

3000/

**THE HISTORY OF SPECIAL EDUCATION IN KENYA: A
CASE OF KISUMU AND NYANDO DISTRICTS 1945 - 2003**

BY

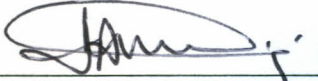
JACOB A. ONYANGO ORINDA

**A THESIS SUBMITTED TO THE SCHOOL OF HUMANITIES
AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER OF
ARTS OF KENYATTA UNIVERSITY**

FEBRUARY, 2008


DECLARATION

This thesis is my original work and to the best of my knowledge, it has not been submitted for a degree in any other university.

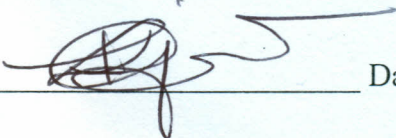
Signature  Date 21.02.08

Jacob A. Orinda Onyango
Kenyatta University, Department of History, Archaeology and Political studies.

This thesis has been submitted for examination with our approval as University Supervisors

Signature  Date 21.02.08

Dr. Samson M. Omwoyo
Kenyatta University, Department of History, Archaeology and Political Studies

Signature  Date 21.02.08

Dr. Lazarus K. Ngari
Kenyatta University, Department of History, Archaeology and Political Studies

Orinda, Jacob A.
*The history of
special education in*



2008/330264

DEDICATION

To my parents, Gerson Orinda Okollo and Mama Plister Ayiemba Orinda, for having responsibly brought me up, my wife Joscinter and all our children.

ACKNOWLEDGEMENTS

This work has become a reality due to the cooperation and support of several individuals and organizations. In as much as I would have liked to cite all those who facilitated the completion of this work, it cannot be realistically possible. However I must not forget to thank Kenyatta University for offering me an opportunity to pursue a postgraduate degree.

My special appreciation goes to Dr. Samson Omwoyo, the late Prof. Gabriel Jal and Dr. L. Ngari, my supervisors. I must truly confess that Dr. Omwoyo constantly gave me professional encouragement throughout the research work. I thank him most sincerely for opening up my eyes on issues that appeared opaque to me. To the late Prof. Jal, I'm so grateful for clarity, being liberal and to the point. I'm also grateful to all those who responded to my questionnaires and oral interviews. Special thanks go to Dr. Karugo of Kenyatta University, Dr. Kochun'g of Maseno University, Mr. Ayieko Yalo Maseno University, Mr. Charles Anang'a Okello an oral historian, all heads of Special Institutions (Kisumu and Nyando Districts), staff of Lillian Foundation: Janet, Sr. Catherine and Christine for useful data.

Equally my thanks also go to members of the Torch Development group. Since my study was not sponsored by anybody hence obvious financial difficulty, Torch members; Mr. Joshua Ogunde, Mr. Moses Kasure, Mr. Edward Opiyo and their spouses greatly supported my family in the course of my study. I must also humbly thank my only classmate, Susan, who was a source of inspiration throughout the

study. Special thanks also go to my sons, Mark Otieno and Martin Ouma, who helped in typing this work whenever corrections were made. Last but not least, I'm sincerely grateful to my wife Joscinter Akoth and all our children for their spiritual and moral support in my studies.

TABLE OF CONTENTS

Declaration	ii
Dedication.....	iii
Acknowledgements	iv
Abbreviations & Acronyms	x
Definition of Terms	xi
Abstract	xiv
Maps.....	xv
CHAPTER ONE	1
Introduction.....	1
1.1. Background to the Study	1
1.2 Statement of the Problem	4
1.3 Research Questions	5
1.4 Objective of the study	5
1.5 Assumptions of the study	5
1.6 Justification and Significance of the study	6
1.7 Literature Review	8
1.8 Theoretical Framework	15
1.9 Research Methodology	19
1.9.1 Introduction	19
1.9.2 Population and Sampling Procedure	20
1.9.3 Research Instruments.....	22
1.9.4 Data Analysis	25

CHAPTER TWO	26
Special Education in Colonial Kenya – Early Experiences 1945 – 1963.....	26
2.1 Introduction.....	26
2.2 Establishment of Colonialism in Kenya	26
2.2.1 The Coming of Missionaries and Their Impact in the Provision of Education in Kenya.....	28
2.2.2 Colonial Government.....	29
2.3 The Role of the Churches After 1945	32
2.4 Summary.....	38
CHAPTER THREE	39
Special Education Programmes in Kisumu and Nyando Districts 1963 –2003	39
3.1 Introduction.....	39
3.2 Traditional Concept of Handicapped People in Kisumu and Nyando Districts	39
3.3 Programmes in Kisumu and Nyando Districts.....	42
3.3.1 A Brief History and Work of the Salvation Army.....	42
3.3.2 A Brief History of the Lutheran Church.....	45
3.3.3 A Brief History of the Catholic Church.....	46
3.3.4 The Anglican Church of Kenya	49
3.3.5 Lilian Foundation.....	50
3.3.6 Kenya Integrated Education Programme (KIEP)	51
3.3.7 Kisumu and Nyando KIEP Program.....	51
3.3 Summary	53

CHAPTER FOUR.....	54
Government and Donor Involvement in Special Education, 1963-1984.....	54
4.1 Introduction.....	54
4.2 Effect of Ngala Mwendwa Report and Ominde Commission Report 1964	54
4.3 The Gachathi Report, 1976 (The National Committee on Educational Objectives and Policies).....	61
4.4 The Government Role in the Provision of Special Education in Nyando and Kisumu Districts 1963 - 1984.....	65
4.5 Summary	77
CHAPTER FIVE	78
CHALLENGES AND PROSPECTS OF SPECIAL EDUCATION 1984:2003	78
5:1 Introduction.....	78
5:2 The Mackay Report and the 8:4:4 System of Education	78
5.3 Implication of Kamunge (1988) and Koech (1999) Reports in Special Education.	87
5.4 International Concern for Special Education and Effect on Kenya's Model... Effects on Kenya Model of Special Education.....	95 98
5.5 Management of Special Education in Nyando and Kisumu Districts.....	99
5.6 Parental Attitude	101
5.7 Emerging Issues	107
5.8 Summary.....	113

CHAPTER SIX	115
Conclusions	115
References	126
Appendices	134

ABBREVIATIONS & ACCRONYMS

APDK.	-Association for The Physically Disabled in Kenya.
BEFA	-Basic Education For All.
CBM	- Cristofel Blinden Mission
CCF	- Christian Children's Fund
CEE	-Common Entrance Examination.
DANIDA	-Danish International Development Agency.
EARC	-Education Assessment and Resource Center.
EFA.	-Education For All.
KAPE	-Kenya African Preliminary Education.
KASE	-Kenya African Secondary Education.
KSD	- Kenya Society for the Deaf
KIE	- Kenya Institute of Education.
KIEP	-Kenya Integrated Education Program.
KISE	- Kenya Institute of Special Education.
KNEC	-Kenya National Examination Council.
KPE	-Kenya Preliminary Examination.
KSB	-Kenya Society For the Blind.
KSMH.	-Kenya Society For the Mentally Handicapped.
MOEST	-Ministry of Education Science and Technology.
NGO	-Non-Governmental Organization.
SCE	-School Certificate Examination
SNE	-Special Needs Education.
TIQET	-Totally Integrated Quality Education and Training.
UNESCO	-United Nations Education, Social and Cultural Organization.

DEFINITION OF TERMS

- Special Education:** The one component of the overall educational system that relies most heavily on scientific method and experimental research to improve instruction and to provide ways to change developmental, learning and behavioural problems.
- Development Partners:** International, national or local organizations that support special education either directly or through other interested parties.
- Impairment:** Lacking part or all of a limb, or having a defective limb, organ or mechanism of the body.
- Disability:** The disadvantage or restriction of activity caused by a contemporary social organization which takes little or no account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities.
- Handicap:** Physical disadvantage limiting individual fulfillment.

- Physically Handicapped:** Persons with physical, neurological and chronic health impairments.
- Hearing Impaired:** An individual manifesting hearing disability which may range in severity from mild to profound.
- Street Children:** Persons whose lives are carried out in the streets, squares, parks, shopping centers, and other public places.
- Gifted and Talented:** A person possessing potential abilities that give evidence of high performance capability in such areas as intellectual, creativity, specific academic or leadership ability or in the performing of visual arts and who by reason therefore requires services or activities not ordinarily provided by the school
- Visually Handicapped:** A person whose visual impairment interferes with his optimal learning and achievement, unless adaptations are made in the methods of presenting learning experiences, the nature of the materials using and/or in the learning environment.
- Mentally Handicapped:** Sub-average general intellectual functioning associated with impairments in adaptive behaviour.

Development: A positive change for the better. In this case betterment of lives of the disabled through school education.

Multi-Handicapped: A person possessing more than one form of handicap e.g. Blind and Deaf.

Small Home: A building next to or within a regular school meant to house handicapped children (about 15) who attend that school.

Inclusive Education: Providing special education services to learners in schools nearest to them i.e. their homes

ABSTRACT

This study focuses on the history of Special Education in Kisumu and Nyando Districts of Kenya, 1945-2003. It examines the type of Education given to the youth before the colonial government and the missionaries. It argues that the colonial government was not concerned with the education of the Africans except to the extent that the education would give Africans minimal skills for use in colonial labor force. Equally the missionaries opened up catechism centers for religious institutions and basic schools for elementary instructions on arithmetic, reading and writing. The study established that from 1945, Special Education programs were started in Kenya mainly spearheaded by churches like the Salvation Army, the Catholic and other charitable organizations such as the Aghakan foundation. It is evident through the study that the Kenya government was aware of the needs of the disabled children as evident in the first education commission's report of 1964 which put forward some recommendations on the care to be put in place. Subsequent education commissions gave some recommendations on what was to be done towards the education of the handicapped but there was not much implementation until late 1980's when training of teachers for the handicapped was centralized at Kenya Institute of Special Education. But still only four areas of handicap have been addressed at K.I.S.E. Programs for the gifted and talented and even adult literacy for disabled persons have not been addressed by the government. This further deny a big number of persons with Special Needs the services they deserve. The study found out that Special Education in Nyando and Kisumu Districts only gained ground with the establishment of Nyabondo center for the disabled, Kibos school for the blind in early 1960's, the establishment of Maseno school for the deaf and Joyland school for the physically handicapped in 1970's. The institutions named above were initiated by the churches, a fact that confirms the little role the government played in providing education to the disabled. It must however be noted that the government contributed by providing teachers for the special programs though much supervision and management was left in the hands of the sponsors, a fact which compromised quality and led to some conflicts in administration. The study has established that the challenges that face Special Education in Nyando and Kisumu Districts includes lack of physical facilities, qualified personnel, attitude by non disabled, funding, access and participation among others. Even though some of these are being addressed, when compared to the non-handicapped, people with disabilities are still highly disadvantaged.

Figure 1: The map of Kenya

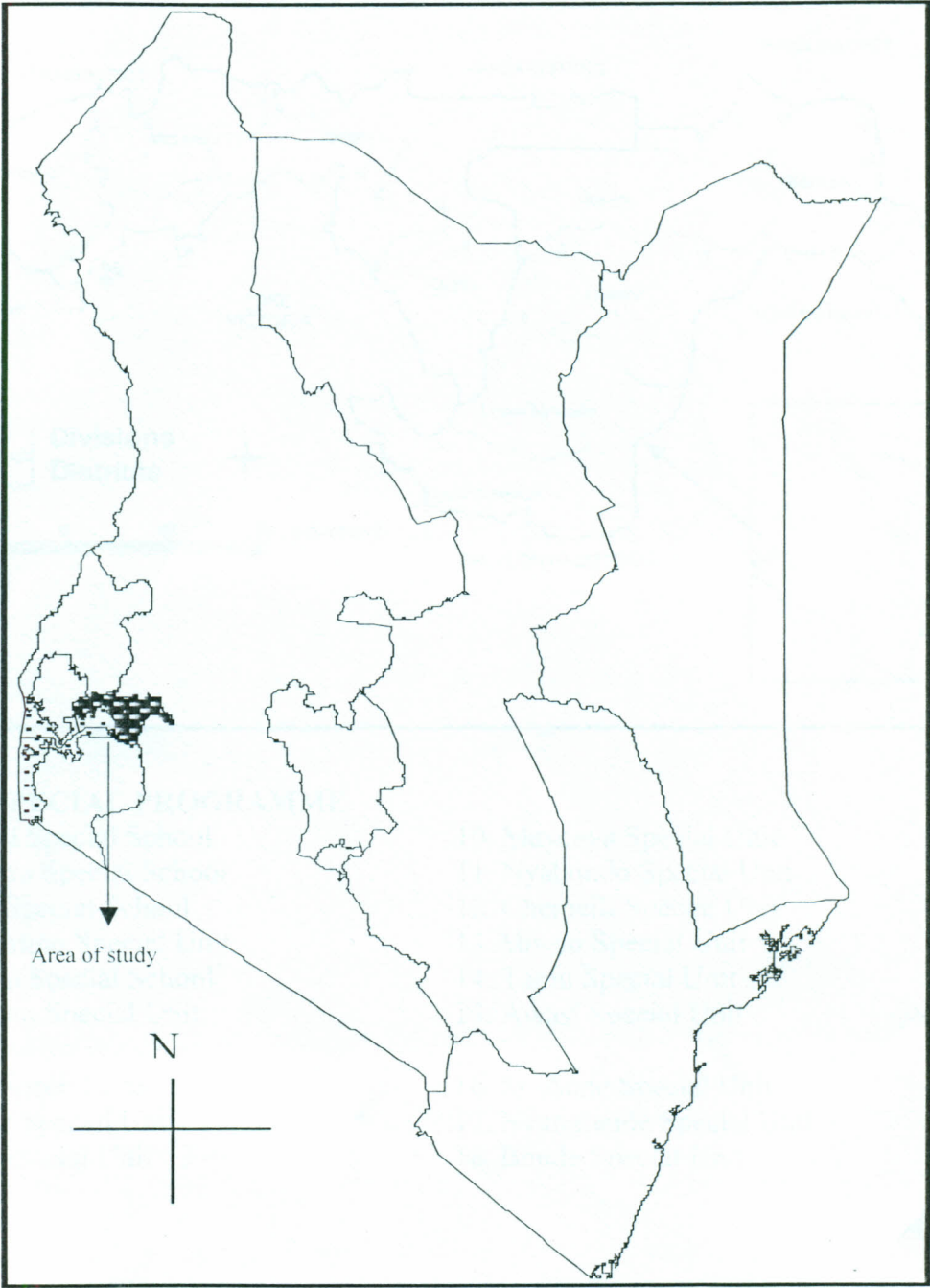
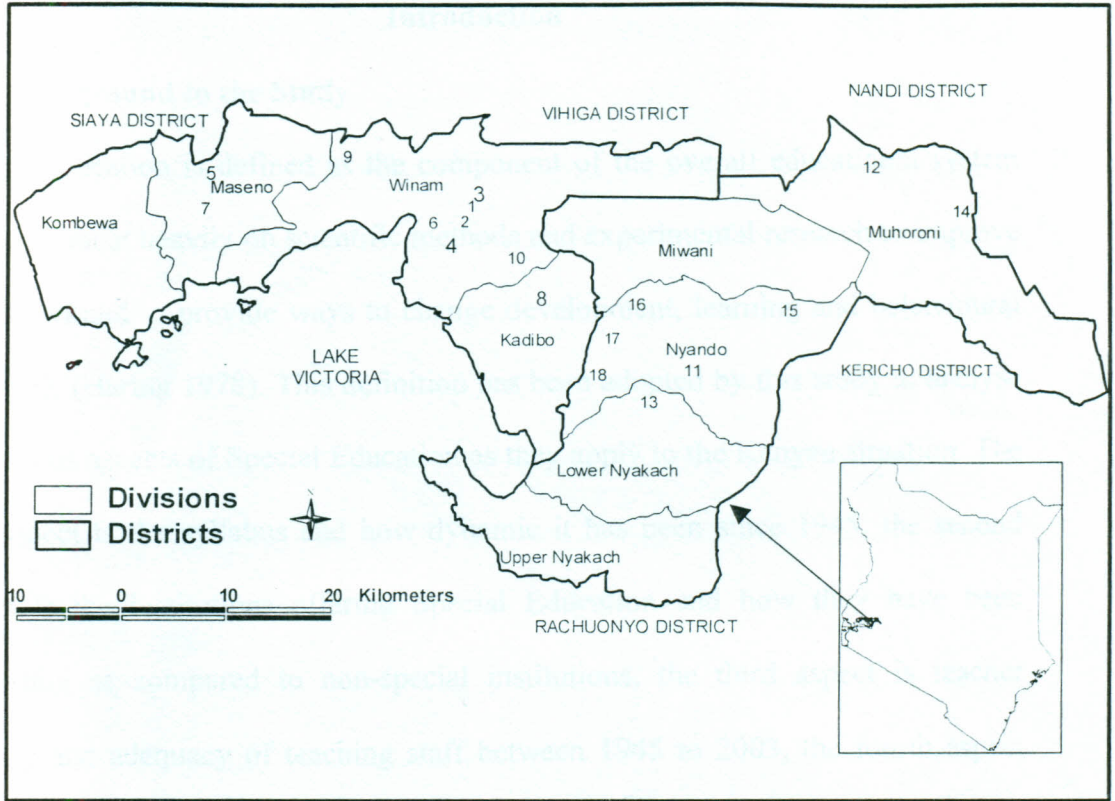


Figure 2: The area of study: Kisumu and Nyando District



SOME SPECIAL PROGRAMME

- | | |
|----------------------------|-----------------------------|
| 1. Joyland Special School | 10. Mayenya Special Unit |
| 2. Lutheran Special School | 11. Nyabondo Special Unit |
| 3. Kibos Special School | 12. Chemelil Special Unit |
| 4. Joel Omino Special Unit | 13. Abwao Special Unit |
| 5. Maseno Special School | 14. Tamu Special Unit |
| 6. Kasagam Special Unit | 15. Awasi Special Unit |
| 7. Ojola Special Unit | 16. St. Anne Special Unit |
| 8. Rabuor Special Unit | 17. Nyang'ande Special Unit |
| 9. Alara Special Unit | 18. Bunde Special Unit |

CHAPTER ONE

Introduction

1.1. Background to the Study

Special Education is defined as the component of the overall educational system that relies most heavily on scientific methods and experimental research to improve instruction and to provide ways to change development, learning and behavioural problems, (Haring 1978). This definition has been adopted by this study to analyse the various aspects of Special Education as they apply to the Kenyan situation. The first aspect is the syllabus and how dynamic it has been since 1945, the second aspect is the institutions offering Special Education and how they have been expanding as compared to non-special institutions, the third aspect is teacher training and adequacy of teaching staff between 1945 to 2003, the fourth aspect deals with the funding of Special Education and its programmes between 1945 to date. For clear understanding of Special Education, categories of persons desiring this service need to be spelt out. They include persons with physical handicap, persons with mental handicap, persons with visual impairment, persons with hearing impairment, persons with specific learning difficulties, persons with more than one handicap (multi handicapped) such as deaf and blind, persons who are gifted and talented, persons with behaviour problems, orphans, abused children and children living on the streets. It should be noted that most of the above categories have not been addressed by the education system hence the need for this study. However, even the areas that have drawn some attention and institutional setup, a lot has not been done in terms of funding, personnel, curriculum relevance,

physical facilities, to mention only a few. It is to be noted that this study only focuses on the four areas of disabilities, thus, physical, mental, visual and hearing. This does not mean that the other areas of Special needs are less important, but it is a recognized limitation by the study given the fact that addressing all the areas would call for more time and financial resources, the two aspects that seriously limited this study.

The historical background of Special Education can be traced back to 640 AD in the United Kingdom, and this evolved over a period of time to cover several European countries and United States of America by 1817, (Ndurumo 1993: 13-14). Studies that streamlined this sector are more evident in 20th century Europe and America. In Africa, churches and voluntary organizations are cited as main service providers (UNESCO, Special Education, 1969). In Kenya, Special Education programmes were started in 1945 (Ndurumo, 1993) by churches and voluntary organizations such as the Aga Khan Foundation. Schools like Thika School for the Blind and St. Nicholas emerged in mid- 1940s. At independence and shortly thereafter, the Ngala committee (1964) and Ominde Commission (1964) made several recommendations on education of the disabled. The Ngala Committee recommended the integration of handicapped with non-handicapped. In 1968, the Ominde report formed the basis of Sessional Paper No. 5 which has been used as a guiding principle in Special Education.

