher because the officer concerned has been involved in the education of the blind in this country for over twenty years now. In what this officer called "closer movement to the training of teachers of the blind", the interviewee cited the 1968 Limuru conference of Special Educators from all over East Africa as the very first seminar that discussed the importance of establishing a well-defined training programme for teachers of the blind. By the end of the seminar, neither the means of establishing nor the venue for the programme were proposed.

Another event noted by the above respondent was the 1977 seminar of professional bodies within the Ministry of Education held at the Kenyatta Conference Centre stating that this was a major turning point in the history of Special Education and particularly the training of teachers in the entire field of Special Education. To him, it was this conference that provoked the interest of the Christofell Blinden Mission to the extent that in 1980, it funded a training programme for teachers of the blind at the High-ridge teachers' College in Nairobi.

Finally, the respondent mentioned that in 1980, a meeting of special education officials was convened by the Head of Special Education at the Ministry Headquarters for the purpose of formulating a policy guideline that would in future determine the direction of special education in the country. This meeting recommended that an Institute be established to train teachers for different disability groups in Kenya. Six years later, this recommendation was adopted resulting into the establishment of the Kenya Institute of Special Education.

(c) Policies on Special Education with Implications for the Training of Teachers of the Blind:

All the three who were interviewed on this aspect of the research responded by answering the first item of the first interview schedule. They all agreed that sessional paper No. 5 of 1968 was the first government policy on special education in Kenya. Nevertheless, it was observed by the K.I.E. head of special education and the Director of K.I.S.E. that this sessional paper made a very general remark about the training of special education personnel but failed to indicate the course and form that training would take in future. Although this policy did not refer specifically to the training of teachers of the blind, it is considered important by a 67% proportion of the subject interviewed.

The second policy and one which had a 100% support of the interviewees was the 1980 draft policy paper of the Ministry of Education. The respondents however, submitted that the guidelines in this policy paper have yet to be fully implemented. They cited constant

transfers of Ministry officials (Special Education Section) and lack of personal commitment on the part of these same officers as the main hindrances to the implementation of the resolutions embodied in this policy. The researcher feels that financial constraints is a more debilitating factor in as far as the satisfactory implementation of this policy is concerned.

From the above analysis, it is evident that special education in this country has been determined by only two government policies. Of the two, the 1980 policy is the most elaborate and has clearer implications for teacher training in the area of special education in general and that of teachers of the blind in particular.

The Establishment of the Kenya Institute
of Special Education:

Information about this aspect was obtained by administering item six of the interview schedule and was responded to by two of the interviewees appropriately. The head of special education at the Ministry having indicated financial constraint as the only limitation that prohibited the establishment of different training institutes to train teachers for the different forms of disabilities, was considered to have reacted irrelevantly to the question since the item had clearly indicated that financial drawback was not to be included. To this effect, it can be rightly concluded that only 67% of the respondents answered this question correctly.

In their responses, the Director of the Kenya Institute of Special Education and the Head of Special Education at the Kenya Institute of Education expressed their satis-

faction with only one Institute to train all the special education teachers in the country. They justified this by emphasising that this was the only way through which special education teachers could be made all-round teachers. This, they observed, would be the only sure way of dealing with the problem of shortage of special education teachers in the country. While in one Institute, the trainees were seen to share their experiences. The draft policy paper on special education of 1980 recommended such an Institute and this document formed the basis of the establishment of the Kenya Institute of Special Education, an event that was realised in 1986.

FACTORS THAT INFLUENCED THE DEVELOPMENT OF THE PRIMARY
TEACHER TRAINING PROGRAMME FOR TEACHERS OF THE VISUALLY
HANDICAPPED IN KENYA.

Information on this objective of the study was solicited by item four of the first interview schedule. This item was divided into two parts, a and b, the former seeking information about positive factors, and the latter seeking the information about negative factors, all of which have direct bearing on the historical development of the training programme for primary school teachers of the visually handicapped in Kenya. Unfortunately, only the head of special education at the Kenya Institute of Education responded to this item satisfactorily. The Director of the Kenya Institute of Special Education gave only one factor that positively influenced the development of this training programme and none for the factors that contributed negatively to the development of the same programme. The head of special education at the Ministry had promised to prepare a list of both sets of factors but when the researcher went to collect

this list, it was reported that the officer was on leave and had left no list behind.