In Nyando and Kisumu districts, formal education was not provided prior to independence. (Ondiek,OI, 2003). The schools that existed were mainly run by

churches and they were scattered. Pupils used to walk as far as 10 km to reach the school of their denomination. For example, children belonging to the Catholic faith would only attend Catholic schools and those of the Protestant faith, protestant schools. With the distance and the general neglect of handicapped persons, it was common not to find handicapped children in schools. Neither was there any reference to them. In Kisumu District, the Salvation Army Church started Kibos School for the blind in 1963, while the Catholic started Nyabondo centre for crippled children- otherwise originally known as John F. Kennedy Children's Home, 1963. These two institutions marked the formal establishment of special education services in the two districts. Children from Nyabondo centre for the crippled would go to adjacent Nyabondo Boys Primary School and Nyabondo Girls Primary School respectively.

Teacher education for the handicapped was also fragmented prior to 1986 when Kenya Institute of Special Education was opened. Teachers of the Hearing Impaired Trained in Central Teachers College (present day Kenya Institute of Education) from 1966-69 then Kenyatta College (present Kenyatta University), from 1969-1971; then moved to Siriba Teachers Training College up to 1977 when they moved to Kamwenja Teachers Training College where they trained up to 1986, then they moved to Kenya Institute of Special Education in Nairobi. Teacher Training for Mentally Handicapped started in 1966 at St. Nicholas School then moved to Highridge Teachers Training College in 1969 up to 1986 when it was moved to Kenya Institute of Special Education; training of teachers of Visually Impaired started in Highridge in 1980 up to 1986 then moved to Kenya Institute of

Special Education while training of teachers for the Physically Handicapped children started at Kenya Institute of Special Education in 1987.

1.2 Statement of the Problem

Despite establishing Special Education, inspectorate section and the administrative unit in the early 1970s and president Moi's declaration of 1980 as the National year of the disabled, not much has been done to improve the quality and quantity of Special Education in Kenya. For example in the development plan of 1979-83, out of the total education expenditure of Ksh.548, 938,000, Special Education received only Ksh.2,588,000; a big neglect in so far as funding is concerned representing only 2% of the educational budget. Ndurumo (1993) noted that out of about 1.8 million disabled people in Kenya (1985), 456,500 were school going age yet special programmes hardly catered for 10% of that population. The above information made it crucial to study Special Education historically to establish why, despite Kenya's high education growth, Special Education has lagged behind. It is against the above background that this study set to analyze the history of Special Education in Kenya focusing on Nyando and Kisumu districts between the period 1945 to 2003. It examines the attitude of parents of the handicapped towards their children and society's response to needs of the handicapped. Equally, it sought to establish the neglect of Special Education by the government in so far as staff development, funding, enrolment and the syllabus are concerned and the conflicts which may have arisen between the government and other stakeholders in providing Special Education service. The study thus sought to give clear historical

background to Special Education, the present situation and future trend for positive development. Some of the questions the study sought to answer included:

1.3 Research Questions

- (i) What are the factors, which contributed to the establishment of special schools in Kisumu and Nyando Districts?
- (ii) What has been the Kenya Government policy guiding the development of Special Education since 1945?
- (iii) What is the impact of funding from development partners on the development of Special Education in Kenya?
- (iv) To what extent is the service provided adequate in relation to societal needs?

1.4 Objectives of the Study

The study has endeavored to attain the following objectives:

- (i) To examine factors that contributed to the establishment of Special schools in society.
- (ii) Analyse the governments policy and participation in the development of Special Education in Kenya between 1945-2003
- (iii) To examine the impact of development partners in the funding of Special Education in Kisumu and Nyando Districts between 1945-2003.
- (iv) Assess the adequacy of education services provided to the disabled in relation to social needs.

1.5 Assumptions of the Study

The study assumed the following: -

- (a) Special schools and programmes have mainly been established and funded by development partners other than the Kenya Government.
- (b) That there is no clear Government Policy on Special Education hence administration and inspections are not co-ordinated to realize the education goals for the special children.
- (c) That since Special Education provision in Kenya has mainly been the domain of development partners they dictate terms on management of the schools hence conflict with other stakeholders such as Ministry of Education, Parents, and Board of Governors. .
- (d) That there is inadequate education provision to the disabled in relation to societal needs.

1.6 Justification and Significance of the Study

Kenya is one of the countries in tropical Africa with rapid growth in education. This growth however is not equally reflected in the provision of Special Education. It was not until after the 2nd World War that the provision of services to persons with disabilities was introduced mainly to rehabilitate war victims. This subject therefore called for scrutiny owing to its long neglect. The work is significant because historical study of Special Education in Kenya is lacking. The works that give information on Special Education are mainly found in education commission reports such as: Ominde report (1964), Gachathi report (1976), Kamunge report

(1988) and Koech report (1999) to mention only a few. These reports are not historical studies. In fact it is only Ndurumo's work (1993), Exceptional children: Developmental consequences and intervention, which is a more serious attempt to address Special Education in Kenya, though it is not a historical study.

This work focuses on Kisumu and Nyando districts (See Figure 1) because:

- (i) All the Special Education programmes - the main areas currently being addressed by Kenya are available, such as Physically Handicapped, Mentally Handicapped, Hearing Impaired, and Visually Impaired.
- (ii) Some of these schools are among the oldest in the country hence can give better information on the evolution of Special Education in Kenya. For example, Kibos.
- (iii) Maseno School for Hearing Impaired was established in 1975.
- (iv) Most of the church organizations which have promoted Special Education are well-represented such as the Salvation Army, the Catholic Church, and the Anglican Church of Kenya.
- (v) Concentrations of Special Schools in close proximity, save for a few isolated cases, proved useful to the study, in cost and time management.

It is important to note that dependence on bilateral and multilateral assistance is fast fading. Coupled with the current thinking of inclusive education, the study is timely because it hopes to superimpose the past on the present to come up with recommendations for a better future.

1.7 Literature Review

Education has been defined as what happens to us from the day we are born to the day we die. It is the reconstruction or re-organization of experience, which increases ability to direct the course of subsequent experience, (Nsubuga, 1977). Peter, in Kegan, (1978) discuss liberal education and refers to Plato's view that education is a process which equips and encourages a man to develop into a full man by using his reason to the utmost.

Education is aimed at answering economic, political, and social needs of any given society. Any society is recreated through its youth and therefore, it is important to equip them with the knowledge with which to sustain the society. The history of education in Kenya is closely linked with the missionaries and the colonial government in the late 19th century up to part of 20th century.

For the learners of Special Education, it is in record world over that their treatment was generally the same, that is, they were treated as second class citizens. However, Ndurumo (1993) identifies the works of a few individuals before the establishment of special schools. They include Didymus (AD 309-395) who devised the first reading materials for the visually impaired,; Pedro pounce de Leone (a monk) who lived in Spain - in the 16th century and taught a deaf pupil to read and write arithmetic and speech: George Philip, a German who developed wax tablets as writing materials for the blind in 1651 and Jean Marc Gaspard Itard (1775-1838), a French physician who began educating a 12-year old boy found roaming naked and wild in the forest of France in the early years of 19th century.

Itard's ideas form the foundation of present day Special Education practices. Others include: Howe; (1801-1876); Gallardet (1787-1871); Braille (1809-1852) - who developed the Braille system of reading and writing; Montessori (1870-1952) and. Jones (1990), looking at the issue of Special Education through the Warnock report, (1978) argue that the educational experiences of those with Special Needs can be considerably broadened and enhanced through imaginative management and skillful use of resources. This argument is relevant to the current study because it highlights the importance of resources and their management in the development of Special Education.

Ysseldyde and Algozzine (1979:6) refer to Special Education as a sub-system of regular education whose purpose is to provide appropriate experiences to students who are perceived as different from other students in some way. This work is important to the study because it highlights the content regarding Special Education to regular education. It, however, fails to explain further under what circumstances appraisal experiences could be applied and what they are. The work also does not categorically show what constitutes Special Education and what constitute regular education.

Gachathi Education Commission Report (1976) highlights several ways through which Special Education could be improved and expanded. They include public education aimed at encouraging and enabling the public to identify the various types of handicaps and to seek appropriate assistance; creation of awareness on the part of the public on the causes of disabilities with a view to facilitating prevention

of their proliferation. The Kamunge Report (1988) states in part: “. . . one of the shortages in Special Education relates to facilities for children with multiple handicaps. There is need to establish secondary schools for the deaf and additional ones for the blind”. The same views are expressed in the Education Report of 1999, popularly known as the Koech Report (Koech 1999:99-100). These reports were informative to this study because they articulated the views of the persons appointed by the government to look into changes to be made in the education sector and recommended possible changes. The responsibility to implement the recommendations rests with the government.

The National Development Plan (1997-2001) states that the government’s primary objective in the Special Education sub-sector is to facilitate persons with special learning needs to be able to function as productively and independently as possible in their communities and families through early identification, early intervention and placement. The report is too general and does not show how placement of disabled in employment would be carried out. It fails to give specific dates of implementation of proposed actions. The work confirms the fact that there is less commitment by the government to give services to children with special educational needs. Owino and Muya (1986:9) in Special Education abstract in Africa observe that:

One of the indicators of the development of Special Education a country has attained is the levels at which the handicapped are identified. In many African countries, their incidence is unknown.

This work is relevant to the current study because it confirms the weaknesses evidenced in our provision of Special Education. Baur (1990) highlights the work of the “Catholic Church in Kenya in its hundred years of existence. He posits that “. . . the establishment of St. Lucy’s School for the Blind in Meru by the Catholic sisters in 1958 (Baur 1990:93) was among the activities that saw the growth of the church in Meru. Special Education programmes were to be found attached to several Catholic missions such as St. Oda, Nyang’oma, Nyabondo to name but a few. This work informs the current study because it sheds light on how the churches were positively occupied with the provision of educational facilities for the disabled children.

Bishop (1986) in looking at education observes that: “To say that you must stop them (young people) from seeking education till you are in a position to afford their education is as difficult, even if it were at all desirable, as asking the world to stop because you want to get rid of it. The demand for education is hitting the ceiling of available resources. We in the developing countries require more and more, and better education but we cannot get either more or better, by doing the same things in education as we have done before, even though on a larger and expanding scale. That way is a blind alley”. This work, though does not mention Special Education, is a useful information because when considering human rights, the disabled equally need the excellent education offered to the non-disabled and the government has no excuse in leaving matters pertaining to Special Education in the hands of development partners and other well-wishers.

McKelvey and Peters (1993) look at the disabled persons in Britain and observe that out of 6¼ million people with disabilities in the country, 200,000 are school pupils. They lament the fact that although the Education Act of 1981 endorsed the principle that disabled children should be educated along side non-disabled, the practice has not been fully implemented with one in five children being educated in the same schools as other children. They further observe that determination of parents is often a major factor affecting where a child with disabilities is educated, with only those who are prepared to put up a fight succeeding in getting places for their children in the mainstream schools. Sometimes people with disabilities are sheltered in such a way as to prevent them from realizing their full potential. This work is useful to the study because it highlights fundamental issues affecting education of the handicapped children ranging from the government's involvement to the society including the disabled students themselves and their parents. The need for assertiveness is realized in order for the disabled to get their rights in their communities.

Solity (1993) argues that at any time, the political, social and economic climate creates the context in which certain educational practices and beliefs are likely to find favour. The beginning of the 1990s has seen education feature prominently as a political issue. There has rarely been a time when teaching methods and standards have not occupied the thoughts of politicians and teachers. Teachers who are able to retain a sense of direction and examine the assumptions on which changes are advocated are better able to maintain their perspective, and to bring a critical awareness to their evaluation of existing or suggested practices. This study, though

carried out in a developed country (Britain) has a lot of information on factors affecting the provision of education in general. When these factors affect the overall education system then, they are likely to affect more severely the provision of education for the handicapped. It is, therefore, the intention of this study to fill the missing gap by examining the role of politics, economic, social and climatic factors, among others in relation to provision of education to the disabled persons in Kenya and in particular Kisumu and Nyando districts.

There is inherent fear and pessimism that education for the disabled is such a difficult task that it is better be left alone when the government and stakeholders are not prepared. Musvosvi, (2002), for example, has a lot of reservation for inclusive education citing the unavailability of jobs for even non-disabled young persons who graduate from our high schools and colleges. He faults the 8-4-4 system of education as not addressing the objectives for which it was started. Equally, the teacher education and teachers' capacity to manage education of the disabled along with the non-disabled is highly doubted. The work was informative to the study because the area of Special Education has remained a preserve of just a few, particularly the religious groups that, approach it, not from the professional view but from the humanitarian position. Bayers (2002) introduces the factor of inclusion as a transformed Special Education. He also addresses the issue of policy and sees Special Education as a field in flux. His work is important to the study because it discusses the current debate on which direction Special Education should take. It talks of formulating policies that endeavour to include all members of society in both educational setup and real life situation.

Westwood (1997) talks of differentiation and posits that this principle in educational programming applies quite as much to addressing the characteristics and needs of gifted and talented students as it does to meeting the needs of students with disabilities. He argues that the notion of differentiation is fundamental to the concept of inclusion. These works shed light on the direction Special Education is taking and give valuable suggestions on how to manage inclusive classes. He talks of adaptations in instructional methods which should result in improved success rates for lower ability students. With these, it should be remembered that the current thinking about education for the disabled is greatly influenced by the enlightenment the society has undergone in which people's perceptions have greatly changed. With the modern technology, the disabled persons are quite able to perform a wide range of duties which were earlier thought to be impossible for them. For example, the physically handicapped individuals are able to drive adapted cars and many disabled have excelled in academic work where the so called able have failed.

Saina (2002) talks of zero reject philosophy, while Kristensen (2002) Musvosvi (2002) and Bayers (2002) talk of restructuring of schools, specialist expertise and response to societal needs as some of the basic tenets which inclusive education strives to address. The current international feeling as observed by Kristensen (2002) is that children should go to schools as close to their homes as possible and that there should be zero reject, that is, no child should be denied admission in any public school due to disability. However, they recognize the fact that some severe

cases of disabilities will still need much more specialized attention and this calls for centres of excellence to offer the complex services.

It is evident from the above analysis that a number of unsolved issues pertaining to the provision of Special Education still requires attention. At various points in time these issues have emerged to influence and affect the provision of Special Education. It is therefore incumbent upon an historical study such as this to analyse various phases Special Education has gone through in its development. This study, therefore, narrows the areas of study to Kisumu and Nyando districts and sets to analyse the historical development of Special Education against the national background.

1.8 Theoretical Framework

Theory provides a tool of analysis for any social scientific study. Thus several theories will be used in this study. Special Education is embedded with socio-cultural conflicts which need multifacet approach for its resolution. To the extent that it would apply, the functional theory has been used. This theory has its roots in the nineteenth century positivistic theories of Comte, Spencer, and Durkheim and developed over the years through the works of the structuralist - functionalist anthropologists, Malinowski and Radcliffe-Brown to the more contemporary works of Talcot Persons and Robert Merton. This theory is based on analogy between biological organic systems and social systems. Here there is interest in the states of social wholes, for example a social whole may be the Kenya, Uganda or the Zambian society; it may be a traditional African society, such as a particular

kingdom of Buganda. The importance of parts of a social system or social whole is seen in terms of their contribution to the survival and maintenance of the whole system-structure or parts of a system are classified according to such criteria as contribution to integration of the whole system, kinds of the equilibrium - sustaining mechanisms adopted, and survival requisites. In this perspective, causal analysis revolves around how changes in parts or a combination of parts affect the state of the whole system.

This theory shed light to the fact that man is organized into social systems; social behaviour and society are understandable only when account is taken of the interaction - generating properties of social systems; that social processes develop in the environment of relationships among parts of systems; social systems represent meeting points of individuals and their needs and the general need of human beings to associate with one another; that human patterns of organization exist at different systemic levels from the small, less inclusive to the large more inclusive; and that it is necessary to understand the relation between levels of organisation. To the extent that it talks of biological organic and social systems, one will bring the relationship between differentiated service delivery in education sector where the handicapped and non-handicapped people in society have negatively contributed to their social acceptance. The society does not seem to mind that there exist members, the disabled who need adaptations in houses, transport systems and toilets in order to access such services with less difficulty. This theory supports the current thinking world over which is tailored towards

equal opportunities for all. Inclusion International (1996) states "Inclusion refers to the opportunity for persons with a disability to participate fully in all of the educational, employment, recreational, community and domestic activities and typify everyday society". Kenya being one of the countries with several programmes in Special Education can benefit from the views expressed in this theory.

According to Dyssegard and Nielsen (2002) there seem to be a growing international agreement that inclusive education should be understood as a strategic approach or process of addressing and responding to the diversity of needs of all learners and reducing exclusion within and from education in order to afford all learners basic human right to education, right to equal opportunities and right to social participation. People all over the world are quickly becoming aware of abilities of persons with handicaps hence their care and integration into the society now being addressed more seriously. To the extent that Special Education has evolved historically because of societal conflict, conflict perspective has been applied. Most legislations in Europe and America have recognized the rights of the disabled as a result of some conflicts in the society. For example parents who were prepared to put up legal fights succeeded in getting places for their children in the mainstream educational institutions.

According to Giddens (1992) conflict theory owes much to the work of Karl Marx and George Simmel. Both of these authorities saw conflict as ubiquitous and an ever present and inevitable feature of social systems. But while Marx laid emphasis

on the divisive nature of conflict, Simmel emphasized its integrative functions. Marx located the source of conflict in the distribution of resources available to members of the social system. Parts of the social system fight to ensure that in the distribution of resources their interests are taken care of. This tends to lead to unequal distribution of resources which then generate further conflict. One may give a corresponding analogy of this phenomenon with Special Education provision. Right from home, if parents have the disabled among the non-disabled, the preference for schooling would be given to the nondisabled. Equally most governments do give more attention to regular education than Special Education. In UNESCO (1991) a survey carried out in 1986-7 found that children with Special Educational needs had not shared equitably in the global expansion of educational opportunities. The survey found that in thirty two out of fifty-one countries which replied to the questionnaire, less than one percent of the school age population was enrolled in Special Education programs; in forty-four countries the figure was less than three percent.

The main elements of the conflict theory are that interests are the basic ingredients of inducement and force to be used to ensure social life. Therefore, division, opposition, and hostility are generated by social life. This manifests itself in structured conflict based on sectional interests, the resolution of which involves the use of power. Conflict perspective makes it possible to see the other face of society. It is in seeing this other face of the society that champions of development of Special Education have strived to give the sector a new look. This theory

contributes positively to the study because as Special Education programs have evolved in Kenya, they have apparently been faced with many social problems unique to the social structure of the disabled as opposed to other sectors of the community.

1.9 Research Methodology

1.9.1 Study Area

The study was carried out in Kisumu and Nyando Districts of the Nyanza province, Kenya, (see Figure 1 and 2). Kisumu and Nyando Districts are two of the twelve Districts in Nyanza Province. Up to 1998 the two Districts formed the former Kisumu District. The area borders Kericho District to the East, Nandi District to the North East, Rachuonyo District to the South, Lake Victoria to the West and Bondo and Siaya Districts to the North West. The area is inhabited by the Jo-Nyakach, Jo-Kano, Jo-Kisumo, Jo-Kajulu and Jo-Seme of the Luo community. Total population of the area is 887,801 with average density of 416 persons per Kilometer Square. Out of the 613 primary schools and 100 secondary schools in the area, 27 primary schools and 1 secondary school offers some form of Special Education. 4 out of the 27 are Special schools while the rest are units. The one secondary school caters for the physically handicapped and it practices inclusive education. The area is endowed with natural resources such as ballast and sand, which are used for construction both within the District and the neighboring Districts. Agricultural crops include sugarcane, cotton, bananas, coffee and maize. Fishing is equally an important economic activity. Equally pottery, basketry and mat making are part of

economic activities. Most of these activities do not support the people effectively because of lack of support by the government. Sugar and cotton industries are dwindling yet they are the main cash crops of the area. This has affected the general development of education of the area and in particular the education of the disabled. Most of the small homes and units started by the churches are facing enrolment difficulties just because parents cannot afford to sustain them. Examples of such institutions are Abwao small home and Nyang'ande small home.

Kisumu District has four administrative divisions namely, Winam, Maseno, Kombewa and Kadibo. It borders Siaya District to the West, Vihiga District to the North Nandi to the East and Winam Gulf to the South. Similarly Nyando District has five administrative divisions namely, Upper Nyakach, Lower Nyakach, Nyando, Miwani and Muhoroni. It borders Kisumu District to the West, Nandi District to North, Kericho District to the East and Rachuonyo District to the South. Since all categories of special programmes are represented in the area of study, it is the hope of the researcher that this study forms the basis upon which other related studies may benefit in so far as the development of Special Education in Kenya is concerned.

1.9.2 Population and Sampling Procedure

The target population in this study was (557) which comprised of 5 head teachers of special schools; (20) Head teachers of special units; (70) Teachers of Special schools; (135) teachers of special units; (6) Ministry of Education officials; (1) Provincial Director of Education; (5) Donor organizations; (4) Churches; (2)

District Education Officers; (1) Kenyatta University and (1) Maseno University; Special Education department(1);(200) parents; (2) Kenya Institute of Education staff and 2 Kenya Institute of Special Education staff; (100)Students and (2) Kenya National Examination Council staff. Sample size was 97 people, sampled through purposive stratified random sampling. The respondents were identified using both purposive and random sampling. Random sampling was used while selecting teachers for the study while purposive stratified sampling was employed to identify head teachers and representatives of the non-governmental organization, education officers who had useful information relevant to the study. These samples were drawn from a list of special schools and units, which were obtained from the educational offices in the two districts. The sampled population thus stood as follows;

Table 1. 1: Break down of the Sampled Population

Provincial Director of Education –Nyanza	1
District Education Officers –Nyando and Kisumu	2
Kenyatta University Special Education department	1
Kenya Institute of Special Education	1
Maseno University Special Education Department.	1
Kenya Institute of Education	1
Kenya National Examination Council	1
Churches and other development partners	7
Head teachers of special schools	5
Head teachers of special units	10

Teachers of special schools	14
Teachers of special units	17
Ministry of Education officials	6
Parents	20
Disabled children	10
TOTALS	97

1.9.3 Research Instruments

The research used primary and secondary sources of data. Secondary data entailed examination of written work on the development of Special Education in Kenya since 1945 with the aim of delineating the various approaches and interpretations as they touch on the development of Special Education. The materials comprising of books, thesis and periodicals were obtained from various institutions, universities and public libraries. In addition primary data was obtained from the archives which included Kenya National and other libraries, particularly the Catholic Secretariat, the Salvation Army library, Kenya Society for the Deaf, Sight savers, Association for the Physically Disabled of Kenya, the Kenya Institute of Special Education library and the Ministry of Education – Special Education section. Magazines and newspapers also formed an important source of primary data.

Finally oral sources were also used since they provided first hand information key informants were identified. The target population comprised of donors, both local for example Kenya Society for the Deaf, Association for the physically disabled of

Kenya, Local Churches – the Catholic, Salvation Army, Anglican Church of Kenya; International Donors such as, Lillian Foundation of Holland, Ministry of Education officials at the policy making level, heads of special schools (primary and secondary) and programs, in Kisumu and Nyando districts, the Disabled in schools and those out of school, parents of the disabled, social workers, teachers of the disabled, Director of Kenya Institute of Special Education, Director Kenya Institute of Education and Heads of Special Education departments at Kenyatta and Maseno Universities. The above population is closely connected to the development of Special Education in Kenya hence the decision to include them in the study.

The researcher applied the following tools in collecting data:

- Questionnaires – These were designed to collect pertinent data from Ministry of Education officials, heads of Special Institutions, Programs, Director of Kenya Institute of Special Education, Director of Kenya Institute of Education, Teachers of the Disabled (see attached appendices).
- Interview schedule – This consisted of structured items with accuracy checks on the responses. This was orally administered by the researcher and his assistants to key informants.
- Observation – The researcher toured the programmes under study with an observation checklist and recorded information regarding availability, adequacy and suitability of equipment in the programs.

Questionnaires were administered to the head teachers, principals, teachers in-charge of integrated programs to state their sources of funding, its adequacy and impact; specific donors both local and international to state their objective in funding special programs, estimated level of support, the impact of the support and the vision; the ministry officials and Directors of Kenya Institute of Special Education and Kenya Institute of Education to respond in government financial and manpower contribution in Special Education, staff training and curriculum for the handicapped students respectively.

As for the interview schedule and observation the researcher went back with the response after the interview for analysis. The methods of data collection stated above have both shortcomings and strengths. Oral interviews are subject to problems like exaggerations, failing memory and inaccuracy in terms of dating. But this is countered by some of the strengths such as the fact that the researcher is able to get information directly and can detect cheating and distortions straight away by posing probing and corroborative questions.

Written sources, since they undergo editing and other selection processes may change meaning of original information. However they are permanent records, which can be revisited again and again. Both primary and secondary sources were corroborated for accuracy, reliability and validity in the writing of thesis.

1.9.4 Data analysis

CHAPTER TWO

Two methods were used to analyze the data. The theory used helped to critically examine the collected data together with the use of field notes. Secondly, the historical method of corroboration of facts and evidence was used with oral information gathered. The analysed data was then arranged into five chapters. These included:- background to the study, special education in colonial Kenya – Early Experience (1945-1963), special education programmes in Kisumu and Nyando districts – 1963-2003, government and donor involvement in special education 1963-1984 and challenges and prospects of special education, 1984-2003.

CHAPTER TWO

Special Education in Colonial Kenya – Early Experiences 1945 – 1963

2.1 Introduction

In this chapter, the early experience of Special Education in Kenya is analyzed with specific reference to Kisumu and Nyando Districts. Contribution of the Christian Missionaries and the churches they represented are discussed. The development of education before independence was mainly the preserve of the missionaries who linked education with Christianity and western civilization. (Eshiwani, 1993). In Kenya, a department of education was created in 1911. The whole of the colonial period, the schools started by the colonial government included Alliance, Maseno, Mangu, Kagumo, Kakamega, Nyeri and Kisii. The rest of the schools then were started by churches. The colonial government needed those schools to generate an educated labor force and to provide chiefs and headmen capable of participation in indirect rule (Eshiwani 1993:16). In reaction to both the colonial and missionary education, which looked at most African values as inferior and barbaric, the few Africans who had attained the same education, established independent African schools to protect the African values. In 1939 an Independent Teacher Training College was established in Githunguri. It was later closed down in 1952 when a state of emergency was declared (Eshiwani 1993:18)

2.2 Establishment of Colonialism in Kenya

There is probably no better expression of the desire by pioneer Europeans to make Africa or part of it their cherished sphere of influence than what was expressed by

H. H Johnson in 1884. He had just signed a treaty with the chiefs of Taveta area (27th Sept. 1884) which gave him control of about 13 square Km of uninhabited forest, which he cleared and planted wheat and coffee. He hoped the British Government would ratify his treaty and his small 'colony' would be extended to cover a much wider area (Were and Wilson, 1976). The aims of Johnston are clearly expressed in a letter he wrote to Lord Edmond Fitz Maurice

... here is a land eminently suited for European colonialization.Within a few years it must be English, French or German... I'm on the spot, the first in the field, and able to make Kilimanjaro as completely English as Ceylon should I receive the necessary authorization. More over this might be done without exiting any notice or involving any responsibility for a cost not exceeding \$ 5000. I have only to invite a certain number of chosen colonists, already desirous of joining my expedition to come and occupy the beautiful sites which will be given to them freely and here cultivate the vine, the coffee plant, the sugarcane, rice, wheat, oranges and limes, the principal points of this healthy district will soon be in the hands of Englishmen...

Johnston's thinking reflected the majority of European colonialists thinking as they set their foot in Kenya, particularly the settlers who arrived mainly after the construction of the Uganda railway from Mombasa (1896) to Kisumu (1901). The two Anglo-German agreements of 1886 and 1890 defined the boundaries between Britain and Germany (Were and Wilson 1976-1970). In 1895 Britain established the British East Africa

Protectorate (Kenya) and this marked the effective administration of Kenya and exploitation of its human and natural resources for the benefit of the colonial master.

2.2.1 The Coming of Missionaries and their Impact in the Provision of Education in Kenya

John Krapft is recorded as the first missionary to arrive in east Africa in ¹⁸⁴⁴1884 and was joined two years later by John Rebman in 1846 and Jacob Erhat in 1849 (Were & Wilson, 1976). Several CMS and Roman Catholic Missionaries followed shortly thereafter. Few among them included David Livingston, Holy Ghost Fathers and Mill Hill missionaries (Burgman 1990). Missionaries first arrived at the coast (Mombassa) and its environs, then moved inland. One of the catholic bishops who contributed greatly to the start of missions in Kisumu region was Bishop Hanlon, who embarked on this mission in 1903 (Bugman 1990: 31). The mission started in Kisumu and expanded to Ojolla in 1906 and Aluor branch had to be opened in 1913. In the same year 1913, Asumbi Mission was also opened. It is worth noting that during 1903-1915 there was a great rush to establish missions mainly between the Catholic and the C M S missions.

The Anglicans established themselves in Maseno in 1906 and established the most important education center in western Kenya (Baur 1990) Quite often the colonial administrators would come in to settle the disputes about the right by a particular faith to establish a mission within the sphere of influence of the other. Missions of different faiths were not expected to be as close as four miles to each other (Bugman 1990). In these missions the teaching of catechism and basic academic skills were initiated. As missions grew, elementary schools also grew. The expansion of mission schools followed the realization that jobs were to be competed for in the

colonial government. Each denomination strived to put in as many people as possible in government jobs to gain more influence in government.

The missions, Maseno, Ogada, Ojolla, Kibuye (Kisumu), Nyabondo, Asumbi, Lwak, Nyakach, Aluor Rangala, played a vital role in the growth of education in the great Kisumu region, in particular Kisumu and Nyando Districts. Some of these institutions initiated education for children with Special needs. An example being Nyabondo, Aluor and Ogolla missions in 1960 (Ondiek O I, 2003).

2.2.2 Colonial Government

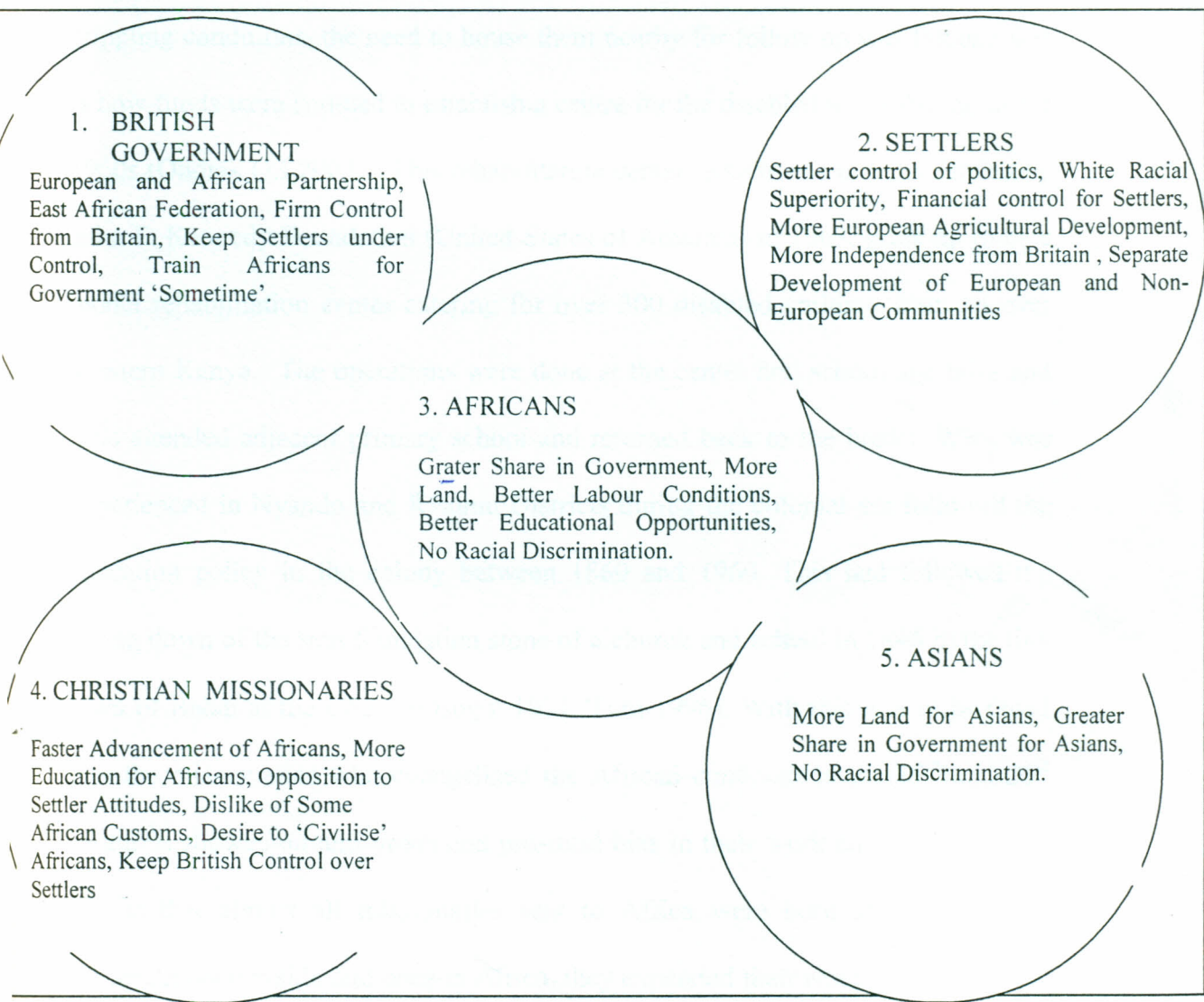
It must be noted from the onset that even though the colonial government, to some extent, allowed the setting up of formal schools, it was not in their agenda to establish special schools. The colonial education system aimed at training Africans to serve as semi-skilled workers of the colonial economy (Nabende, 2000). This policy was the consequence of the Stokes and Beecher reports of 1924 and 1949 respectively. Eshiwani (1993) observed that a department of education was created by the colonial administration in 1911 and the first government school for Africans was began, though such schools were few in number during the whole of the colonial period. He observed that up to 1967 the government schools for Africans included Alliance, Maseno, Mangu, Kagumo, Kakamega, Nyeri and Kisii. The vague reference of education for the handicapped was only realized after World War II in 1945 when the returning war victims needed rehabilitation. It was at this stage that voluntary organizations established service centers. These centers also

attracted non-war victims and the idea of education service for them was born. Several centers sprung up in Kenya, spearheaded by church groups such as Salvation Army and the Agakhan, Ndurumo (1993). In Kisumu and Nyando Districts, though mission institutions such as Ojolla, Kibuye, Nyabondo, Ogada, Maseno, Kabwana (Nyakach) existed, they did not think of education for the handicapped just like the colonial government did not.

In analyzing education in Kenya since Independence, Eshiwani (1993) identified four goals of education as utilitarian, social, cultural, and personal, while Nyerere (1965) saw the purpose of education as transmission from one generation to the next, the accumulated wisdom and knowledge of the society and preparation of the young people for their future membership of the society and their active participation in its maintenance or development. The Traditional African education found in Africa prior to the colonial period is basically reflected in Nyerere's articulation. Its main goal was to train individuals to fit into the societies as useful members (Eshiwani, 1993: 15). It provided skills, knowledge and values relevant to the society. The education commission report of 1999, dubbed the Koech report observed that since time immemorial, education had been intimately associated with social and economic development. Pre-colonial education was, therefore, provided within the context of social and economic organization. It was inclusive and relevant along age group and gender lines. The report is critical of colonial education of which it accuses of being exclusive and organized along racial lines with the few Africans receiving an education conceived to be inferior. The colonial government established few schools for the Africans and the purpose of the schools

was to generate educated labor force to help develop the colonies economy and to provide chiefs and headmen capable of participating in indirect rule. The colonial period therefore was characterised by racial conflict in which the British government, the settlers, Africans, Christian missionaries and Asians seriously competed for resources and survival within the nation. This competition is summarised in figure 2.

Figure 2:



Source: East Africa through a thousand years. P256

2.3 The Role of the Churches After 1945

The role of the churches greatly contributed to the realization and acceptance of the existence of handicapped persons in the community (Odete O.I 2003). Through catechism faithfuls were taught the virtues to emulate to be good followers of Christ. The presence of handicapped persons was brought to their attention and their requirements made clear. It is reported that when children were taken to Nyabondo hospital (Nyando) for surgical operation to release the tendons and other crippling conditions, the need to house them nearby for follow up was felt and that is how funds were sourced to establish a centre for the disabled in Nyabondo in the 1960s (Ondiek O.I 2003). This rehabilitation center, which was initially funded by John F. Kennedy Foundation (United States of America) in 1963, grew up to be a model rehabilitation center catering for over 300 disabled children from all over Western Kenya. The operations were done at the center and school age boys and girls attended adjacent primary school and returned back to the hostel. What was experienced in Nyando and Kisumu Districts during the colonial era followed the education policy in the colony between 1860 and 1960. This had followed the laying down of the first foundation stone of a church and school in 1846 in the tiny town of Rabai at the Coast, (Osogo, 1971, Tum 1996). With this it is to be noted that the missionaries who evangelized the African continent in the 19th and 20th centuries showed an anti-urban and pro-rural bias in their work and the reason for this is that almost all missionaries sent to Africa were born and bred in the European countryside and once in Africa, they expended their resources in the rural

areas where they were at home. They thus progressed in business of preaching, converting, schooling and expanding their flock of African Christians.

As earlier stated, missionaries led the way in starting elementary schools. However, with the entrenchment of colonial government, a form of education in which the Europeans, Asians, Arabs and Africans received separate (racial) education emerged as did separate schools set up. (Tum. 1996) Underlying the curriculum segregation was a racist assumption about the Africans intellectual potential. Sir Williams, back in 1819 asserted that the black man's brain is much smaller than that of the European. And Robert Knox had asserted the same idea in 1840s and 1850s. There was no mention of education for the disabled at this stage. Obviously one cannot expect such if even education for the black was to be inferior. According to Tum (1996), throughout the 1920s the colonial government contributed finances to support the missions in running African education. The 1925 Phelps Stokes Commission Report and Education Policy emphasized vocationalization of education for all Africans and educations for improving village conditions. It was only world pressure for better improved education for colonial subjects that saw the opening up of a few secondary schools in Kenya both by the missionaries and British administration and by 1938, there were four missionary secondary schools, namely Alliance, Mangu, Maseno and Yala (Anderson, 1970: 22). Conditions of joining these schools included intellectual agility, a son/daughter of a convert or be a son of a chief.

Okong'o, (O.I, 2003), Tum (1996), Obiero (O.I, 2003) and Bodo, (O.I, 2003) concur that agitation for independence and African majority rule from mid 1940's saw the colonial government setting up the Beecher Commission in 1949 and Binns Committee in 1952. The Beecher report noted the negative effect of the industrial and agricultural aspects of the curriculum and further underscored the need for effective control of expansion of education at all levels. This was in response to mushrooming of independent schools put up by Africans. The Binns committee of 1952 recommended that agriculture be made the core subject in the curriculum so that the future leaders of Africa would be aware of the paramount importance of agriculture. It also recommended the reduction of examinations in the education system. It is to be noted that with all the reference to education provision for Natives, Asians or Europeans, at no point do we see the education for the handicapped addressed by the colonial government in their education plans. One would have expected that education for the handicapped would be addressed when the colonial government was addressing technical education, especially during post Second World War education plans. During this period the education department acknowledged the need for more technical education and five technical trade schools were established in the 1950's (Anderson 1970).

Education is crucial in any type of society for the preservation of the lives of its members and the maintenance of the social structure. Under certain circumstances, education also promotes social change (Rodney 1972). Because no mention is made of the handicapped in education provision, it must be recognized that they did not benefit from the colonial programs in education and hence they were a neglect

in their own society. An attempt by Kenyatta and other African leaders to create higher institutions of learning in 1948 was later thwarted with the outbreak of Mau Mau war in 1952 when the colonial authority put a break on all operations of independent schools and any plans connected with school expansion. It was only mission, government schools and training institutions which remained operational during emergency era from 1952-1956.