Following from the above stated shortfall, only 33% of the interviewees (one person) responded to this item conclusively. For this reason, the researcher finds it appropriate to simply enumerate the factors as they were highlighted by the head of special education at the Kenya Institute of Education.

Positive Factors:

- (i) Public awareness that the blind were an asset and not liability;
- (ii) Government involvement through education commission recommendation;
- (iii) Impetus by President Moi in 1980 through a funds drive to help the disabled;
- (iv) The international year of the disabled (1981);
- (v) Commendable participation of the blind in public functions, e.g. music festivals;
- (vi) Foreign agencies' sponsorship, e.g. establishment of the K.I.S.E. by DANIDA in 1986 and introduction of training programme for teachers of the blind through the Christofell Blinden Mission's financial support;
- (vii) The need to provide meaningful education to the visually handicapped as stipulated in the 1980 draft policy paper of special education.

Negative Factors:

- | | NEGATIVE FACTORS |
|-------|---|
| (i) | Special education administrators' slowness to understand and accept the educational needs of the visually handicapped; |
| (ii) | Constant transfers of special education officials at the Ministry Headquarters which deprived them of adequate time to understand the concept of special education; |
| (iii) | The Kenya Government's strict reliance on the support of foreign donors to fund various programmes in the field of special education; |
| (iv) | The fact that most of the missionaries who started special education in the country were more of theologians than education experts. |

The above two sets of factors have been discussed in greater details together with others in chapter two of this research project. What is important to remember here is that the objective of the study that item four of the first interview schedule was designed for, had the intention of identifying just but some of the factors and not all.

See the table on the next page for the summary of factors which influenced the historical development of the Primary Teacher Training Programme for Teachers of the Visually Handicapped in Kenya.

NO.	POSITIVE FACTORS	NO.	NEGATIVE FACTORS
1.	Public awareness	1.	Retuctance of Special Education officers.
2.	Government involvement	2.	Constant transfers of Special Education officers
3.	President's encouragement	3.	Government reliance on donors
4.	International Year for the Disabled (1981)	4.	Missionaries were not Education experts
5.	Participation Public functions		
6.	Sponsorship by foreign agencies		
7.	1980 Draft Policy Paper		

COMPONENTS OF THE CURRENT PRIMARY TEACHER TRAINING PROGRAMME FOR TEACHERS OF THE VISUALLY HANDICAPPED IN KENYA

This element of the research was sought information for by two items (items 6 and 8) on the questionnaire administered to K.I.S.E. lecturers. These items specifically sought information regarding the components of the course and the assessment procedures used to rate the trainees while pursuing their training. All the four lecturers charged with the responsibility of training teachers of the visually handicapped at the

Institute responded to these items.

According to the responses obtained, the course for teachers of the visually handicapped was observed to consist of three broad components. Namely:

- (i) The interdisciplinary component;
- (ii) The specialist component; and,
- (iii) The project component.

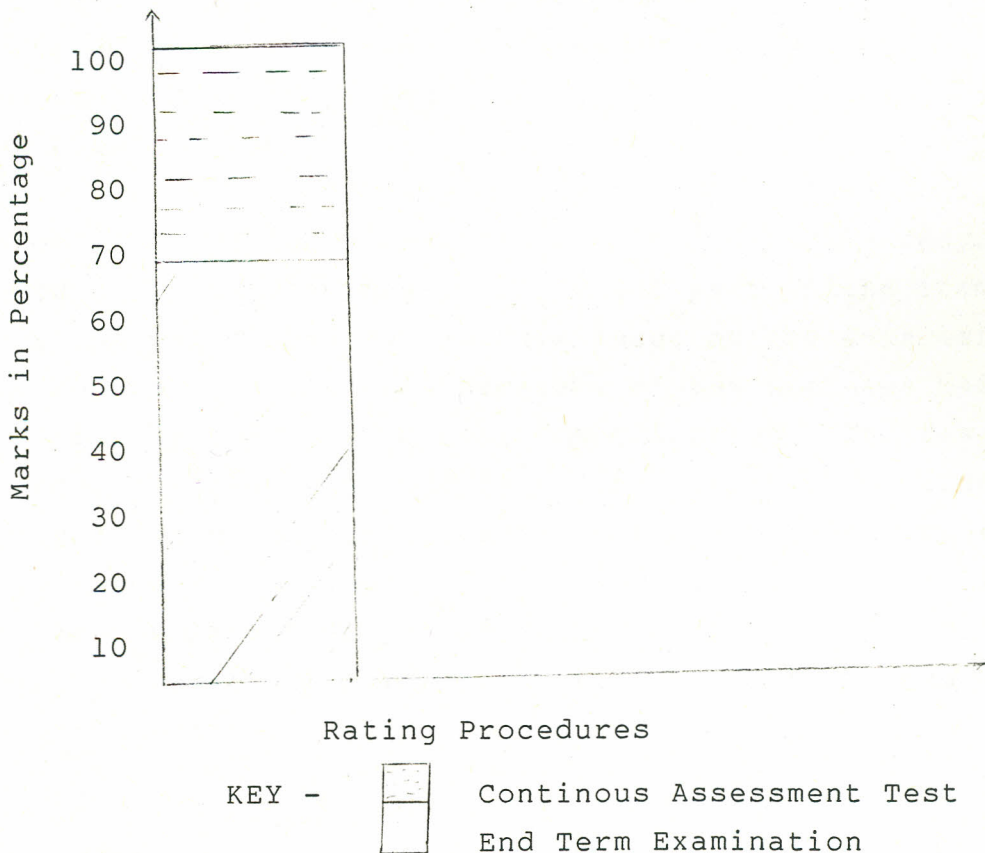
Although the responses were obtained from all the four lecturers in answer to item six of the questionnaire, one respondent answered the question irrelevantly by substituting components with subjects. The three who answered the item correctly constituted 75% proportion of the respondents, making significant representation. As such the researcher recorded the above as the true components of the training programme for teachers of the blind offered at the Kenya Institute of Special Education.

Although there are currently a total of four lecturers for the course for teachers of the visually handicapped offered at the K.I.S.E., only two of these responded to item eight in the questionnaire administered to them. This item solicited for information concerning the assessment procedures in operation for the rating of the trainees in the entire course. Two modes of assessment were shown to be in use. These were indicated as continuous assessment test (formative assessment) which catered for 30% of the total marks rating at the end of the course, and end-of-term examinations (summative

assessment) which constituted 70% of the overall performance marks. It was observed that once the overall mark had been given, a grading system was used to represent the marks, based on the twelve points' scale. The two who reacted to this item constituted 50% of the respondents. Reasons for the failure of the other two respondents to react to the item was not established.

The graph that follows shows the part played by each assessment procedure in the overall rating of the trainees

ASSESSMENT PROCEDURES USED AT THE K.I.S.E.



The graph above clearly indicates that the trainees in the question are rated out of a 100% top-mark arrangement, with continuous assessment tests contributing 30% and end term examinations contributing 70% respectively. As was indicated by the Director of the institute, the trainees are trained, examined and graded internally.

THE SATISFACTION DERIVED BY THE K.I.S.E. TRAINEES IN
TRAINING PROGRAMME FOR TEACHERS OF THE VISUALLY HANDI-
CAPPED

This particular aspect of the research was deemed important by the researcher as it marks the final stage of the historical development of the primary teacher training programme for teachers of visually handicapped in Kenya. Information regarding the satisfaction derived by the trainees in the programme was sought by items 4 and 7 of the questionnaire administered to them.

Item 4 on the questionnaire was satisfactorily responded to by the trainees. The first part of the item set the background to the main issue of the interest by trying to establish whether some of the trainees had previously taught in school for the blind. The responses revealed that out of a total of fifteen trainees, only three had taught in schools for the blind before. The category of respondents formed 20 per-cent of the total population of the student teachers. The remaining 80 per-cent of the total had not taught in such schools before.

The finding of the second part of the item denoted a commendable degree of interest derived by the trainees in the training programme. When thirteen of them (about 87 per-cent) indicated that they were interested in the training programme and two of them (about 13 per-cent) opted for "quite interested".

The following table below shows the manner in which the trainees responded to the item.

	YES	NO	Very Interested	Quite interested	Somewhat interested	Not interested
Ever taught in a school for the V.H. before?	3	12	-	-	-	-
If interested in the course at the institute	-	-	13	2	-	-

From the table, it is evident that the last two options, that is, "Somewhat interested" and "not interested", were not identified with by the trainees. This suggests, therefore, that there is a general consensus among the trainees that they are thrilled by the training programme. This, to the researcher, is a significant finding considering that the bulk of the trainees in this area had no prior experience with the blind at classroom level.