All was however not lost for specific children with disabilities. Apart from church organizations, some concerned parties had formed organizations for individual disability groups. Kenya Society for the Deaf was formed in 1958 by Dr. Peter Clifford with the assistance of Dorothy Hughes, a member of Kenya Legislative Council together with E. Couldrey. This organization was the backbone of education for deaf children in Kenya (Mwangiri, 1989). It was only second to the Agakhan which had pioneered a unit for the deaf in 1946 and a special school for the deaf in Mombasa (1946). The same year, 1958, Association for the Physically Disabled of Kenya (APDK) was formed to promote the welfare of people with physical disabilities. Kenya Society for the Blind (KSB) had been formed in 1956 to look into the welfare of blind children and Kenya Society for the Mentally Handicapped (KSMH) was later formed in 1960. The above organizations worked directly or through church organizations to start Special Education programs in Kenya and support handicapped children with relevant materials for facilitation of learning (Ndurumo, 1993).

During the entire period of colonial rule it is apparent that no mention of Special Education was evidenced in the education structure except for church started schools. Several arguments may be advanced to this neglect. The role of colonial education from this early period became that of reproducing and legitimizing the unequal relations of production and exchange. If the able persons were relegated to this level then it means the thinking of the disabled was dismal. To the colonial masters, education also sought to impress the Africans on the consciousness of European racial superiority through high salaries, expensive lifestyles and extravagant spending. Hence education set to create racial prejudices. Young men who had acquired education also acquired prestige and sought wealth. They began to defy tradition and imitate their European mentors and earn a similar niche in the modern world. A gentry emerged that was wealthier than the ordinary peasants. This rural elite was composed of two unequal elements defined in part by the sources of their wealth and status and in part by their lifestyles. A good number of them purchased bicycles and a few acquired motorcycles (Omwoyo and Nyanhoga, 2000). For the disabled, the role of the churches still stood out distinctly. The salvation Army, the Pioneer Church Organization in setting up programmes for the blind and the physically handicapped, set this mission in 1945 after the Salvation Army major, Swanbury acquired a nursing facility for soldiers of World war II at Thika and changed it into a school for the Blind (Mwayonga, O.I, 2003). According to this oral informant whose father was a pioneer teacher at the Thika School for the Blind, most pioneer students were brought to school by missionaries, Districts Officers, Provincial Commissioners, well-wishers, White

men and Salvation Army church officers. Most of these students were mature, aged 17 years and above but had been considered social misfits, a curse and hence rejected. To most parents, it was a relief to have them put away from home while to the students it was a relief because they found fellows to identify with and felt accepted. It was the age of the students that led to the introduction of courses like leather work, metal work and carpentry for the physically handicapped when the school was set up in 1961, and basket weaving, telephone operation for the blind.

According to this oral informant, when Thika School for the Blind was started in 1946, there was no syllabus provided and the Salvation Army Officers in-charge of the institution designed the syllabus, teachers guide and decided on course content. They administered exams and carried out all forms of evaluation. The schools had very few teachers who were qualified and they normally worked under Salvation Army Administrators (Mwayonga, O. I, 2003). This observation confirm the lack of care for education of the handicapped children by the government. During this period there was a curriculum in regular schools in place for regular children and one would have expected schools or programmes for the handicapped to be staffed with government teachers, or provided with heads who were government appointed. But the situation at Thika was not different from the one at Kibos where the administrator was in-charge of the school and had to make any decision affecting the running of the school. Even as late as 1974 and thereafter when Joyland Special School was put up by the support of the Salvation Army Church, the administrator had more authority in the running of the school than the

headmaster. The fact being that they were the source of funds for maintaining the children in the school. The churches did not want to delegate this responsibility to the heads of the schools. The churches did not want to delgate this reponsibility to the heads of the schools.

Summary

The chapter looks at Special Education in colonial Kenya between 1945 and 1963. This early experience of Special Education is only identified in services offered by the churches and charitable organizations but not the colonial government. Notable churches include the Salvation Army and the Catholic Church. The chapter also notes, that the colonial government was reluctant to offer Africans meaningful education and even the Beecher and Binns committees formed in 1949 and 1952 respectively were mainly due to pressure by Africans themselves and other well wishers. Apart from the churches and charities specific organizations for the handicapped also played a role in establishing their programs. Such organizations included Kenya Society for the Deaf, Kenya Society for the Blind, Association for the Physically Disabled of Kenya among others.

CHAPTER THREE

Special Education Programmes in Kisumu and Nyando Districts 1963 –2003

3.1 Introduction

In this chapter, Special Education programmes in the two districts are highlighted. The perception of the handicapped by the African is also elaborated on. The main organizations which spearheaded the service provision to the handicapped in the two districts are identified and the extent of their service provision discussed. Some of the origins of these organizations are also discussed together with their growth, impact and challenges they have faced in their quest to provide education to the handicapped.

3.2 Traditional Concept of Handicapped People in Kisumu and Nyando Districts

The Luo community of which Nyando and Kisumu fall, cherish social acceptance, which is expressed in holistic form of nature. As such, as is experienced in Africa and the world, they did not accord disabled persons high place in society. In fact disability and other forms of anti-social characteristics, like witchcraftcy or wizardry together with diseases like leprosy, made it mandatory for any young Luo contemplating marriage to use a go-between person who would establish the clear background of the man or the girl to be married, (Anang'a O.I, 2003). Marrying relatives or people associated with certain vices was never condoned and if somebody attempted he/she was ejected out of the family. It therefore follow that disability was considered a misfortune or a curse from god and therefore the

treatment of such people was different. Some would be allowed to live, especially when the disability was detected later in life. (Ondiek O.I, 2003).

However some would be eliminated by birth attendants if they detected the condition at birth, for example in instances of a limbless infant (*munghu*).

For those whose disability was detected later in life, they were either ignored but could not be killed because the Luo feared blood letting (killing) as the spirit of the killed person would haunt the killer. Persons with mild handicaps were assigned certain manual jobs such as cleaning the homestead while some would look after animals (*Jakwath*). But for the physically handicapped, there was not much responsibility assigned to them. In all, the handicapped were seen as different and either pitied or simply brushed aside. Parents of the handicapped were equally seen to be having some defect and this made them shy away from the rest of the family members (Odete O.I, 2003).

Ndurumo (1993) observed that disabled persons were treated differently across the continent of Africa. This different treatment as Mbiti (1992) would put it was shrouded with beliefs. Africa is a continent rich in beliefs. Nothing happens to an African and to a Luo in particular without an explanation as to what the cause is. For example in discussing belief system of several African communities, Mbiti (1992), notes that,....

in nearly all African societies, it is thought that the spirits are the origin of evil, or agents of evil. We have seen that after four or five generations, the living dead lose personal links with human families and become "its strangers." When they become

detached from human contact, people experience or fear them as “evil” or harmful! Much of this is simply the fear of what is strange, but some are believed to possess individuals and to cause various maladies like epilepsy and madness” Therefore begetting a handicapped child means somebody offended the gods or did something wrong to the community and the punishment is through the handicapped child. This belief to date has not completely been discarded. It is one fact which is responsible for the slow development of Special Education in Kenya.

In Nyando and Kisumu Districts, Special Education provision was mainly through church groups during the colonial period. Various church groups organized elementary type of education for their followers to acquire skills in writing, reading and arithmetic. The faithful were to know how to read the Bible and manage simple arithmetic. In Kisumu and Nyando, prior to 1945 few schools existed, such as Maseno, Ogada, Onjiko, Nyakach, and Nyabondo. It was from these schools that other junior schools sprung while they later developed into high schools shortly after independence, save for Maseno which was already a high school. Instructions in these schools were so vigorous that even non-handicapped persons found it extremely difficult to cope. The beating was excessive and it was only the determined few pupils who managed even to reach Common Entrance Examination (CEE), let alone Kenya Preliminary Education (KPE). With such harsh environment, handicapped persons were automatically eliminated from the education set up. According to (Ondiek O.I, 2003) this period also witnessed the keeping of large herds of cattle and sheep and old men (*wazee*) would prefer their sons to look after the animals. Education, otherwise referred to as “*Lemo*” (prayer)

– because it was brought by church men would not give them cattle to pay for dowry. In Nyando and Kisumu Districts where schools were scattered, even the churches which started elementary schools prior to 1945 did not stress education for the disabled.

3.3 Programmes in Kisumu and Nyando Districts

As indicated elsewhere, all special schools in the two districts were pioneered by church organizations. Most of these institutions followed regular curriculum with little or no adaptation to suit children who are handicapped. Randiki (2002:67) cite culture and attitude, personnel, resources and poverty as some of the challenges education for the handicapped face in Kenya. For example of the 6562 (see table 1) assessed children in the two districts between 1984-2002 only about 500 were enrolled in the existing special schools and units (Rae O.I, 2003). Note should be taken that not all handicapped children in the districts have been reached through assessment. The following church/NGO organizations have taken leading role in providing Special Education in the two districts: The Salvation Army, the Catholic, the Lutheran, and the Anglican Church of Kenya, Lillian Foundation and Kenya Integration Education Programme (KIEP).

3.3.1 A Brief History and Work of the Salvation Army

They established Kibos School for the Blind in 1963 and later established Joyland School for Physically handicapped in 1974. The Salvation Army church's objective in setting up Joyland Special School in 1974 was to promote social justice through rehabilitation of handicapped children.(Abukuse, 1998). The church linked with

several organisations from Europe to realise its mission. The notable one was Kindernotiffe from Germany. This body supported the school through the church up to 1999, and it was involved in support of corrective surgeries of the handicapped at Kijabe mission hospital, provision of walking aids and other learning support materials (Dali, O.I, 2003) A project known as One-Day work (OD) was initiated by the Norwegian students who used to work one day in a year to raise funds for third world countries. Kenya was chosen as a beneficiary from 1999 and the project was expected to end in the year 2005. The project was aimed at improving service provision in the existing special schools by building teachers' capacities in inclusive aspect of Special Education. Teachers in regular schools neighbouring special schools were identified and trained at certificate level (Special Education) to handle children with all types of disabilities. Parents, through their Parents Teachers Associations and Board of Governors of selected schools were also trained on how to support their children with special needs (Ayoti, O.I 2003). Equally social activities that made disabled children interact with the non Odisabled were promoted. These included provision of play equipments like football, musical instruments and indoor games among others. Exchange visits for teachers, parents committees and Board of Governors were organized to compare actiyities in other regions participating in the same project in other parts of Kenya. For example such visits included a visit to Daresalam (2002), Orian'g inclusive programme and Machakos (2003) (Ayoti O.I, 2003). For Salvation Army Joyland Special School, the One Day project built ramps to create barrier free environment for the physically handicapped learners and users. According to Dali (O.I, 2003) the

project carried out a very successful community based rehabilitation program covering both Kenya and Tanzania. In Kisumu and Nyando Districts the One Day project trained about fifty teachers both in the regular and special schools at certificate level in Special Education. For the projects sustainability and continuity continue meeting its obligations, the plan to build a workshop for the beneficiary schools was considered as part of the undertaking. However the workshops were not built.

Joyland was the only secondary school for the physically handicapped which was established through parents' initiative in 1994. There has been a plan to start a secondary school for the blind at Kibos but the culture of dependency has impeded the start of the school. The society has not fully embraced the attitude of including and accepting the persons with disabilities. Whatever is to benefit them is always associated with the churches. According to Ogot, (2002) inclusive education that is for both handicapped and non-handicapped, does not function in the absence of community participation in school activities. Schools that were viewed as government schools are to be regarded as community schools. Community members are to be mobilized to help remove the environmental and social barriers within schools and the communities. This is the current appeal world wide in so far as education for handicapped is concerned.

However, looking at the position of Kenya, this study established that it is more of a wishful thinking than a reality. It is one thing to organize big conferences to discuss issues of the handicapped and another thing to implement. The government

commitment must be seen through legislation to entrench Special Education in the constitution so that there is a point of reference. One notable thing about the neglect of Special Education by the government is seen in their establishment. For example this study found out that Joyland Special Secondary School for the Physically Handicapped was started in 1994 and had not established its own physical facilities such as classrooms, dormitories and other facilities, but had been using the primary school facilities for teaching purpose. This is mainly because in the absence of donors, people think less and less about Special Education. The researcher also established that the government through its Ministry of Education did not put into consideration the headship of the school. Specialization was not considered in appointing school head.

3.3.2 A Brief History of the Lutheran Church

The Lutheran church first came to Kenya in 1948. First missionaries settled in Ilerio (Suneka) and the activities concentrated in Kisii. After independence (1963) the church spread to Luo Nyanza starting at Mititi (Kodera Forest) then to Atemo and Othoro in Kasipul Kabondo of South Nyanza. In 1973 missionaries from Finland led by Tappio Laitinen founded Kisumu church and established a nursery school. In 1980, with the help of a social worker, Salome Rintakoms, a school for mentally handicapped children was started. The school has developed and has a sheltered workshop for the mentally handicapped learners who can benefit from practical skills. School enrolment ranged between 70 and 90 pupils by 2001 mainly due to limited facilities. (Oner O.I, 2003)

The church has mainly concentrated in the evangelical mission and since the establishment of the school; there has not been much expansion. There was an attempt to establish a unit at Sondu (Ndagaria special unit in 1988) but this failed due to lack of support from the community. Equally it must be realized that the mentally handicapped persons are not normally phased out of learning institutions like the other handicapped, who after standard 8 either join secondary schools or other institutions. The mentally handicapped stay much longer in the institutions. The Lutheran church runs a sheltered workshop in Kisumu, which was started in late 1980's for those who have mastered some skills.

3.3.3 A Brief History of the Catholic Church

The history of the catholic church in western Kenya dates back to 1895 when the first group of Mill Hill missionaries were led across the country by bishop Hanlon (22nd May 1895-6th September 1895) from Mombassa through Kikuyuland to Mengo Kampala. Between 1896 to 1900, Bishop Hanlon was determined to set up a mission in the Kavirondo region, East of Busoga,. (Burgman 1990) This dream was realised when he installed Father Van Den Bergh in Dec. 1903 in Kisumu. Father Bergh was joined in January 1904 by Father Bouman. The missionaries set up their mission at Ojolla in 1906 from where many missions in Western Kenya grew. The appointment of Father Brandma in 1907 together with Father Nicholas Stam, saw the growth of the church tremendously. Aluor was started in 1913 and Asumbi shortly thereafter. From Aluor, Yala was founded. Nyabondo mission was established after building Asumbi Church, which was opened by Arch Bishop Hinsley in 1929. Father Leo Bartels who served under Father Schafer in Asumbi

was moved to start Nyabondo mission in 1930. Father Rawlonds of Kibuye had suggested Nyabondo while Asumbi people had suggested Kabondo (Burgman 1990). The need for Nyabondo arose from the fact that the distance between Asumbi and Kibuye was so vast. So the new mission, Nyabondo, was to cater for Homa Bay to Awasi, covering Karachuonyo, Nyakach and a big part of Kano plain (Ahero).

Initially Father Schaffer of Asumbi was not ready to release Father Leo Bartels, his assistant and friend but on realizing that Leo was to be made the superior, he agreed and Father Leo took a short leave to Europe. Meanwhile Father Leally who had originally been chosen as the founder of Nyabondo was asked to go there for the time being with Brother Vincent. Father Leo returned and in 1934 and Father Leally officially handed over Nyabondo mission to him. (Burgman, 1990: 113). It is noted that Father Leo Bartels worked out a plan combining evangelisation and schooling more closely. He gave more time, energy and money to simple schooling. He gave the readers more schooling while they were in the mission, they attended elementary school classes to learn to read and write, and in the evening got additional tuition. He taught them in his own room.

The establishment of the mission in Nyabondo was not without resistance. One Eannis of African Inland Mission (AIM) had established a mission in Nyakach and resisted the coming of the Catholic church. However he was overruled by Montgomery, the then Provincial Commissioner. The Catholic Church along with Protestant Churches founded schools almost from the very beginning (Burgman 1990:140). This was motivated partly by the fact that there was lucrative

government or colonial jobs. A denomination that ran the best school would eventually have the best government position taken by its adherents. This accelerated the speedy zeal with which the different churches built and upgraded their schools.

However, going through the government commission, starting with Phelps Stokes commission of 1924, it was only in the Ominde commission of 1964 which was informed by the Ngala Mwendwa committee of the same year, that addressed the needs of persons with disabilities. Father Mooy of Milimani Church Kisumu (O. I., 2003) affirm that education of the handicapped was mainly initiated in the Catholic Church by nuns who come from the background where Special Education practices were in place. (Mooy, O.I, 2003).

The Catholic Church was instrumental in establishing mostly the so called small homes. These were mainly established with the help of CARITAS of Germany in 1978. (Awange, 2002). However, prior to this there was the Nyabondo Home for the Disabled established in 1963 (Ondiek O. I, 2003). The home was originally started to cater for the disabled who underwent operation at the Nyabondo mission hospital. Then in 1963, John F. Kennedy Foundation provided funds, which established the current rehabilitation center for the disabled. The disabled stay in the center where they get the services of physiotherapist, occupational therapist but attend the adjacent Nyabondo Day Primary School and Nyabondo Girls Primary School respectively. This is a very good example of a small home except that due to the distance these children come from, they hardly have the opportunity to go

back home over the weekends to be with their parents. It therefore operates as a boarding institution.

However, in other small homes, scattered all over the two districts and with children numbering between 10 and 25 in each, children are allowed to be in school between Monday to Friday and parents are at liberty to collect them for weekend to stay with them at home but due to attitude, most of these children end up staying in the homes for the whole term session. It is to be remembered that the homes are attached to schools where they learn together with their non-handicapped colleagues.

3.3.4 The Anglican Church of Kenya

The Anglican work in Kenya started around 1844 with the arrival of CMS missionaries in Mombasa. By 1906, on his way to Uganda Vern. J.J Willis camped under a fig tree at Maseno. This marked the establishment of Maseno mission and Maseno (National) school and many other learning institutions in the region (Okeyo O.I, 2003). By 1920, Archdeacon Owen led the CMS work in Kavirondo (Nyanza). During this period many schools were established and managed by the missions and communities. In 1960 the church of the Province of East Africa under Archbishop J Becher was established. Under his leadership mission schools were managed according to the Anglican Church doctrines. The church paid the staff, inspected the curriculum taught while examinations were conducted by the state (Okeyo O.I, 2003). Later, following the practice by other churches and charitable organizations the Anglican Church felt the need to start a school for the

handicapped. Maseno school for the deaf was started then in 1975. The school gets much support from Kenya Society for Deaf Children. The Church mainly plays the role of sponsorship. The average enrolment of the school is about 160 pupils with deaf and blind also catered for in a unit. Most children who finish standard 8 are admitted at Kuja Special secondary school for secondary education.

3.3.5 Lilian Foundation

This is a charitable organization founded in 1980 in Holland with the aim of rehabilitating the disabled young persons. The programme was started in Kenya by the late 1980's and is run through mediators who are the contact persons to link the disabled child and the headquarters in Holland. In its survey report of 2003, the foundation had by 2002, assisted about 3,111 young disabled Kenyans through 192 mediators countrywide (Dollevoet, 2003).

In Kisumu and Nyando Districts the foundation has assisted about 700 children with different handicaps. It gives support in school fee, medication and social care. This organization has one unique characteristic in the sense that even though it is slanted towards the Catholic Church, it does not attach the assistance to particular faiths. Mediators are free to admit the disabled children in any special institution. For this reason the foundation is fast gaining ground in the two districts, particularly through its stress on parent's education. This enables the parents of the handicapped children to realize what they are capable of contributing towards the education of their children. This also equips them with knowledge on how to handle their handicapped children at home.

3.3.6 Kenya Integrated Education Programme (KIEP)

Kenya Society for the Blind (KSB) started the Kenya Integrated Education Programme in the late 90s to solve the problem of integration. About 19 such programmes were started all over the country after KSB signed a tripartite agreement with the Ministry of Education, Science and Technology and Sight Savers International. These projects are funded by sight savers through Kenya Society for the Blind. The main objective of KIEP is to see children with visual impairment learn together with their non-visually impaired counterparts in regular classrooms. In as much as this is a noble idea, it has been hampered by shortage of personnel and limited funds (Salin, O.I 2003). However the practice has been an eye opener to many communities who have come to realize that blind persons can learn together with the sighted and can equally do better. Equally teachers have also changed their attitude towards their approach to children with visual impairment. KIEP in essence has complimented the promotion of inclusive education.