In spite of this fact, the eagerness with which the trainees are trying to come to grips with particularly

new concepts in their area of training is encouraging as shown in their responses to item 7 on the questionnaire.

Item 7 of the already referred to questionnaire was deliberately designed to ascertain whether the trainees' Contentions in item four were authentic. In this respect, item 7 sought information from the trainees regarding their knowledge of braille which the researcher considered worth finding out, given that this is a totally new concept in both the professional and academic careers of these trainees. Apart from inquiring about the trainees' general knowledge of braille, the same item went further to specifically single out whether they could teach mathematics and geography, history and civics, A combined course (G.H.C.):, using braille materials. Finally, the item sought to establish the trainees' abilities to give notes in braille and mark pupils' assignments written out in braille.

On the first aspect, all the fifteen student teachers noted that they were generally conversant with braille. Hence, a 100 per-cent agreement. On whether they could teach mathematics and G.H.C. using braille materials, there was a 100 per-cent consensus that all the trainees could teach mathematics effectively using braille materials. However, when it came to the use of braille materials to teach geography, history and civics, while fourteen of the trainees maintained their ground of competency to teach the subject using the medium, one indicated that he could only do that a little. This means that about 93 per-cent could teach G.H.C. effectively using braille materials. The 7 per-cent deviation is considered insignificant.

It is possible that one can be very accurate in reading braille , but inaccurate in writing in it.

The following table summarises the trainees responses to item seven of the questionnaire administered to them.

	YES	NO	Average	To reasonable extent	A little	Not at all	Not accurately
Braille	15	-	-	-	-	-	-
Teaching V.H. pupils using tactiles	15	-	-	-	-	-	-
Teaching V.H. pupils G.H.C. using tactiles	-	-	-	14	1	-	-
Marking assignments written in braille	15	-	-	-	-	-	-
Can you write out notes for V.H. pupils in braille	14	-	-	-	-	-	1

The table reveals that the trainers are largely conversant with braille. This goes further to verify the trainees responses to item four of the questionnaire in which they are shown to confess that they are interested in the course of training they are pursuing. This also implies that although the trainees are also programmed to learn other subjects, they are appropriately using the time allocated for learning braille which is a very new concept to them. All this is attributed to concerted interest on the part of the trainees. The lecturers' commitment also plays a very significant role in this respect.

In any case, since the researcher is conversant with braille, the 7 per-cent deviation is considered an ingenuine representation because the amount of braille knowledge required to teach mathematics is greater than that required to teach G.H.C. Hence, all those who are able to teach mathematics effectively using braille materials should be equally able to use the same mode of writing to teach G.H.C. effectively.

All the fifteen trainees indicated that they could mark pupils' assignments in braille for the third aspect of the item. This represented 100 per-cent of the respondents.

The fourth important issue dealt with by items seven of the questionnaire administered to K.I.S.E. trainees was related to their abilities to give notes to pupils written out in braille. The sub-item dealing with this aspect had three options, "Yes", "No", and "Not accurately". Fourteen of the respondents opted for "yes". This constituted 93 per-cent of the respondents and was a significant finding to the researcher because it kind of made earlier contentions by the trainees about their knowledge of braille consistent. Since "not accurately" was one of the options for the sub-item, it can be rightly concluded that the 93 per-cent who opted for "yes" signified that they could give notes using braille accurately. One respondent admitted that although he could give notes in the braille mode of writing, he would still suffer from inaccuracy. He thus chose "not accurately" and formed a 7 per-cent proportion of the respondents. This, to the researcher, is permissible.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

1. SUMMARY

- (a) From the analysis conducted in the previous chapter, it is evident that the development of special education in Kenya (the education of the blind included) has been very much in the hands of missionaries and foreign agencies. Government involvement in this sphere has been minimal.
- (b) Initial attempts to train teachers of the visually handicapped in the country were characterised by in-service training programmes, both at the local scene and abroad. Typical examples of this situation were the on-the-job training arrangement at the Thika School for the Blind, of the 1940s, the in-service courses organised by the Royal Commonwealth Society for the Blind in 1974 and the six months Diploma courses undertaken at various centres in the U.K. and the U.S.A. The need to train teachers of the visually handicapped and special education personnel in general culminated in the establishment of the Kenya Institute of Special Education in 1986.
- (c) As revealed by the data analysis in chapter four, the Primary Teacher Training Programme for teachers of the visually handicapped underwent four basic stages in its historical development between the 1940s and 1986. Namely:

- (i) The in-service training provided at the Thika School for the Blind of the 1940s, the short-range in-service courses organised by the R.C.S.B. of 1974 and the six months Diploma Courses offered to Teachers of the Blind from Kenya in Colleges of the U.K. and the U.S.A.