3.3.7 Kisumu and Nyando KIEP Program

This program is located at Joel Omino Primary School with the staff of about five qualified teachers. By 2002 it had about 150 children supported in the two Districts of Kisumu and Nyando. This program targets the visually impaired children and it addresses the problem of inclusion (Salim, O.I 2003). The identified visually impaired child is placed in a regular school and follow up made to see to it that instruction is given appropriately to benefit the child. Support learning materials such as Braille machine, stylus, magnifying glasses are provided to the child together with walking aid whenever it was required. This program has worked well

in the two districts, particularly in the schools nearer to the resource center. Attitude of teachers in regular schools where these children are placed has greatly improved (Salim, O.I, 2003). The staff at the main center in Joel Omino Primary School take at least three days in the schools where the visually impaired children are placed. One main difficulty noted is that learning support materials are in short supply. The Braille materials are quite expensive and given that they need Braille papers to make them complete, together with maintenance resources, which are hardly there, it becomes a problem. Transport cost is another impeding factor in this program. Equally most teachers handling these children where they are placed are not specially trained in Braille and therefore they are limited in their level of delivery.

Table 3. 2: Assessed Handicapped Children in Kisumu-Nyando Districts 1984-2002

	BOYS	GIRLS	TOTAL
1984	90	61	151
1985	422	388	810
1986	325	275	600
1987	260	264	524
1988	171	164	335
1989	170	173	343
1990	146	135	281
1991	158	160	318
1992	133	146	279
1993	128	128	256
1994	167	167	334
1995	142	134	276
1996	126	129	255
1997	120	107	227
1998	157	150	307
1999	108	112	220
2000	164	172	336
2001	253	248	501
2002	112	97	209
TOTAL	3352	3210	6562

Source: Kisumu Educational Assessment Resource Centre 2003 report

3.3 Summary

A discussion of Special Education programmes in Kisumu and Nyando districts reveals that in as much as the missionaries established schools alongside the churches, the thought for Special Education did not come up before 1945. This is probably due to the belief held by the community that disabled children if any, should not be exposed . However, shortly before independence and there after scanty services for the handicapped started emerging. A program for the physically handicapped started in Nyabondo, 1960, by the Catholic Church, the Salvation Army started Kibos School for the Blind in Kisumu District in 1961 and Joyland school for the Physically Handicapped in 1974. Several programs stated emerging supported by the Catholic Church, Salvation Army Church, Anglican Church, Organisations such as Lillian Foundation, Kenya Integrated Education program among others.

CHAPTER FOUR

Government and Donor Involvement in Special Education, 1963-1984

4.1 Introduction

This chapter examines the Kenya government involvement in Special Education between 1963-1984. It also looks at the role the donor community played in developing this sector during the same period. It emerges that the government did not initially consider persons with disability as part of the society when it came to provision of education. The education system followed since independence so far has not addressed the critical concern of the handicapped. This therefore resulted into conflict when it came to service provision. This conflict somehow has been resolved by the donor community which has for a long time spearheaded the provision of Special Education, the fact which the government is realizing too late.

4.2 Effect of Ngala Mwendwa Report and Ominde Commission Report 1964

In preparation for independence the colonial government made desperate attempts to educate and train personnel. The pioneer nationalists also urged for more educational opportunities so that the necessary manpower would be trained and be ready to take up decision making roles in the nation. (Tum, 1996:21). One of the goals of the independent government was to eradicate illiteracy. This resulted in widespread expansion of educational facilities for both children as well as adult learners. Unfortunately the concern for Special Education was lacking on the part of the government. In the meantime, despite lack of government commitment to the education for the handicapped a few church-sponsored schools could be located

scattered in different parts of the country. Examples included Thika school for the Blind (1946), Agakhan schools for the Deaf in Mombasa and Nairobi (1946), Nyangoma school for the Deaf, Nyanza, (1961), Mumias school for the Deaf (1961), Joytown school for the Physically Handicapped (1961), St. Nicholas Special school for the Mentally Handicapped (1948) and Egoji School for the Blind (1958), (Mwangiri, 1989; Orinda, 1990; Ndurumo, 1993).

In May 1964, a committee under the chairmanship of the then Minister for Labour, Hon. Ngala Mwendwa, was appointed under the following terms of reference:

- (i) Assess the number of types of disabled persons in Kenya.
- (ii) Investigate existing facilities for education training, settlement/employment of the disabled.
- (iii) Formulate programs for training and employment of the disabled.
- (iv) Examine existing machinery for co-ordination of services to the disabled.

The recommendations of this committee were adopted by the Ominde Commission which was formed later in the year, 1964. The Ominde Commission was the first education commission after independence and it set the foundation upon which later commissions were built. Among many other recommendations, it resulted into unified school system, which allowed all children to go to any school regardless of which denomination sponsored the school. On Special Education, it adopted the Ngala Mwendwa report and recommended Special Education and training of handicapped children in Special schools. The mild handicapped could

go to regular schools provided that special considerations were accorded them by the teachers. The committee further recommended that teacher training colleges were to equip their students with knowledge regarding effects of disability on academic learning and intellectual development (Orinda, 1990; Randiki, 2002). The recommendations of Ngala Committee resulted into sessional paper no 5 of 1968, which formed the framework for government policy on persons with disabilities. Out of this sessional paper, the first rehabilitation center was built in Nairobi in 1971 under the Ministry of Culture and Social Services. Later rehabilitation centers were built in each Province to cater for the needs of the physically and visually handicapped (Randiki, 2002:28). Most of these rehabilitation centers however failed to meet their objectives because the handicapped persons who went through them and who received a tool kit after training to make them self reliant, immediately sold the tool kits then went back to the streets to beg. There is still a general assumption that the handicapped can only do practical work like shoe making, knitting and the like. Occupational interest and ability assessment has been a problem with our policy makers (Mohamed O.I, 2003).

For the Special Education programs in Nyando and Kisumu, this period witnessed the establishment of Kibos School for the Blind in 1963 by the Salvation Army; Joyland Special School, 1974, by the Salvation Army; Maseno School for the Deaf, 1975, by the Anglican Church of Kenya and Lutheran School for the Mentally Handicapped (1980) by the Lutheran Church. These were residential schools where children with disabilities stayed. Nyabondo center for Crippled children was also established in 1963 by the Catholic Church. In 1978 a new dimension of

supporting the physically handicapped children was realized. The Catholic Church of Kisumu Diocese in conjunction with a German Voluntary Organization – CARITAS started a rehabilitation program for the physically handicapped children (Awange, 2002). The goals of the program were three fold: (i) Easy access to education (ii) Easy access to medical services (iii) To demystify the stigma of outcast in society.

With the program, the physically handicapped were identified through a survey and medical services offered for the needy ones and thereafter a facility, small home constructed next to existing schools. It was in these facilities, referred to as small homes, which could house about 10 and 25 students where the children would put up while attending regular schools. The aim was to reduce the distance and facilitate access to education. The services of medical personnel like physiotherapist were available for the operated children not to develop constrictures. This program did so well in Nyando and Kisumu Districts and by 1998, over 100 physically handicapped children had accessed secondary education and 14 small homes were in operation. Over 20 of these students had joined Training Institutions while some had set up their income generating projects and a few had dropped out at either standard eight or before reaching Form Four (Awange, 2000:3).

When one looks at the Ominde Commission Report (1964) regarding Special Education, the following were clearly stated:

- Element of special education to be taught at teacher training colleges.
- Integration for mildly handicapped in regular schools.
- Appointment of inspector in charge of Special Education at the head quarters.
- Funding of Special schools through grants in aid.
- Training of teachers of the deaf at central teachers college.

In examining the government involvement in Special Education, during the period after independence, the Ominde Report, basically an adoption of the Ngala Mwenda Committee, recommendations, is crucial. Of what it recommended one clear action taken by the government was to appoint a national inspector in-charge of Special Education in 1968. Integration could not be effected because there were no personnel to do so. The few teachers trained in a few selected colleges such as Central Teachers College (present Kenya Institute of Education) and St. Nicholas school – 1966-69 were only for the deaf and mentally handicapped. This left out children with visual impairment and physical handicap. Even in regular teacher training colleges, no effort was made to incorporate education for the handicapped in the curriculum so that the new teachers would come out of College equipped with methods of identifying and giving service to children with disabilities. It is out of this neglect by the government that one realizes the mushrooming of Special schools by voluntary organizations between 1961 and 1980. For example there were about 70 schools and units for the handicapped established during this period

in the country (Mwangiri, 1989; Orinda, 1990; Randiki, 2002). These schools and units did not have curricula tailored to the specific needs of the disabilities. The teachers who were equally not trained in Special Education would manage the regular curriculum offered with little or no skill at all. The few specialized teachers available were either overloaded or demoralized due to poor remuneration and their interest was elsewhere, hence could not concentrate much in their work. With the churches and voluntary organizations taking front seat in the running of Special schools, they had to dictate terms on how they wanted the institutions managed. They solicited for funds from their friends abroad for the purpose of running Special schools. There were chaplains, administrators, and managers within the compound of Special schools to look into spiritual and other welfare needs of the children.

It is to be noted here that not much positive academic results were realized because, despite the fact that the government was providing teachers to Special schools, there was no follow up to ascertain the difficulties the teachers were meeting or progress they were making with the children. The society took the schools to belong to the churches hence private. Even teachers in these schools were treated as private so nobody knew what they were doing with the handicapped, (Odhiambo O.I, 2003). To make matters worse, the churches and voluntary organizations withdrew the handicapped children from the society to boarding Special schools and provided them with virtually everything – uniform, food and boarding facilities. The parents of the handicapped then developed dependency syndrome

and everyone with a handicapped child would quickly release the child to a Special school where there was free education and care in the practical meaning of the words. This phenomenon though with good intention, did not help the society adequately. This is because the responsibility to take care of the handicapped children was transferred to the churches and voluntary organization. To use the words of (Waudu O.I, 2003).

There is no society for the handicapped alone. They must be accepted by the society that brought them forth into the world.

Special schools created a special society and the children preferred to stay in such institutions than their natural ones. The bottom line of these problems was lack of awareness creation, which would result in attitudinal change on the part of parents and society. It must be appreciated that it is in Special schools where specialized facilities are found but note should also be taken that if these children go back home, they just do with the available facilities.

So the best model which could have been spearheaded by the government could be to train parents and the communities from where the handicap come to embrace inclusion and adapt facilities within their limit so that these children would fit. Experience has it that handicapped children who went through regular schools with non-handicapped grow up to be much better socially integrated and responsible persons, (Ogot 2002).

4.3 The Gachathi Report, 1976 (The National Committee on Educational Objectives and Policies).

The Gachathi Commission, otherwise known as the National Committee on Educational Objectives and Policies was a response to the shortcomings of the Ominde report of 1964. The 1964-1975 Education structure was mainly based on the educational goals and objectives outlined in the Ominde commission of 1964. This report emphasized the expansion of education for manpower provision, economic development and Kenyanisation of all sectors (Eshiwani 1993:27). The 1974-78-development plan stressed the constraints imposed on development by the underutilization of human resources and lack of appropriate skills at all levels. The Gachathi report enhanced the education goals in an attempt to restructure the education system to meet the demands of the country. The report noted:

The schools as they are today, do not have capability, time, even motivation to teach the values of the society. This is because they are geared entirely to the passing of formal examinations. The question now, therefore is how the education system is to build into an organization system of teaching the values of society to the youth.” (Eshiwani 1993:28).

The report recommended the restructuring of the content but the structure largely remained except that the Kenya Junior Certificate of Examination done in form two was removed. It stressed most on self reliant education. This report whose main purpose was re-defining Kenya’s educational objectives and recommend policies to achieve the objectives singled out specific areas of Special Education which required attention. They included:

- Early identification of the handicapped for assistance.
- Creation of awareness for causes and prevention of handicap.
- Establishment of the extent of the problem of disability through data collection.
- Expansion and improvement of Special Education facilities.
- Giving equipment grant by the government to institutions of the handicapped
- Integration of the handicapped in regular schools.

This committee observed that one of the tasks of advanced education system is the care it takes over those children who are less fortunate because of physical or mental maladies. The committee went on to state that parents tend to regard a handicap as a reflection on themselves hence there is often unwillingness to report handicapped children or to seek help for them. The above observation made in 1976 had noble and good intentions. But almost 30 years later, by 2002, the neglected situation of the handicapped has not changed much. The Gachathi committee felt strongly that Special Education arrangement in Kenya must take into consideration social and environmental factors that are not normally part of the usual types of handicap requiring Special Education. They observed that the most urgent problems in Special Education lies more with the community than the disabled and disadvantaged children. It is the parents in particular and the community in general who must be able to detect the presence of the various forms of handicap and then do something about it.

In as much as this committee saw the responsibility of the parent and the community on the problem of the disabled, they did not mention what has been done by the government to expand educational institutions for the handicapped. They recommended education and training of handicapped in their home environment and in natural conditions . However for severe cases of handicaps, they would access more specialized services. In a sense, this committee was articulating inclusive schools where relevant Special Education facilities and services could be found to address the individual needs of handicapped children but in their home environment. The committee also recommended sheltered vocational training, which could lead to sheltered employment. They further felt that the extent of the handicapping conditions should be assessed and they appreciated the role played by voluntary organization in fund raising, staff training and the secondment of trained staff.

The government was urged to give equipment grant to institutions of the handicapped. Even though the committee also recommended the creation of awareness on causes and prevention of handicaps, it did not specify which particular body was to do the work. During the oral interview with several stakeholders of Special Education in both Nyando and Kisumu Districts, this study was informed that despite the fact that the general regular education greatly improved in terms of growth, Special Education stagnated, (Obiero O.I, 2003). For example out of 613 primary schools in Kisumu and Nyando Districts, only 27 offered Special Education (District Development Plan 2002-2008). No interest was shown by the government in starting new Special schools or in- servicing teachers

in regular schools on how to handle children with handicaps in their schools. Education Assessment and Resource Services (EARS) indicate that close to 100,000 children have been identified as having disabilities in Kenya and out of this only about 22,000 have been placed in special units or special school. (EFA – 2000:39). However going by the World Health Organisation information that 10% of any given population is handicapped, then with Kenya's population of about 30 million (2002), 3 million Kenyans are handicapped and only about 100,000 have been assessed and worse still only about 22,000 have been placed in schools. For Nyando and Kisumu Districts, with a population of 880,000 (2001) then about 88,000 persons suffer a disability of one form or another. It is therefore very unfortunate that this significant population is just assumed within a given area and no specific service put in place to cater for them.

The few Special schools in the two districts have a capacity of less than one thousand students. This means that the period in question 1963 – 1990 saw Special Education in Nyando and Kisumu Districts lagging behind seriously. Matters were even made worse for the handicapped children who needed to pursue their education to secondary school and even beyond. There were no secondary schools where these children could attend until 1994. For the physically handicapped, they had to go to Joytown – Thika or Mombasa Secondary school for the physically handicapped until 1994 when Joyland secondary school was started in Kisumu. For children with visual impairment (blind) they had and still have no option but to travel all the way to Thika High school for the Blind. Learners with hearing impairment (deaf) had for along time no secondary school until Rev. Muhoro in

Nyeri and Kuja secondary schools (Migori) were started in the mid and late 1980's respectively.

4.4 The Government Role in the Provision of Special Education in Nyando and Kisumu Districts 1963 - 1984

Curriculum

Curriculum development is concerned with the improvement of the quality of education. Education has been defined differently by different people at different times and places. According to Oluoch (2002) education means acquisition of knowledge, skills and attitudes.

According to Nsubuga (1977), it is the reconstruction or re-organization of experience which increases ability to direct the course of subsequent experience. It is what happens to us from the day we are born to the day we die. Nsubuga goes ahead to elaborate on his definition and argue that the aim of education must be to develop the pupil as a thinking individual who is capable of sound judgment of any situation in which he/she may find himself/herself. The approach or the method used in the presentation of his/her studies must be such that it stimulates his/her thinking process. Let the pupil find things he/she can find for himself/herself. It must be remembered that the pupils is alive and the purpose of education is to stimulate and guide his/her self development (Nsubuga 1977:4).

In discussing the curriculum for the handicapped children, one gets rude revelation how the handicapped children have suffered injustice for a very long time. Despite the fact that voluntary organizations had put up special schools to cater for the

handicapped, they did not have the expert know how to monitor curriculum implementation. As Ogutu (O.I, 2003) puts it, "Majority of teachers of the deaf do not communicate with their learners due to language barrier." The Taskforce on Special needs Education found out that only 20% of teachers in Special Needs Education programs are trained in SNE. It was further noted that most of the SNE teachers lack the necessary proficiency in Kenyan sign language and brail. This was and still is a major impediment that cut across all areas of disabilities. For example, in the Special schools in Kisumu and Nyando Districts, hardly will one find more than $\frac{1}{3}$ of the staff specially trained yet learning has to go on. The secret is that teachers have to manage with meager resources. Matters become worse when it comes to the teaching of the deaf, the blind and to the severe physically handicapped for whom adaptation in communication require special skills. These areas become more glaring after national examination results have been released and Special schools struggle to lead from the bottom because they do the same exams.

Since the mentally handicapped do not sit for national exams, one might think that their situation is better. Curriculum matters for Special Education have been inter linked with equipment to support learning. The period in question witnessed situations whereby learning supporting aids like hearing aids for the deaf were either inadequate or unavailable. And if there were breakages or batteries went down then the learners would not be accessed at all (Okello O.I, 2003). The failure by the government to develop Kenyan sign language and harmonize the use by training specialists also hampered curriculum implementation in the area of the

deaf. Another factor which must not be forgotten is constant migration of few specially trained teachers either to higher offices in regular set up or to NGO's.(Orinda 2003).The problem of curriculum has also been experienced in education of the blind where adaptations were not provided even in subject areas, which required practical activities such as experiments. Brailers had to be imported and when they break then they had to be dumped because spare parts were not available. Since special schools had to rely on donated education support materials quality and relevance could not be assured. The text the children were reading in form of Braille books from outside would not give them the general picture of what their country look like, save for information based on the syllabus taught. Even technology like computers, talking books have not been made available to the blind.

Matters have been worse in the education of the physically handicapped. Teachers, policy makers and the general public have the eye, which can only see the mild physically handicapped learners. They do not see or refuse to see the severely handicapped children who cannot manipulate learning environment to benefit from the instruction given. Such learners need adaptation of the curriculum and the methods of implementation and even the environment. These are the learners who have been suffering silently for years because nobody is able to stand up and speak for them. It should be noted that there are several people, though are not within the policy level, are capable of designing relevant programs for the handicapped (Kahuhia O. I, 2003).

Kenya National Examination Council have some concession to the handicapped in terms of time allocation and provision of large print and tactile diagrams for the blind and sign language for the deaf during examination. However this does not answer mostly real needs of the handicapped during exams because setters, markers and even moderators are not necessarily teachers trained in the area of Special Education because there is no policy frame work in place to effectively address Special Education issues. Kenya National Examination Council has not found it prudent to have people with Special Education knowledge as part of their staff to advice on how to moderate set, mark exams for the handicapped (Kahuhia O.I, 2003).

In conclusion, it is interesting to note that more often than not, Special schools all along have been rated together with regular schools without due consideration of the difficulties they face in pursuing learning. Several municipalities and districts have complained of lowered mean score because of Special schools in their districts (Shikala O.I, 2003). It should be remembered that curriculum for the disabled is very much dependent upon the personnel to handle it. Therefore the nature and extent of the disability is to be considered. For mentally handicapped learners, a curriculum geared towards self care activities should be broadly considered while for the visually impaired, the physically handicapped and the hearing impaired who have no significant defects in their mental abilities there is still need for adaptation or adjustment in the curriculum. For example in teaching communication skills such as sign language and sign language as a subject the hearing impaired learners will not grasp the same meaning of a situation with his hearing counterpart. The

signing and verbal expression may at times not give exact meaning of a thing. The blind learner for example may not be able to carry out an experiment as the sighted person may do and the physically handicapped child who is severe may not hold a pen properly and even carry out an experiment. It is thus evident that the curriculum should be tailored to specific handicaps.