- (ii) Recommendations made during seminars which had special emphasis on the training of teachers of the blind and those of other forms of disabilities in the country. For example, the 1968 conference of Special Educators held at Limuru and the 1977 Special Education conference held at the Kenyatta Conference Centre both reiterated the need for a training facility for special education teachers (including teachers of the blind) in the country.

- (iii) Policies on special education with specific reference to the training of teachers of the blind and those of other categories of disabilities. Notable among these were sessional paper No. 5 of 1968 and the DRAFT POLICY PAPER on special education of 1980. While the former only made general references to special education in the country, the latter particularly stressed the need for restructuring the whole network of special education, with teacher-training in all areas of disabilities forming the core of this reorganisation.

- (d) The final stage of the Historical Development of the Primary Teacher Training Programme for Teachers of the visually handicapped in the country

as brought out in chapter four of this project, was the establishment of the Kenya Institute of Special Education in 1986. This is seen as an important landmark in the programme's development because earlier forms of training were of the in-service type emanating from temporary sponsorships by foreign agencies but devoid of clear-cut Government assistance.

- (e) The development of the programme, as shown in chapter four of this project, was determined by two sets of factors, positive and negative. Among the positive factors that contributed towards the development of the programme were: Enhanced public awareness about the competency of the blind, positive recommendations by education commissions on special education, President Moi's support of the 1980s and foreign agencies' sponsorship, among others. Outstanding among the negative factors were: Prevalent lack of understanding of the concept of special education by special education officers due to constant transfers and the Government's object reliance on foreign donors to initiate programmes in the field of special education.

- (f) The training programme for teachers of the visually handicapped which was started in 1986 alongside with the training of teachers of other forms of handicaps at the Kenya Institute of Special Education consist of three broad components. These are:

- (i) The interdisciplinary component;
- (ii) The specialist component; and,
- (iii) The project component.

Of the three, the specialist component is dominant on the timetable owing to the special role it plays in helping to deepen the trainees' understanding of the area of disability they are training for. The specialist component further consists of four sub-components: i.e., braille knowledge, orientation and mobility, psychology of the blind and hygiene of the eye.

(g) From the data analyzed in chapter four, the K.I.S.E. trainees for the course for teachers of the visually handicapped are interested in the programme. The indicators of these are:

- (i) From the questionnaire responses, all profess to know braille even though only about 20 per-cent had taught in schools for the blind previously.
- (ii) In their questionnaire responses, all the trainees have indicated that they are very interested in the course.
- (iii) Finally, most of the K.I.S.E. graduants interviewed by the researcher contended that being deployed to teach in a typically ordinary classroom (where there is no blind pupil at all) would be a real disappointment to them.

2. CONCLUSION:

This research project has attempted to trace the history of the primary teacher training programme for teachers of the visually handicapped in Kenya. In the process, a number of aspects have been brought to light. Among these have been, the stages of development of the programme, the factors that influenced the development of the programme, the components of the currently existing training programme at the Kenya Institute of Special Education and the satisfaction derived by the K.I.S.E. trainees in the programme.

In all the above, this project has tried to bring out some of the features of the training programme from the time of the in-service training on braille knowhow at Thika School for the Blind to the time of the establishment of the only currently existing institute for the training of teachers of the blind and those of other disability groups. Subsequent to this, it is important to infer that although the Kenya Institute of Special Education is charged with this noble task, a lot more is yet to be accomplished by way of making the programme more meaningful to its clients. For instance, the number of trainees selected for training every time the selection exercise is on has never exceeded fifteen since the inception of the institution. After training, these are supposed to be deployed to six residential schools for the blind in the country. According to 1987 statistics, the six residential schools for the blind currently in existence had about one thousand one hundred and thirty pupils. By now, this must number have gone up. In the same manner, it is recommended that an ideal classroom for children with special

educational needs should not hold more than fifteen pupils. The situation is further worsened by the fact that presently, integration units are emerging in ordinary schools to bring education closer to the disabled. What all these mean is that many more trainees should be taken up for the special course at the Kenya Institute of Education to try and come to terms with the ever-increasing demand of special education teachers, teachers of the blind forming part of this group. It should, however, also be admitted that trainers in this field also ought to be increased by training more so that when the number of K.I.S.E trainees is increased, then the trainers are not overwhelmed.

As has been shown in the study, Government involvement in special education has so far been inadequate. It should, in this respect, approach matters pertaining to special education with more positivity than has been the case in the past. The establishment of the Kenya Institute of Special Education was an adoption of just but one of the many recommendations contained in the DRAFT POLICY PAPER ON SPECIAL EDUCATION of 1980. It should be noted that this policy paper is now ten years old.

All in all, the history of the Primary Teacher Training Programme for teachers of the visually handicapped in the country covers a period of about forty years. Despite this duration, a lot more needs to be done to revitalise the programme. The existence of a training facility for teachers of the blind and teachers of other disability groups is a commendable feat for which we owe a lot of credit to both the Kenya and Danish Governments.

3. RECOMMENDATIONS FOR FURTHER RESEARCH:

In Kenya, little attention has been accorded the area of the education of the visually handicapped by educational researchers. This particular project has attempted to highlight some of the outstanding features of the historical Development of Primary Teacher Training Programme for Teachers of the Visually Handicapped in the country. As a result, the following are some areas the researcher feels can constitute further fascinating research or studies in the field of the education of the blind in Kenya.

1. Since teachers of the blind are at the moment undergoing training at the Kenya Institute of Special Education, it would be appropriate for an intending researcher to conduct a study designed to examine "the effectiveness of the training programme for teachers of the visually handicapped offered at the Kenya Institute of Special Education". Such a study would help in making the programme more meaningful if its findings revealed otherwise. The essence of the programme is to produce well-prepared teachers for the task awaiting them.
2. A second but equally important research problem in this regard would be: "A study of some of the problems faced by the Kenya Institute of Education in preparing Instructional Materials for the Education of the Visually Handicapped at the Primary School Level". The study would thus serve the purpose of unveiling some of the problems faced by the Institute in its endeavour to provide meaningful teaching/

learning resources for the education of the blind at the primary school level in the country, hence motivating experts in this field to improve on what is already available. It would also help to provide a rationale for retaining some of the materials already in existence.

3. This project has been dedicated to the Historical Development of Primary Teacher Training Programme for Teachers of the Visually Handicapped in Kenya. In the same vein, another researcher should conduct a study of: "The Historical Development of Primary Education of the Blind in Kenya". It is important that the bits and pieces of the education of the blind in this country is put together in order to come up with a systematic document to which reference can be made when information in this area is required. This same document will be of use to future planning exercises.
4. Throughout the history of the education of the visually handicapped in this country, the blind are known to perform poorly in science subjects in national examination. This is more especially at the secondary school level. It's therefore appropriate that a study be launched to: "Examine the causes of poor performance among blind candidates in science subjects at the secondary school level". This might help improve on what shall be found to have been erratic in the concept of "The causes of poor performance among the blind in Science Examinations at the Secondary School Level".
5. The education of the blind in this country is

greatly dependent on the availability of braille reading materials. Similarly, it is highly positively influenced by the existence of adequately provided reading services for the same target group. Hence, an area that would make a lot of positive contribution to the field of the education of the blind if researched in would be: "A study of the Available Reading Services for the Blind in Kenya". Through such a study, it will be possible to identify the strengths and weaknesses of the reading services in operation. If used by the organisers of the reading services in question, the study can form a basis upon which the contributions of the said reading services can be stepped up.

6. Finally, owing to the fact that the eight-four-four system of education has instituted major changes in the country's education system, it would be quite important for a researcher to conduct a study on "The effect of the eight-four-four curriculum on the teaching/learning of the blind at the primary school level in Kenya". For precision, this study can be taken up at individual subject level. The importance of such a study lies in the fact that it will be possible to determine whether the blind are either advantaged or disadvantaged by the new system of education if the study is properly designed and conducted.

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Appendix One

CHECK-LIST FOR MINUTES OF MEETINGS RELATED TO
ESTABLISHMENT OF PRIMARY TRAINING FOR TEACHERS
OF THE VISUALLY HANDICAPPED IN KENYA.

1. POLICY STATEMENTS:

- (a) When made;
- (b) In what situation?