Funding of Special Schools

Like most Special schools in Kenya, the original funding for Special school in Kisumu and Nyando for their setting up did not come from the government. It is mainly the churches or rather the donors through the local churches that set up the schools. Though the government has been sending grants to Special schools/institutions to maintain support staff, this is very inadequate. The District Development Committees did not recognize Special schools. Equally the government did not bother with provision of teaching, /learning equipment. This led to serious learning problems in Special schools where the only option was to refer to donors and church sponsors of the schools to provide learning materials. As had been stated elsewhere quality and uniformity of what was learnt in Special schools was not assured. The cost of educating a handicapped child/learner to some extent may triple or quadruple that of the non handicapped (Kochun'g 2003)

Teacher Education

For along time, few teachers were sent abroad for training through the initiatives of various societies or associations for children with Special Needs. This was found to be expensive and the government had to consider training teachers locally. This

took place in various training institutions (Ndurumo, 1993) such as Siriba, Kamwenje and Highridge. This study established that, apart from a few selected colleges that were training teachers for the handicapped the number was very minimal since they occupied only one class numbering between 20 and 40 which was hardly 100 teachers for the whole nation trained in a year in Kenya. It was therefore common to find teachers with no Special Education training managing Special schools and this had a very interesting consequence. Since they were not sure of how to handle severely handicapped learners, admitting mild handicapped in Special schools became common. Two of the oral informers (Mwayonga and Ochieng') who are currently teachers of high schools and former students of Special schools for the handicapped (Joyland and Joytown) attest to the fact that during the early days of the schools, most students were either having one deformed limb or using one crutch. The so called moderately handicapped were few while severe handicapped were not there. This information is also corroborated by two NGO executives who went to Joyland and Thika Joy town respectively. (Bodo O.I, 2003; Mwanyonga O.I, 2003; Ochieng O.I, 2003; Christina O.I, 2003). For teacher motivation the government gave teachers of the handicapped a special allowance in 1967. This amount, (40/=) represented 30% or 40% of P3 salary by that time (Kodiango 1990). This allowance was not reviewed despite several salary reviews until 1997 after Special Education teachers had petitioned the government severally. It was however reviewed at 10% of a teacher's basic salary and not the percentage it represented when it was originally introduced. Before the establishment of KISE in 1986, there were only 408 trained teachers of Special

Education countrywide with 372 untrained bringing total to 780 only (Kodiango 1990).

In Nyando and Kisumu Districts, this study established that less than 30% of specially trained teachers are manning Special schools currently alongside the majority who are not specially trained. Matters are even worse in institutions for the deaf and blind because teachers must communicate to the learners in a language they understand and that is Braille and sign language. One can therefore conclude with reasonable degree of confidence that during the period 1963 – 1990, teacher education for the handicapped children was very low and therefore this led greatly to the stagnation of Special Education in Kenya in general and Nyando and Kisumu Districts in particular. A part from government neglect in training of teachers for the handicapped within the period in question – 1963 – 1990, the donor factor also contributed greatly. Most of the Special schools in Nyando and Kisumu Districts run by donors had facilities like housing and electricity for teachers which were either used free of charge or paid at minimal rates as compared to most schools which did not have such facilities. Coupled with occasional benefits such as relieves and outings, most teachers felt comfortable and relaxed and did not make attempt to improve their knowledge in Special Education. Once they had learnt rudimentary communication skills they established themselves as the owners of Special Education and became resistant to change. This phenomenon could be realized even when KISE was set up in 1986. Most of the people who joined the KISE were not from Special schools but rather from regular schools. Teachers were

also reluctant to take offers in training in the area of the handicapped during this period because of poor motivation in as far as remuneration is concerned. Considering the amount of work involved in Special Education, teachers felt that forty shillings which was given as special allowance was not worth yearning for. Teacher education is a national issue which is always addressed to cover a national phenomenon. As such when looking at teacher education for teachers of the handicapped in Nyando and Kisumu, it must be taken into account what goes on in the entire republic in so far as teacher education for the handicapped is concerned. So far given the teacher training as reflected in the scattered training in various colleges during the period under study, it can be said that this exercise was very inadequate (Ogutu O.I, 2003).

According to Mwangiri (1989), the Ministry of Education requested a policy on Special Education to be drawn to cover all areas of Special Education. By June 1981, the "Draft Policy" was ready. The Draft Policy paper covered in a block the whole area of specific areas of handicaps being served such as hearing impairment, visual impairment, mentally handicapped, physically handicapped and multi-handicapped. Some recommendations in the draft were implemented such as establishment of Kenya Institute of Special Education to train teachers centrally, staff establishment at Kenya Institute of Education, establishment of Education Assessment and Resource Centres. The draft paper also stressed the need for an official policy on Special Education as regards the law. It stated:

Special Education is not mentioned in the Education Act nor in subsidiary legislation emanating from this Act. There are issues of policy, which do not have any direct relevance to the education of normal children. These special policy matters affecting Special Education should also be included in the revised education Act, or subsidiary legislation should be enacted to cover this important areas of education (Mwangiri 1989:100).

One factor, which has been observed as the main impediment in the growth of Special Education thus far, is lack of proper policy guideline. For all the years, Special Education has never been accorded legal status and there seemed to be either a deliberate attempt to make it remain hanging or it was hoped that the clamor for recognition will one day fade.

One important thing to remember is that Special Education in Kenya had survived just because of good will by the churches, organizations supporting the handicapped and occasionally the politicians who, interestingly, had been pronouncing policy statement that later become law. Former President Moi can be remembered as having made an impact in the field of service to the handicapped. For one, in 1979 the world celebrated the year of the child and Moi declared 1980 the Year of the Disabled in Kenya, which was followed in 1981 by the International Year of the Disabled. (Orinda, 1990:4). During Kenya's year of the disabled, President Moi presided over a historic *harambee* which raised money that was used to purchase Rehema House- an investment for the disabled of Kenya. This investment has been assisting the general handicapped persons annually with mobility support materials and other devices.

If this political initiative was directed at entrenching Special Education in the Education Act or creating a legal framework for persons with disability generally, it could have been more helpful. However this was a positive gesture and a challenge to people at the policy making level to address the issue. Once a program or project had been set, then it was easier to see its weakness and strengths and give it the required direction. It can be observed that one fact which had made services to the disabled persons world over undermined was the nature of the societies. Societal development from the epochs of hunting birds, communalism, slavery, feudalism and capitalism, had socialized people to think more in terms of economic benefit of any member of the society. Since most policy makers, because of their refusal to understand the abilities of the handicapped persons, looked at them as not economically liable hence neglect for their program, which are seen as too expensive for a few persons who in effect will not contribute much to the development of the economy. As Walter Rodney put it:

Imperialism was in effect the extended capitalist system, which for many years embraced the whole world, one part being the exploiters and the other the exploited, one part being dominated and the other acting as overlords, one part making policy and the other being dependant. (Rodney 1972:19).

Since our political leaders, including policy makers and by extension our society are a product of imperialism hence capitalism, we are accustomed to looking at people from the economic point of view of how much they can deliver. Because man has the tendency to dominate, the disabled therefore find themselves in the class of the dominated.

Inspection

Inspection of schools is basically carried out to monitor the implementation of the curriculum and give advice to teachers on how to go about the areas of difficulties. It is therefore a very crucial task in the education set up which calls for highly qualified personnel to be able to give the direction as expected. Such personnel must be well acquainted with the policies of education, as they are operational at any given time. Based on the above observation, the inspectors of Special Education must be persons with the know-how of what goes on in Special schools and also the mode of delivery of instruction to the learners. It is to be noted that this is one of the first areas to be recommended by the Ominde Commission of 1964. This section was started in 1969 at the Inspectorate with the aim of supervising Special institutions and to ensure that standards are maintained and improved. There were six National Inspectors by 1990. (Randiki 2002). The "Draft Policy" committee appointed by the Ministry of Education also recommended the establishment of a team of inspectors at the Inspectorate (Mwangiri 1989). This team of six people at the National office with Special Educational know-how could not be able to inspect all Special programs in the Republic. A lot of debate has raged on who should inspect special schools and because people are not sure, and particularly due to the fact that even Special Education at the headquarters has never been headed by a specialist, the issue of inspection has often eluded attention. Koech (1999) recalls that the last time the Inspectorate, Special Education section was headed by a specialist was when

Catherine Abila, who later became the first Director of KISE was its head between 1978 and 1986.

In response to the questionnaire on whether teachers in Nyando and Kisumu Districts agrees with inspection of teachers by non-specialist inspectors, about 70% of teachers disagreed. The reasons advanced included illiteracy of regular inspectors on matters of Special Education. They neither understand Braille nor sign language. Equally they could not understand why special classes were small in size and why teachers have to go at the speed of each individual learner. These inspectors also occasionally do not understand why special schools must be staffed with more personnel. All in all it is a matter of common sense to argue for the staffing of special inspectors in the districts and even Divisions and zones to be able to assist teachers carry out their work diligently. The bossy behaviour of some self-imposing inspectors that they are able to inspect special schools is self-defeating and ego satisfying that cannot be accepted in professional and academic realms of life. A teacher at Maseno School for the deaf narrated to this researcher an experience with the regular inspector who went to inspect the school. The teacher resorted to discussing the inspector with the class using sign language unknown to the inspector and as the laughter intensified, the inspectors' report indicated how successful the lesson was because children thoroughly enjoyed the lesson! Such is the futility of non-specialist inspectors. As Koech Commission Report (1999) recommends, Special Education should be headed by a specialist at the headquarters. The study suggests that this should be of the rank of a Deputy

Director or above since it is this person who can articulate the needs of the sector as the person will be at policy decision level.

This study established that several trained diploma holders from KISE and BED Special Education graduates from Kenyatta University are wrongly posted to programmes not relevant to their areas of study, a fact which leads to apathy and even decision to opt out of Special Education altogether. Such anomalies could be addressed if there was a strong relevant inspection unit at the grass root, which could recommend the right staffing to the relevant authorities.

4.5 Summary

The chapter looked at the involvement of the Kenya government and donor community in Special Education provision. Effects of Ngala Mwendwa committee report of 1964 and how it came out in the Ominde Commission report of the same year is highlighted. The Gachathi committee report of 1976, which identified the shortfalls in the Ominde report and stressed education for self reliant is discussed. The role of the government in provision of Special Education in general and Nyando and Kisumu Districts in particular is discussed in as far as curriculum, funding, teacher education and inspection are concerned.

CHAPTER FIVE

Challenges and Prospects of Special Education 1984:2003

5:1 Introduction

In the previous chapter, the focus was on the Government and Donor involvement in Special Education in the period between 1963 – 1984. The period covers two decades after independence. It looked at how Special Education programs fared in Nyando and Kisumu Districts and decisions made at national level that influenced whatever direction Special Education took. Churches and donor contribution to Special Education is discussed. In this chapter the focus is on the challenges and prospects of Special Education since 1984. This period is crucial because with the Mackay report of 1981, there was a major change in the education structure, this was the 8-4-4 systems that had far reaching repercussions, especially to the handicapped, in the area of practical subjects. It also made Kiswahili a compulsory subject, a fact that greatly disadvantaged deaf learners

5:2 The Mackay Report and the 8:4:4 System of Education

It is to be noted that prior to independence the type of education offered was tailored towards eliminating advancement of the Africans. Examinations were conducted after 5 years after 5 years until 1952 in Primary, that is the Common Entrance Examination (C.E.E), then after another 2 years Kenya Preliminary Examination (K.A.P.E), then after another 2 years Kenya African Secondary Education (K.A.S.E) and finally after another 2 years School Certificate Examination (S.C.E). (Tum, 1996: 11). The period 1963-1990 is discussed in the

previous chapter. Drop out rate during this period was very high due to many exams. On attainment of independence and the subsequent appointment of Ominde Commission the regular Education system was restructured and enrolment increased. The new structure 7-4-2-3 established seven years in primary, four years in secondary and a further two years in advanced secondary (A level) and completing the circle with three years in university. This structure stressed the unified education fully under the central government as opposed to the earlier structures which were mainly managed by churches.

In this chapter 8.4.4 system of education is examined viz a viz its relevance to the handicapped persons. In a presentation to the 17th World Congress of rehabilitation International, Allen, (1992) observed that:

The findings of a UNESCO survey of 51 countries conducted in 1986 - 1987 indicated that 34 of those countries had fewer than 1% of pupils enrolled in Special Educational provision and 10 of these provided Special Education for less than 0.1% of pupils. These figures are, in away understandable, as in many developing countries the struggle to provide educational opportunities for a majority of the children takes precedence over meeting the needs of those with disabilities. Therefore UNESCO is committed to assist in improving educational provision for special needs worldwide, with particular emphasis on action in developing countries of Africa, Asia and Latin America.

The teachers who participated in the study revealed that the 8.4.4. system of education did not offer any new methods of teaching to the handicapped despite the new structure. About 80% of the respondents felt that it added more injury to the insult, which was already there. The 8.4.4 education project involved changing to an 8 year primary, 4 years secondary, and at least 4 years University education

from a 7 year primary, 4 year secondary, and 2 year higher secondary and 3 year University education (7-4-2-3) system which had been running since 1967. It also included broad-based school curriculum with a strong practical education component. The need for a broad-based school curriculum was one of the major conclusions reached by the National Committee on Educational objectives and policies which was set up in 1975 by the Government to evaluate its system of education, establish a new set of educational goals and formulate a specific program of action for achieving the goals (Oluoch, 2002:87). This realization was not effected until 1981 when a Presidential Working Party on the second University headed by Prof. Mackay was appointed. The party recommended the 8-4-4 system of education. The report was accepted and published in the wake of the twin worrying problems of rapid population growth- one of the highest in the world and the massive unemployment of both primary and secondary school leavers. The 8.4.4 system incorporated some of the 1976 recommendations such as the teaching of vocational craft-oriented skills and small scale business techniques. It identified the irrelevancies of the past curriculum in relation to the modern needs of Kenya- the large percentage of youth unable to proceed for further education did not have alternative occupations or vocational training to turn to. What was taught at school was only good for the few who were academically able to proceed to higher education (Oluoch, 2002; Tum, 1996).

According to Sifuna, (1986:126) the essential difference between the old system of education and the new were curriculum content and structure. The 8.4.4.

emphasized Technical education, a move away from education being examination centered. The old system relied mainly on rote learning and memorization.

In the 8.4.4. the government hoped that the system would:

- a) Bestow the kind of attitude more in tune with the development of the rural areas where 80% of the population live.
- b) Enhance the role of agricultural productivity in national development, as agriculture is directly and indirectly the source of employment and income to nearly 80% of the people of Kenya.
- c) Impart a capability to the nation to undertake major industrial development- a sense of employment to many of fostering heavy and small scale village crafts and industries.

For the first time in the history of education in post independent Kenya there was an emphatic statement about a student graduating out of school with some technical skills.

The implications of 8.4.4 on education of the handicapped must be viewed from the perspective of the general outcry it created from the professionals, the parents and even the opposing views in the political arena. If it could not be accommodated by the non-handicapped, it was even more difficult to be accommodated by the handicapped whose views were not even represented in the Mackay Commission.

To quote Randiki

This education system and teaching methods disadvantaged learners with special needs for they were expected to fit into new system notwithstanding their special needs”(Randiki 2002:42).

The 8. 4. 4. stressed sciences for means of self-employment. The system did not put in place adaptation or exemption for learners who were blind or severely physically handicapped or even the deaf. Equally, the introduction of Kiswahili as a compulsory subject created a third language for deaf learners and this seriously affected their learning since the language had to be developed by experts who also had not been trained in sign language to do so. As music also became examinable subject, learners with hearing impairment got highly disadvantaged. One needs to see the neglect of education for the handicapped from these government decisions. Nobody remembered there are handicapped persons also following the curriculum who, being stakeholders, needed consideration before or when major changes were made in the curriculum. In critically analyzing the 8.4.4. system of education it is not hard to see why it had to fail. Indeed the problem was and is not with the 8. 4. 4. but with the politicians and union leaders (Oluoch 2002). It is not understood why our leaders should not advocate for change of our learners attitude towards the development of rural areas. First and foremost, most leaders are urban oriented and do not even understand what goes on in rural areas. If they are politicians, they only go home to campaign when elections are near hence, they do not have the real touch with the rural life.

An industrial development can only take off if small scale village craft and agriculture is developed. It is futile to talk of industrialization without food. It is ironical that the Kenyan leaders talked of agricultural development yet they train field officers whom they don't employ to advice farmers on methods of improving the yield (Oluoch 2002). It is the politicians who allow the importation of what is grown in Kenya to scuttle the efforts of local farmers. The intentions of 8. 4. 4. were good and if stakeholders had to put their self interest aside then the system could benefit the Kenyan children and the generation to come. As Oluoch puts it:

Assessing the 8. 4. 4. project in terms of curriculum development, it can be concluded that the program was well planned, but the implementation had been quite unrealistic. Conception and planning were based on valid information brought out by the National committee on educational objectives and policies and the Working Party. But implementation was grossly underprovided for in terms of resources, including time for preparation and implementation. Without addressing the problem of resources adequately, implementation of 8. 4. 4. system of education would continue to be hampered (Oluoch 2002:9)

There is one major factor, which the politicians overlooked when pronouncing certain policies. The human factor in the implementation is crucial but our leaders assume that once a few people have academically come up with an idea then they will be there to transform the idea into practice. It takes the man on the ground to do it and in this case it is the teacher. Teachers must be prepared and motivated in terms of remuneration and professionally to help transform the society. A very simple comparison can be taken with private schools. Why are teachers in private sector performing better than teachers in the public sector? Or why are employees in Parastata's or Companies performing better than government employees?

In the medical field one finds that the main consultant doctors in outstanding private hospitals are government doctors. It is high time the government streamline the sectors, particularly the Ministry of Education to give the experts the responsibilities of manning their relevant sectors. To the education of the handicapped once the department is elevated and headed by an expert then matters of curriculum and staffing will be addressed. It is this cadre of personnel that will supervise the identification and placement of the handicapped in appropriate educational set ups. Since independence many terminologies about education for the handicapped have been used by people who sometimes cannot differentiate their meanings. People in authority at times do not clarify to parents and teachers the implications of mainstreaming, integration, and, now, inclusion.

Ndurumo (1993:87) observes that:

Assuming that identification and assessment procedures are well followed and the child appropriately classified, by taking into account the nature and severity of his handicap, the next question is where to place the child. Granted some factors work in favour or against any educational placement due to some irrelevant variables in the programs.

Ndurumo went ahead to diagrammatically summarize possible placement options for children requiring Special Education services across the board.

Hierarchy of Services for Special Programmes

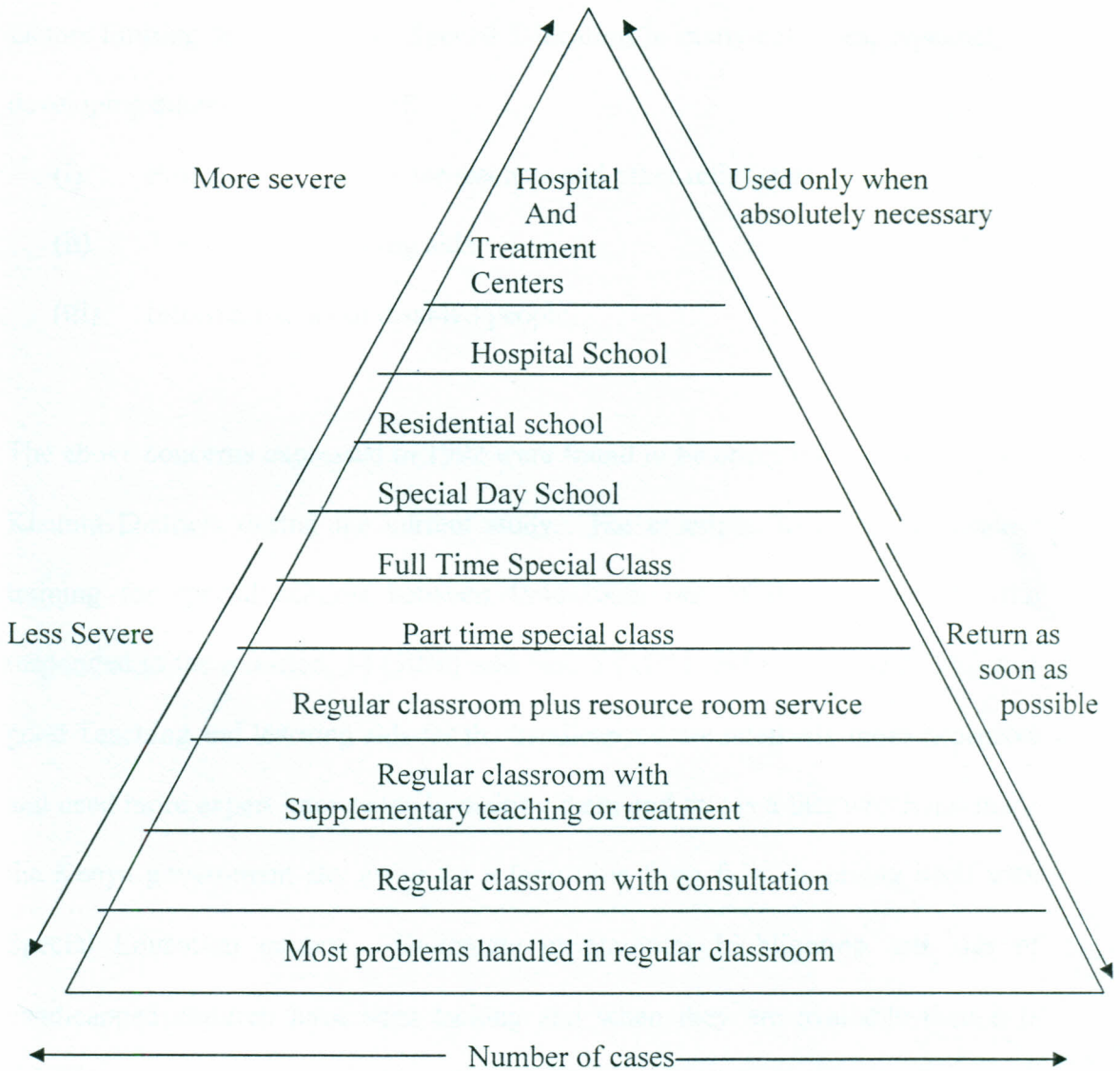


Figure 5. 1: Source: Ndurumo 1993 (Adopted from Reynolds 1962).

At a glance one would see from the diagram that to provide the relevant services to the handicapped, manpower is crucial and it must be observed that 8. 4. 4. curriculum has greatly done injustice to the development of Special Education since the needs of the handicapped learners are assumed.

Kristensen (1992) observed that “It seems evident that the three most important factors limiting the progress of Special Education in many countries, especially in developing countries, are lack of:

- (i) Professional training for teachers and other relief staff.
- (ii) Training and teaching aids
- (iii) Information about disabled people.

The above concerns expressed in 1992 were found to be operational in Nyando and Kisumu Districts during the current study. For example, in rating the teacher training for special schools between 1945-2002, out of the 20 teachers who responded to the question, 14 (70%) said bad, 5 (25%) said fair, while 1 (5%) said good Teaching and learning aids for the handicapped are relatively more expensive and need more expert knowledge in making them and this is a fact which has made the Kenya government shy away for a long time from fully involving itself with Special Education matters. Deliberate programmes highlighting activities of handicapped children have been lacking and when they are available then it is mostly associated with unpopular practices in the society. For example, the Salvation Army Church and schools have been known to send children to raise money during particular periods of the year. This is the time the society interact with handicapped children. The giving of the cash is more of sympathy than a fair donation like fundraising or church offering to promote a worthy cause (Dali O.I 2003).

If the handicapped could be initiated into community activities like cleaning hospitals, sweeping the streets, promotional talks on popular topics like youth agenda, then the society would come to realize the great potential in our handicapped youth. But because we over-protect them the majority of the handicapped have not learned to live independently.

So, for special programmes in Nyando and Kisumu Districts an old teacher of Special Education observed:

When the program was introduced without the accompanying facilities and manpower training, what we resorted to do was to use our basic knowledge to try to go about the curriculum, majority of the children who could not manage were advised to do vocational courses where we also knew they were not going to gain much. It was better to have some knowledge than none at all. (Abuto, O. I. 2003).

5.3 Implication of Kamunge (1988) and Koech (1999) Reports in Special Education.

In 1988, the Kamunge Report titled. "The Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond" was formed.

One clear highlight the report came up with as regards Special Education was that:

Special Education is for various types of exceptional persons whose education needs deviate from norm due to their disabilities. It noted that in Kenya Special Education caters for persons who are visually impaired, hearing impaired, mentally handicapped, physically handicapped and multiply handicapped.

In its recommendations regarding Special Education, the Kamunge Report identified the following:

- (i) Need to appoint specially trained inspectors from districts level to headquarters.
- (ii) Awareness creation on disabilities through media and National programmes.
- (iii) Strengthening and restructuring the national rehabilitation committee to cater for programmes of the handicapped.
- (iv) Parents to be more responsible through cost sharing.
- (v) Creation of barrier free environment.
- (vi) KISE to research on and design various equipment and materials to support learning in special institutions.
- (vii) Learners need to be catered for in National Examinations.
- (viii) Data on various types of handicapped to be taken.
- (ix) Appropriate curriculum be developed for various categories of needs.
- (x) Appropriate Kenyan sign language be developed.
- (xi) Integration of persons with disabilities
- (xii) Provide measures to prevent impairment in order to limit the incidences of disabilities.

One needs to observe that most of the recommendations in the report were a development from the earlier reports especially the Gachathi and Ominde reports of 1976 and 1964 respectively. However, the report was more elaborate than the earlier ones. Given the fact that this time several attempts had been made by the Kenya government, assisted by her development partners to restructure Special

Education. Two major steps had been taken with the help of the Danish government:

- (i) Education Assessment and Resource Services, mainly for the identification and placement recommendation, had been set up in 1984 in most districts of Kenya.
- (ii) Kenya Institute of Special Education (KISE) had been opened in 1986 to harmonize training in the four areas of the handicapped in one institution.

So, with the coming of Kamunge report in 1988, one would have expected that Special Education would develop very fast. However, one notes that the implementation of Kamunge Report resulted in many problems owing to the earlier implementation of 8.4.4. system, which had many failures than gains. It proved to be highly expensive, the cost sharing recommended by the report resulted to dropouts. For example Joyland Special school enrolment dropped from about 380 in 1990 to about 150 by the year 2000 (Odhiambo O.I, 2003). Since nobody seemed to bother to streamline the Special Education sub-sector, those people manning the head office could not be expected to retrench themselves by appointing specialized personnel to head those offices with the same qualified personnel. The measure had been attempted haphazardly but there was no laid down rule on who heads these offices. This has been one of the main factors inhibiting the development of Special Education in Kenya. The outcome of this report has to be credited with the opening up of several units for the handicapped.

This move was however shrouded with power struggle since the units were opened in regular schools with the school head, yet the units had to be headed by a specially trained teacher who in most occasions was expected to be financially co-responsible for the funds of running the units. Most heads wanted the funds to cater for all the school activities, which was the source of conflict (Ogombo, O. I. 2003). To date the Ministry of Education has not come up with how best to run the units. Several proposals had been given to that effect, one being that the head of a school with a unit must be one who is specially trained so that she/he does not handle issues alien to him/her in as far as Special Needs of learners are concerned.

In a span of ten years, the government appointed another commission to look into the education sector. This was the commission of inquiry into the education system of Kenya (1999) known as the Koech Report. This committee extensively looked at Special Education. Thanks to the fact that one of the key Special Educator and himself hearing impaired, Dr. Michael Ndurumo, was among the committee members. The report came up with 145 recommendations in its chapter on Special Education. The report had an opening statement on Special Education thus: "There is nothing more unequal than equal treatment of unequals". Apart from Special Education objectives, the report emphasized the need to pass the Special Education Bill, which would legally address the needs of persons with disabilities. Education curriculum and public examination should take into account the needs and circumstances of Special Needs of learners. For example, when developing curriculum, adaptations should be made depending on the handicapping conditions

of the learners. The same should apply to all examinations intended for learners with Special Needs. The establishment of Special Education Resource center in every district is expected to facilitate the access to learning resources for the benefit of Special Need learners. Formation of a national Special Education Advisory Board proposed in the Special Education Act with a composition of stakeholders, professionals, parents and leaders of disability organizations is aimed at bringing different relevant interest groups together to promote Special Education

The report also identified the need of services of interpreters, note takers, Braille readers and special equipments such as electronic talking computer, or voice to printed computers for the visually impaired as well as making universities disability friendly. This recommendation aims at reducing academic barriers as much as possible for persons with Special Needs in Education. Designing of individual system for learners with severe impairment following a functional curriculum geared towards independent living is aimed at addressing many severely handicapped learners who are in most cases just left un attended. The report recognises the inadequacy in funding of Special schools and Special Education in general and adaptation of exams to suit the individual needs as dictated by the severity of handicap and the ability of the child to manipulate examination instruments .The abolition of cost sharing for handicapped persons and offering of free and quality education is based on the understanding that the handicapped already spend a lot of resources in personal sustenance and if relieved of cost sharing, it would be to their benefit. The recommendation that Kenya Institute of

Education develop and standardise diagnostic assessment tools which have a local bias in promoting proper identification leading to accurate intervention is based on the premise that most assessment tools are developed in western world and therefore carry with them culture bias which may see Kenyan children placed wrongly. Equally the recommendation that Kenya Institute of Education develop learning and instructional materials for learners with Special Needs including those who are gifted and talented, emotionally and behaviourally disordered, those with communication difficulties and specific learning difficulties is based on the fact that these areas have not been addressed in education provision though it is known that they exist and cause a lot of concern to the parents and even educators.

In so far as articulating the thinking and desires of Special Education, this report came up with best recommendations, but when it was released, the government raised the excuse that the recommendations were too expensive to implement, that is, for the full report. The sad thing to note is that the government to date has never declared rejection or acceptance of the report. Apparently the government was aware of the problem facing Special Education in Kenya. The appointment of a commission was a gimmick of absolving itself on the pretext of unavailability of funds to effect the commission's recommendations. One crucial factor which any keen observer of our education system must have realized is the fact that before donors give a nod then, however good the recommendations our people come up with, they will not be regarded as useful. For example, during the 8. 4. 4. implementation, donors felt that it was inappropriate and too expensive for the country. It is reported that the British through their department of International

Development even threatened to withhold over Ksh. 1 billion which they had promised the government for school text books if a new and trimmed curriculum was not introduced to replace the existing broad based one. Since we were a British colony, Walter Rodney's thinking of colonial administration as economic exploiter may give more light (Rodney 1972:129).

...The equivalent of the colonial office in each colonizing country worked hand in hand with their government in Africa to carry out a number of functions; the principal ones being as follows:

- (a) To protect national interests against competition from other capitalists.
- (b) To arbitrate the conflicts between their own capitalists.
- (c) To guarantee optimum conditions under which private companies could exploit Africans.

Whenever education policies are discussed, one will always hear donor factor. It is very sad that education which is supposed to address our needs as Kenyans is directed by the so called donors. This is a big challenge to our political leaders to steer our nation towards self sustainability so that we are capable of deciding our destiny especially over 40 years of independence.

The Koech Report otherwise referred to as TIQET, (Totally Integrated Quality Education and Training), had several sections for Special Education whose implementation may not have required a lot of finance as feared by certain quarters. In terms of human resource management, if the current personnel in the field were absorbed in relevant key Special Education areas, then the beginning point would have been reached and it would not take long before these *gurus* turn the nightmares in Special Education to a reality. Identification, placement, curriculum

design, adaptation and implementation can easily be done with the current professionals trained at KISE, Kenyatta and Maseno Universities. During the opening ceremony of the first International Conference on inclusive education in Kenya at Sunset Hotel Kisumu on 26th September 2002 (Koech 2002), the then Minister for Education, Science and Technology, Hon Henry Kosgey affirmed the governments' commitment to the education of the handicapped. He cited the Ominde Report (1964), Gachathi Report (1976), Kamunge Report (1988) and the Koech Report (1999). He reiterated the government's commitment to the sector by setting up Ministry of Education Science and Technology, Inspectorate Special Education Section (1970), Education Assessment and Resource Centers (EARCS) in all the districts in 1985, Teachers Training at KISE in 1986 and Curriculum Development at Kenya Institute of Education It must be observed that despite the fact that Assessment Centres have done so well in identification of handicapped children, it is reported that since DANIDA, the main partner in their establishment, pulled out, most of them are near collapse (Rae, O.I 2003). Curriculum section at KIE has suffered shortage of funds and not much activity has been taking place.

The Minister's admission that inspite of development in the education of the handicapped, the data available indicate that, only 5% of children with Special Needs in education access education services currently confirms the findings of this study in Nyando and Kisumu Districts that lack of government funding for Special Education has contributed to poor service delivery in this sub-sector.

5.4 International Concern for Special Education and Effect on Kenya's Model

At Jomtein, Thailand (1990), Salamanca, Spain (1994) and the Dakar, Senegal (2000) conferences, Education for the handicapped received international concern. In 1948 the universal Declaration of Human Rights in its article 26, says that everyone has the right to education without any discrimination. In 1989 the convention on the rights of children stressed that education should make the child achieve fullest possible social integration and individual development. In 1990, the World Conference on Education For All held in Jomtein, Thailand, further recommended among other things that all children should have the right to education regardless of individual differences and the government should provide each child with quality education. This was followed by the World Conference on Special Education held in Salamanca Spain in 1994. It was here that the concept of inclusive education was born and nurtured in the Salamanca Declaration.

1. The World Conference On Education For All (EFA) 1990.

The conference held in Jomtein, Thailand gave the following operational Definitions:

“Education For All (EFA) is a goal and a strategy – a global commitment, with a national outlook that addresses the provision of quality basic education for all children, youth and adult in a country. EFA is thus an inclusive concept that must encompass not only primary education but also early childhood education, literacy and life skills programmes. Using both formal and non-formal

approaches, it must take account of the needs of the poor and the most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflicts, HIV/AIDS, hunger, and poor health, and those with Special Needs (Education For All (EFA) in Kenya (2000:1).

According to Randiki (2002:55) Education For All, in Africa were addressed through the Kisumu Conference (Kenya) 1992 and Dakar Conference 2000. The Kenya Country National Conference on Education For All, Kisumu (1992) was held to review the Jomtein Conference of 1990 and to prepare for implementation of the Education For All framework. Kenya has expanded the concept of basic learning needs of learners through systematic instruction on which learning is based. Basic Education For All (BEFA) expanded educational provision to other levels not within Universal Primary Education. BEFA deals with:

- Early childhood Education and Development
- Primary Education
- Disadvantaged and Special Groups also called Children Living under difficult circumstances
- Life skills for youth and Adults
- General Knowledge.

From the above information, there is not much reference to Special Education in Kenya except that it is categorized as disadvantaged and special groups.

2. World Conference on Special Needs Education (1994)

The conference reaffirmed its commitments to education for all children, youths and adults with Special Educational needs within the educational system. It also endorsed the framework of action on Special Needs Education, that governments and organizations may be guided by the spirit of its provision and recommendations. It was in the light of emerging issues after EFA conference that another conference, the Salamanca was organized. It addressed many pertinent issues pertaining to Special Education. It stated that many groups of children with Special Education Needs are excluded from mainstream education. They include; children in conflict situation, working children, street children, disabled children, children from ethnic minorities, children discriminated against as HIV/AIDS or leprosy plus dropouts and repeaters. This conference focused mainly on;

- [1] Access
- [2] Quality education
- [3] Equity

The participants resolved that every child has a right to education that takes into account one's unique abilities and learning needs. Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other difficulties. The child with Special Need must have access to education in a welcoming school in his/her neighbourhood.

(3) The Dakar Framework of Action

The World Conference on Education For All held in Dakar, Senegal in April 2000 provided an opportunity to assess the progress made since Jomtein and the prospects for developing quality education for all in 21st century. The Dakar declaration noted that despite notable effort by government to ensure the right to education for all, the targets set at Jomtein in 1990 had not been met. Progress has been much slower than anticipated in relation to virtually all the major targets for achieving EFA.

Effects on Kenya Model of Special Education

It must be noted that international awareness and concern, together with the growing change of attitude, albeit slowly, some little positive changes have been observed. Special Education as a study is becoming popular, especially since the program was started at KISE 1986, Kenyatta University in 1996 and Maseno University 1998. In his address to an International Inclusive Conference on Special Education in Kisumu, September 2002, the Minister for Education observed that "... in other words, inclusive education will provide enrichment for all involved. Emphasis should be on equality, access and opportunity for all (Kosgei 2002). This practice demands that all practicing teachers in all our learning institutions acquire knowledge, skills and attitudes necessary for supporting children with Special Needs Education. It is towards this end that the government in April 2001 launched distance learning program in Special Needs Education at the Kenya Institute of Education (Kosgey 2002)

To this end KISE is likely to play a major role in the development of Special Education only if the government live to its expectation and put in place structures that will make current teachers being trained to be productive. We cannot give the government a clean bill of health on this because for a long time very obvious things have not been addressed in the area of Special Education. Thus the KISE program on distant learning has attracted teachers and it is they who are sustaining the program because they are paying fee out of their own pocket. If at all they see no benefit for their training and future recruitment staggers, I doubt whether the program can survive. Having noted that it must be the responsibility of the government to support this worthy program in whatever way possible.

5.5 Management of Special Education in Nyando and Kisumu Districts

Management is the art of getting things done through other people for the purpose of achieving the required goal (Mwangi, 2003). It involves the process of planning, organizing, controlling and evaluating the performance of the members of an organization. The question as to whether management of special schools are dominated by Board of Governors, Sponsors, Ministry of education or the Parents Teachers committee was responded to as follows: 85% of the teachers identified the sponsor as the main contributor in the management of special schools, 10% mentioned the Ministry of education while 5% mentioned the Board of Governors. They did not mention the Parents Teachers Association committee. The question as to whether the government is fully supporting teachers in special schools in Nyando and Kisumu districts 66% of teachers said no while 34% said yes. Those

who said no argue that if it is salary then even teachers in regular schools are paid yet they do not do heavy work like teachers in special schools. They identified lack of work incentives like seminars, lack of qualified inspectors and education officers to guide teachers in their work and ensure quality. Management therefore should be addressed under the following in regard to Special Education:

Personnel

This has been found out to be dominated by various sponsors namely The Salvation Army, The Catholic Church, the Lutheran Church and the Anglican Church of Kenya. Despite the fact that head teachers represent the government in these schools, when matters of appointment of such heads and utilization of schools' physical facilities are concerned, their decisions will always carry the day.

Physical Facilities

Most boarding facilities in boarding schools in the two Districts together with accompanying equipment and movable machines like motor vehicles belong to the sponsor and by extension the church. The sponsors thus determine when and to what extent the facilities are may be used.

Table 5.1: Physical facilities owned by sponsors in three special schools

	Class rooms	Vehicles	Hostels	Eark workshop	Dispensary	Teachers houses
Joyland Sp. School	Sponsor	Sponsor	Sponsor	Ministry of Education	Sponsor	Sponsor
Kibos Sp. School	Sponsor	Sponsor	Sponsor	-	Sponsor	Sponsor
Lutheran Sp. School	Sponsor	Sponsor	Sponsor	-	Sponsor	Sponsor

Contradictions

The two aspects above result into a third one – the contradictions in Special Education system. This arises mainly due to the government relinquishing its responsibility to the sponsors who are represented by the churches. It must be appreciated that little input in any venture controls ones authority. Nyerere (1974) notes “Yet it is obvious that these things depend on economic and social development. To the extent that, our country remains poor and its people illiterate, our national freedom can be endangered by any foreign power which is better equipped”. The sponsors are better equipped financially, even though not professionally, so they end up swaying the government decisions even on serious matters of professionalism.

There is a lot of contradictions here because if the government can plan then fail to implement its own policies just because sponsors who have more fund have to be listened to, then there is no need of having these policies in the first place.

5.6 Parental Attitude

When it comes to education in general, the attitude of the parent is paramount. This attitude is closely tied to expectations, level of understanding (not necessary education) and economic ability. McKelvey and Peters (1993) observe that even in Britain, despite the fact that the Education Act of 1981 endorsed the principle that disabled children be educated alongside the non-disabled, it is only the parents who are prepared to put up a fight who get their children admitted in mainstream

schools. This study established that parents of the handicapped children attending schools in Nyando and Kisumu Districts have for a long time had no opportunity to be consulted on matters pertaining to the education of their children. One main reason is that majority of them come claiming they are poor hence after leaving their children in the school, they walk away until the closing day when they come to pick them again. So they do not have the opportunity to make any suggestions on the quality of education their children should receive (Odete O. I. 2003).