2. ADOPTION/IMPLEMENTATION OF POLICIES:

- (a) When implemented (year);
- (b) Where implemented
- (c) By which agency

3. INVOLVEMENT IN PRIMARY TEACHER TRAINING PROGRAMME
FOR TEACHERS OF THE VISUALLY HANDICAPPED:

- (a) Private Organizations;
- (b) Voluntary/charitable organizations;
- (c) Government.

4. SEMINARS/WORKSHOPS RELATED TO TEACHER TRAINING FOR
TEACHERS OF THE VISUALLY HANDICAPPED AT THE PRIMARY
SCHOOL LEVEL IN KENYA:

- (a) When held;
- (b) In response to what particular respect(s)
of the relevant training programme;

(c) Results of the seminars and workshops.

5. EARLY ATTEMPTS TO INTRODUCE THE TRAINING PROGRAMME:

- (a) When;
- (b) Where;
- (c) How.

6. FACTORS THAT ACCELERATED THE DEVELOPMENT OF THE PROGRAMME:

7. CONDITIONS THAT HINDERED FAST MOVEMENT TOWARDS THE ESTABLISHMENT OF A TRAINING FACILITY FOR TEACHERS OF THE VISUALLY HANDICAPPED AT THE PRIMARY SCHOOL LEVEL.

8. RELATED ACTIVITIES THAT PRECEDED THE ESTABLISHMENT OF KENYA INSTITUTE OF SPECIAL EDUCATION.

Appendix Two

QUESTIONNAIRE FOR KENYA INSTITUTE OF SPECIAL EDUCATION
STUDENT TEACHERS UNDERGOING THE TRAINING PROGRAMME FOR
TEACHERS OF THE VISUALLY HANDICAPPED AT THE PRIMARY
SCHOOL LEVEL IN KENYA.

INTRODUCTIONS:

- (a) Indicate your answers in the spaces provided for each question.
- (b) Give only as many answers as are required by each question.
- (c) Answer the questions as accurately as possible.

NOTE: No information provided in this questionnaire will be used against anybody:

- 1. (a) Name
- (b) Sex.....
- (c) Age.....
- 2. (a) Academic qualifications.....
- (b) Previous professional training.....
- (c) Teaching experience.....
- (d) Year of study at the Institute.....

3. Are you visually handicapped? YES NO

4. (a) Have you ever taught in a school for the
visually handicapped before? YES NO

(b) Are you interested in the course you are
persuing at the Institute?

(i) Very interested

(ii) Quite interested

(iii) Somewhat interested

(iv) Not interested.

5. (a) Which general subjects are you taught for the
course?.....
.....

(b) Which professional subjects are you taught for
the course?
.....

(c) State some of the skills that you are exposed
to during the course but which are specifica-
lly relevant to teaching the visually handica-
pped at the primary school level:

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

6. How many trainees are you in your year of study for the course for teachers of the visually handicapped:

.....
.....

7. (i) Do you know braille? YES NO

(ii) Can you teach visually handicapped pupils the following subjects using tactile materials?

(a) Mathematics; Yes/ No/ Averagely.

(b) Geography, History and Civics, a combined course;

TO A REASONABLE EXTENT/ ALITTLE/ NOT AT ALL.

(iii) Can you mark pupils' assignments written in braille?

Yes/ No/ Not effectively.

(iv) Can you write out notes for visually handicapped pupils in braille? YES/ NO/ NOT ACCURATELY.

(v) How many lessons of braille knowledge do you have in a week?

What length of time each?.....

Do you consider this adequate? YES/NO/REASONABLY

ADEQUATE. Give two reasons for your answer

1.
.....

2.
.....

Appendix Three

QUESTIONNAIRE FOR K.I.S.E. TUTORS TRAINING TEACHERS FOR
THE COURSE OF THE VISUALLY HANDICAPPED AND FOR THE
DIRECTOR OF THE INSTIUTE.

SECTION (i) (TO BE COMPLETED BY TUTORS)

1. (a) Name.....
(b) Sex.....
(c) Age.....

2. (a) Professional qualifications.....
Any other training.....
(b) Teaching experience.....
(c) Teaching subjects.....
.....
.....

3. (a) Have you ever taught in an Institution for
the visually handicapped before? Yes/No

(b) How many trainees do you have for the course
for the visually handicapped?

(i) By year.....
(ii) In total

5. What are the entry qualifications of these trainees?
.....
.....
.....

6. (i) Into how many components is the course for teachers of the visually handicapped divided?

.....
.....

(ii) Which ones are they?

.....
.....

7. (i) State the subjects that are offered for this particular course

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

(ii) Which of these are general subjects

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

(iii) Which ones are unique to the disability?

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

(iv) With reference to the entire week's class attendance table, how much time is accorded each of the specific subjects in (ii) above?

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

- 8. (a) What modes of assessment do you use to rate your students in this course?
.....
.....
- (b) What weight is given to each of the assessment procedures?.....
.....
.....
- (c) How is the final overall rating done?
 - (i) Final examinations.....
 - (ii) Continuous assessment tests.....
 - (iii) Overall Minimum performance level.....
.....
.....

SECTION (ii) TO BE COMPLETED BY THE DIRECTOR)

- 1. Name.....
- 2. Sex.....
- 3. Age.....
- 4. (a) Professional training.....
- (b) Teaching experience.....
- (c) Any training in the general field of special education.....
Which particular aspect?.....
- 5. (a) When was K.S.E. established.....
- (b) When did admit its first trainees for the

course for teachers of the visually handicapped?

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

6. How many students admitted each year to be trained as teachers of the visually handicapped?

.....
.....

7. What is the total number of trainees for the course for teachers of the visually handicapped at the moment?

.....
.....

8. How many tutors are deployed to train teachers of the visually handicapped at the Institute?

.....
.....

9. (i) Does the Institute offer any in-service courses for teachers of the visually handicapped who are in the field? REGULARLY/OCCASIONALLY/NOT AT ALL.

(ii) When?

(iii) By who?

10. (a) How are the trainees for the course for teacher of the visually handicapped selected for training interns of:

- (i) Academic certificate.....
.....
- (ii) Professional standing.....
.....
- (iii) Other factors.....
.....

(b) What is the duration of the course?

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

Appendix Four

INTERVIEW SCHEDULE FOR MINISTRY OF EDUCATION, KENYA
INSTITUTE OF EDUCATION, HEADS OF SPECIAL EDUCATION
AND DIRECTOR OF KENYA INSTITUTE OF SPECIAL EDUCATION.

1. (a) How many policies have so far been formulated in Kenya relating to special education?
 - (b) (i) Which ones are they?
 - (ii) When was each of these policies formulated?
 - (iii) What were the implications each of the policies as regards teacher training?

2. (a) Which of the policies referred to in (1) above had implications for teacher training for teachers of the visually handicapped?
 - (b) When and where was the first attempt to train teachers for the visually handicapped pupils made in Kenya?

3. (a) How many teachers' training colleges have so far been involved in the training of teachers for visually handicapped pupils other than K.I.S.E.?
 - (b) When was each of those colleges used for that training purposes?

4. (a) What factors would you consider to have fostered the development of a training programme for teachers of the visually handicapped in Kenya?

(b) How about those that impeded the speedy development of the programme?
5. Who is responsible for the selection of trainees for the course for teachers of the visually handicapped undertaken at K.I.S.E.?
6. Why, finally, was it not possible to establish different training Institutes for teachers of the various disability groups in Kenya if any other than financial constraints?
7. What role did each of the following play in the development of teacher training programme for special teachers and particularly that of teachers of the visually handicapped?
 - (a) Kenya Institute of Education.
 - (b) Special Education Inspectors in the Ministry of Education.
 - (c) Special Education Administrators in the Ministry of Education.
8. What, according to you, are the
 - (a) advantages and (b) disadvantages of the inter-gration of visually handicapped pupils at the primary school level in relation to the training programme provided by K.I.S.E. for teachers of the same target group?

Appendix Five

INTERVIEW SCHEDULE FOR K.I.S.E. GRADUANTS OF THE
COURSE FOR TEACHERS OF THE VISUALLY HANDICAPPED.

1. What were your entry requirements into the training programme?
2. How long did the training last?
3. Did you leave satisfied that you had learnt relatively new skills? Give examples.
4. (i) For how long have you taught as a teacher specially trained to teach visually handicapped pupils at the primary school level?

(ii) In view of this, what modifications would you recommend for the K.I.S.E. programme to make it more effective?
5. What is your view of teaching in an integrated unit of the visually handicapped in relation to the training provided at K.I.S.E.?

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