This fact, coupled with the general belief that the handicapped do not do much, made many parents to view special schools as relief centers where their burdens are taken care of. The societal belief that handicapping conditions are associated with curses and that they can be contagious is still held by some parents, hence they do not want to stand out firmly on the provision of quality education to their children. As stated by Nyerere (1974) when you have no economic power, you stand the chance of being directed to take whatever is on the table.

The parents' attitude has been a major inhibiting factor in the development of Special Education. In special schools over 80% of children are presented as children coming from poor families. This researcher encountered very interesting revelations about the parents and their handicapped children while carrying out a small survey for a church based organization. One student who had been registered in the school as an orphan and was therefore getting sponsorship, when his home was visited for the first time, the researcher was shown the grandmothers home. For a subsequent visit the researcher found a young girl who informed him that the

student in question does not stay there and the home was now shown – the father of the student was a senior head teacher and even had the brother of this handicapped student studying in India. A second student would always be brought by the mother just like the first student and the mother said she was a single mother and had several children, most of whom were not attending school. On subsequent visit to the home the researcher established that the father of this student was a manager with a very prosperous agricultural firm. The third student would be brought to school by a grand father whose age would easily convince one that fee payment is a problem. Later the researcher established that the student's actual father was alive and was in fact a Bishop in one of the prospering independent churches. (Orinda 1997)

The three examples above, plus many more, should make education planners to seriously think of poverty as a major impediment bedeviling special schools. The attitude of most parents is the determining factor. Often after the child has been supported up to form four level, the actual parents could now surface to claim the child. Evidently their intention is to evade responsibility of paying their children's, school fees.

Handicapped Themselves

A handicapped who went to a special primary and secondary school then proceeded to University and is now a high school teacher, told the researcher that it is the wearer of the shoe who knows where it pinches most. He sees the society as a great hindrance to integration of the handicapped. (Mwayonga, O.I, 2003) The

labeling, right from school and all over the sectors, make the handicapped persons feel that there is more happiness in staying with people of their kind if this will not stop them from performing their tasks. Other handicapped persons disagree with him. For example, Ochieng (O.I, 2003) who also went through special primary and secondary school and is now at the University, after initially getting primary teacher training. He finds a lot of comfort in integration and accepts that his mentors are the non-handicapped people who really positively molded him to what he is now. He works in an integrated set up and is actively involved in a lot of creative and consultancy activities which give him pride when he find himself performing even better than the non-handicapped in his areas of interest. This proves right the saying “disability is not inability” The handicapped have what they can and cannot do just like the non-handicapped do.

Society

One of the theories employed in this study, the conflict perspective is evident in the area of study. Nyando and Kisumu Districts are part of Luo society. Like many other African societies, Luo community had a way of treating the handicapped as earlier discussed. Since they were relegated to low position, it shows that the society was already in conflict with itself because the handicapped are part and parcel of the society. These people have not been given adequate attention; they are being sent to special schools where free schooling is available and also to relieve the society from their burden. This societal attitude can only be addressed if concerned effort is put so that the right information reaches all people and the handicapped integrated into sectors of production and decision making. Right from

schools communication medium should be taught to all children. Sign language should not be a preserve of the deaf alone because everybody wants to talk to them and they also want to talk to the society through their medium. (Rae, O.I 2003)

The Government

The government plays a vital role in people's attitude. A lot has been said about this but two things stand out clearly funding and policy framework. The study established that funding is inadequate and it should be increased by the government. Shikala and Waudu (O. I 2003) confirm the inadequacy of funding for special schools, being the officers who occasionally go to the field to inspect the special schools.

In Education For All (EFA) in Kenya, 2000 and beyond it is recognized that "the cost of providing Special Education is high and although government and the public consider Special Education an important component of the education sector, public funding is still very low. In the last decade or so the Ministry of Education Science and Technology allocation for Special Education has been below 1% of the total recurrent budget. Donors and organizations associated with the education of children with disabilities have been very supportive both in financing and staffing the sub-sector. (Kenya EFA 2000: 39)

On policy framework, Kenya EFA, observe that "the policy framework for Special Education has not been updated in the recent years. Most of the policies governing implementation and practice of Special Education were those stipulated in the sessional paper No. 6 of 1988.

The study noted that teacher's attitude is mainly affected by the government's response in the management of Special Education. Professionally qualified teachers feel that all appointment to leadership up to Ministry headquarters, through district and provincial offices, should be based on qualified personnel but is not.

Access and Participation

Kenya (EFA) (2000: 38) confirms that only a small portion of children with disabilities is attending school. While EFA give the estimated population of school age disabled at 1 million and that only 22,000 (0.41%) is attending primary schools, the task force headed by Kochung (2003) put the figure at 1.8 million and 26,000 attending school. In Nyando and Kisumu Districts of all the 5 special schools and the 5 units studied, only 940 children were attending school. In terms of environmental access, the special schools in Nyando and Kisumu are about 70% barrier free while units are not. There is need for social access to allow interaction between the handicapped and the non-handicapped. Economic access is achieved when the handicapped receive the right education and are capable of competing on the job market when offered the opportunity.

Information access is important because it expose the handicapped to be aware of opportunities available in the world of work and even how to adjust to societal demands. One must recognise the contribution of Kenyatta University in leading the way by availing education and information access to handicapped persons. The University admits handicapped students to its programmes as long as they meet the

University entry point of grade C+ and above. (Latimore, 2002). The difficult circumstances under which the handicapped go to school should be appreciated. For example the deaf must use sign language which may not exactly give same meaning as the non-handicapped get it from the teachers and text. Equally the blind must use several other modes of learning such as Braille and this applies to the severely physically handicapped. While the regular students access the syllabus directly the handicapped will need specialist to take them through the syllabus. So for a handicapped person to attain even grade C at O'level, it means a lot of effort must have been put.

5.7 Emerging Issues

Terminologies

This is another very interesting but crucial area in the field of Special Education. Ndurumo (1993:3) states that the term *waliolemaa* to date is used to refer to the disabled population in general instead of *wasiojiweza* to date. He goes on to state:

It should be noted that two parameters have led to the change of terms. First and foremost is societal sensitivity due to the dissemination of information. Parallel to this is the interaction between the disabled and the non-disabled. Second, there has been a better understanding of the human worth of the disabled. The old terms followed for the most part, the root terms derived from the first two letters in Kiswahili word. In Kiswahili, the *ki* and *vi* classes refer to objects rather than human beings. For instance *kitu* means thing; *vitu* – things. By contrast, for a person, the first letters start with *m* or *wa* e.g. *mtu* (person) *watu* (persons), *mtoto* (child), *watoto* (children) and so on. Therefore ascribing to the disabled terms that are used to refer to things rather than persons was inconsistent and out of context. This explains the reason why the visually handicapped were previously called *vipofu*, but are now called *wasioona*, while the hearing impaired rejected the term *viziwi* in preference for *wasiosikia*.

In as much as we accept that Special Education has and is undergoing changes based on what is taking place globally, there are some facts that are not very easy to do away with. Currently the following terms, among others have raised controversy, whereas they were not seen so a couple of years ago (Ndurumu, 1993). Handicap, Disable, Blind, Deaf, Cripple.

According to the convectional dictionary definition:

Handicap means – a thing that makes progress difficult; a disadvantage, a serious usually permanent, physical or mental condition that affects ones ability to walk, see, and speak.

Blind: - Unable to see; a blind person.

Cripple: - (sometimes offensive) a person who is unable to walk or move properly because of disease or injury to the back or legs.

Disable: - To injure or affect somebody so that they are unable to use their body properly.

Deaf: - Unable to hear at all or to hear well.

Disability: - the state of being disabled: a thing that disables, a lack of something necessary, disabilities of sight, hearing and speech.

Professional definition of disability: -The disadvantage or restriction of activity caused by contemporary social organization which takes little or no account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities. The disability has thus been depersonalized.

Handicap: - Physical disadvantage limiting individual fulfillment.

Currently several terminologies have emerged. We have inclusive concept of education as opposed to mainstreaming and integration.

Inclusive: - Including something much or all. So inclusive education aims at including all in the education provision.

Integrate: - to combine two things in such a way that one becomes fully a part of the other.

In as much as to the general educator, there may appear not much difference between inclusive and integration, to the Specialist Educator there is the difference particularly as much as the set up of the programmes are concerned. The special educator believes that inclusive schools will set up facilities that will accommodate all the needs of the handicapped in terms of barrier free zones, information access, attitude, etc. Whereas, integration simply bring the handicapped to the already existing situation with not much modification. This inclusive belief is subject to debate and already underway in various sectors of society (Kristensen 2002).

The mentally and physically handicapped learners are currently challenging the term “handicapped” and want to replace it with “challenged” (a difficult task that tests somebody’s ability) meaning academic or physical tasks are challenging to the groups in question. It becomes interesting because the argument boils to the same fundamental outcome i.e. difficulty in performing a task. The terminologies have caused a lot of confusion in the field of Special Education because each group wants to invent a term which is more friendly to listen to. We also realize that in the historical development of Special Education in Kenya, terminologies such as mainstreaming, integration, and inclusion have been used (Ogot 2002).

The current thinking is inclusion of handicapped learners in the regular set up and such schools and their environment should be adapted to suit the needs of learners who are handicapped. However not much progress has been made. In a module on Special Needs Education, Randiki asserts “Inclusive education will make it possible to enlist all children in the neighbourhood schools irrespective of their disability. Parents will have to put up the required support system in place for the learners within their own community. They must be made to understand this.” (Randiki 2002:72).

The statement sounds plausible but given the reality and experience on the ground, one wonders how parents of the disabled would change overnight and even the community in general. If for over 40 years since independence parents have had serious difficulties putting up schools for the so called non-handicapped children

but non-at all for the handicapped, what mechanism have we put in place to make them, for example ensure that a physically handicapped child on a wheel chair access a neighbourhood school located in a muddy place without the wheelchair sinking in the mud, or how a hearing impaired child will participate in regular class activities without interpreters and Special Education teachers. Currently special schools are seriously understaffed with specialists and to talk of including handicapped in regular schools, then the Ministry must be extra prepared (which they are not as at now) to implement policies that can make such implementation possible. For example only 20% of teachers in Special Needs Educational programs are trained in Special Needs Education (Taskforce of Special Needs Education 2003: 36)

The argument here is simple, In as much as inclusion is a good idea, we must be able to define which category of the handicapped should be included and with what facilities in place. It must be appreciated that Special Education had reached where it is mainly because of the donor community through churches and organizations related to the disabled. Now it is high time the government realizes its role and take full charge of Special Education as an integral part of the education sector which, of course is more technical and requires more investment.

Handicapped and Sexuality

Several questions have been asked even by professionals. One such question hinge on the handicapped peoples sexuality and their ability to marry or be married. This question can be interpreted in several ways. The assumptions of many people is

that the handicapped persons do not enjoy or need sex. This researcher was informed by a physically handicapped person who on admission to the hospital to deliver, nurses on call wondered aloud "How did it happen? Who did it? and retorted that people are really unkind in this world."(Orinda 1997).

It must be realized that handicapped people's body functions are the same with non-handicapped unless the area of involvement (mainly for the physically handicapped) controls sexual organs. Otherwise what non-handicapped persons need, the handicapped also need. It therefore answers the question "Must the handicapped people marry?". They are free to marry or not to marry. The other question is on who they should marry. This has been a major concern even to the handicapped themselves. Because the society look at them differently, they have also chosen to form their own sub-societies and this education has not succeeded in eradicating. There is a high tendency for the handicapped to marry among themselves arguing that since the society does not accept them then they should accept themselves. In the Ominde recommendation report, part 1, (1964:25), objective number V and VI states:

"Education must promote social equality and remove divisions on race, tribe and religion. It must pay special attention to training in social obligation and responsibility; an out come of our educational provision at all levels must be adaptability to change."

The above objectives are subject to several interpretations. One notable interpretation is that social obligation and responsibility and adaptability to change

conveniently fit people with disabilities. The society, guided by the political leaders who wield the power to put in place guiding educational policies have neglected the education of the handicapped but only given it lip service with a hope that some other people – donors would come to take over their responsibility. It is therefore important to understand that there is no society designed for people called handicapped and people called non-handicapped. Experience has shown that people get disabled at any point in life even when they expect it least. Talk of motor accidents, strokes, severe illness such as cerebral malaria, meningitis, domestic fracas, to name but a few. These conditions graduate us into the club of the so called disabled society. Therefore, it is incumbent upon any positively thinking member of our society to help create the situation in which we can all carry the burden of our disabled members of society. This can only be done by including them in all that we enjoy, including marriage.

Adult literacy for Handicapped People

In as much as there are programs for adults who are non-handicapped to acquire education the same does not apply to the handicapped adults. This is a major neglect by the government and other stakeholders as far as elimination of ignorance is concerned.

5.8 Summary

This chapter discussed challenges and prospects of Special Education in Kenya between 1990 and 2003. This period witnessed the international concern about children with disabilities and hence their educational needs. It is also the period

during which Kenya had just established a central training institute for teachers of the handicapped: Kenya Institute of Special Education. The Kamunge and Koech commission reports, being in place when Special Education was just gaining acceptance and having within the committee (Koech) a person with a handicap (Dr. Ndurumo Michael) came up with very positive recommendations for the provision of relevant services to the handicapped. The challenge therefore remains on the shoulders of the government to act positively towards service provision. Already after signs towards service provision for the handicapped could be seen in the establishment of disability Act 2003 and setting up of Kochun'g task force on Special Needs Education in 2003.

CHAPTER SIX

Conclusions

The study employed two theoretical perspectives, functional and conflict perspective to examine the history of Special Education in Kenya with a special emphasis on Kisumu and Nyando districts, between 1945-2003. It examined the attitude of parents towards their handicapped children and the handicapped themselves and analyzed the society's response to the needs of the handicapped persons. Equally the study examined the government's involvement in the development of Special Education in so far as funding, enrolment in Kenya, curriculum and staff is concerned. The relationship between the government and stakeholders in Special Education is also analyzed. The study looks at the present situation of Special Education in Kenya in general and Nyando and Kisumu districts in particular.

The study has established that there existed poor perception of the handicapped persons in the society before the coming of the colonial rule. This poor perception persisted and the colonial government did nothing about it. Even the early Missionaries did not address the issue of the handicapped persons both in Kisumu and Nyando districts, when they established mission schools such as Ogada, Nyabondo, Nyakach, and Onjiko in the two districts. No trace or reference to the disabled could be found during the study of the two districts. It is to be noted that it was only after 1940's when services for the war victims in terms of rehabilitation

emerged and together with such services came Special Education in its crude form in Kenya.

A candid testimony by Mwayonga (O. I, 2003) clearly represents the societal attitude towards the disabled prior to, during and even after independence. He observed that, "To be frank and precise, the wearer of the shoe knows best where it pinches. Special Education is one good thing that has ever happened to the handicapped persons. Based on our African cultural beliefs, a disabled person was rated as a non-performer. It was a curse or abomination to deliver, touch, relate to, socialize with, and even marry such type of a person. To many, the disabled were to depend on others for the rest of their lives. Many were cultured not to accept themselves and lived in permanent hate for God, their parents and society. They would be seen hiding when guests arrive, sleeping on sack while others sleep on beds, crawling and limping while others walk..."

The study has shown that the programmes catering for the educational needs of the handicapped in Kisumu and Nyando were initiated by the churches between 1960-1980. These programmes included special schools and small homes. Integrated units were started in the 1980's and 1990's with support of the NGO's such as Lilian Foundation and Sight Savers International. The role of parents is found to be minimal in the support of education for their handicapped children. This is partly explained by the fact that when the churches came, they took away the handicapped children and placed them in special schools where everything was provided. The Asian communities also informally supplemented the work of the churches by

Equally staffing of special schools has been so poor for a very long time. Education For All (EFA) report put it at about 50% of teachers not being trained in Special Education, while this study established that in Kisumu and Nyando Districts, out of the 102 teachers in 5 special schools and two integrated programmes, only 29 are trained in Special Education with either diploma or B. Ed. (Special Education). This put the trained staff at only about 30% while 70% remain untrained. The small homes are mainly co-ordinated either by 3 month in-serviced teachers or un-specialized teachers. This study has also established that there is poor enrolment of handicapped in schools. If the total number of children assessed since the establishment of assessment centers in 1984 is about 100,000 and the total enrolment in Kenya was just about 13,000 by the year 2002, it means therefore that of the would be school going disabled children, only 0.013% are attending school. Equally the study has established that handicapped children go through regular curriculum with little or no adaptation at all. This put them at odds with reality because if they cannot perform given tasks then their handicapping conditions become more exposed. The study found out that only minor adaptations have been done on education of the visually impaired. There still remain serious difficulties in the education of the physically handicapped, mentally handicapped and even instruction medium for the hearing impaired. An informant (Ogutu, O. I, 2003) observed that over 50% of teachers of the deaf cannot communicate with their learners. If that is the case then how can one expect the deaf to benefit from the curriculum? At the same time it was established that 8.4.4. system of education does not recognize the learners individual differences. It has therefore created an

exam system which is too rigid. It does not care what happens to learners after examination for example standard 8 or form 4. There is a strong feeling that both norm-referenced and criterion referenced testing should be used to determine what the learners know or don't know at each level For example if a child is physically in standard 8 but performance level is standard 4, such a child should not be subjected to sit for standard 8 exams but be given more instruction to make it to the level expected of him. Ogotu, (O. I, 2003).

During the study, it came out quite clearly that there is no clear government policy on Special Education. Most of the policies governing implementation and practice on Special Education were those stipulated in the sessional paper No. 6 of 1988 (Education For All 2000:40). However their implementation have been a problem. Because these policies have not been implemented or if so then half haphazardly, the management of Special Education has mainly been in the hands of the sponsoring churches and organizations. This fact was confirmed by the number of respondents to the questionnaires sent to special schools. On who dominate the management of special schools, 85% of the respondents identified sponsors as the dominating agents in the manning of special school, 10% mentioned Ministry of Education while 5% mentioned BoG., PTA. committee was not recognized as having a say in the management of special schools. This leads to the conclusion that churches and NGO's have been the main Special Education providers in Nyando and Kisumu districts.

Special Education programmes, like the regular education programmes are aimed at making the learners acquire knowledge and skills to positively function in the society and contribute to its development. As Nyerere puts it "... a man is developing himself when he grows, or earns enough to provide descent conditions for himself and his family; he is not being developed if someone gives him these things. A man is developing himself when he improves his education whatever he learns about; he is not being developed if he simply carries out orders from someone better educated than himself without understanding why these orders have been given. Nyerere (1974:27-28).

With the biased curriculum and examination system, most handicapped children are denied the opportunity to develop themselves through education. They have met stiff competition for the few available resources. Many have dropped out in standard 8 and opted for either shoe making or begging on the streets. Others have remained at home while a few have been placed in colleges and Universities. Majority however, have taken up training in skills such as dressmaking, leather work or hawking. The study has thus established that even though Special Education has been a neglected component of the overall education sector in Kenya, there are indications that if there is political and societal will, then a lot can be achieved for the sector. There is need for political good will on the part of the politicians, civil society and professionals. Most changes in education in Kenya have taken political dimensions. Politicians in Parliament have had an upper hand in deciding the direction the education system take, but more so the executive. All

the appointments of the education commission and committees which have had major impact in the education sector have been made by the president.

Several recommendations made on Special Education have not been implemented even though they do not cost much to implement. If policies on Special Education can be strengthened with legal backing then the sector can register positive development. Because Special Education has not been enshrined in the Education Act, it is not seen as an important area that need recognition and attention. It will only make sense if the sector is incorporated in the Education Act to give it legal basis and a point of reference. When looking at staff development in Special Education, the current rate at which Kenya Institute of Special Education (KISE), Kenyatta and Maseno Universities train teachers will take a very long time to make any meaningful impact on Special Education. In Kisumu and Nyando, the study established that out of about 29% specially trained teachers in the special schools about 6 (six) may retire in the next two years, yet KISE and Kenyatta University generally produce about the same number of teachers for the two districts in the same period.

Equally the trained Special Education teachers quickly leave the profession for NGO's because of better remuneration. If the government, therefore, is keen in retaining Special Education staff then it should remunerate them well. Because Special Education teachers handle learners with more complex learning needs, their scheme of service should be

established to compensate for their more involving work. The most interesting thing with most governments is that they tend to wish away the professionals' concerns, especially when finances are involved. They fail to borrow a leaf from parastatals, which reap the maximum profit because they remunerate their workers well. Whatever happens, a poorly remunerated worker will definitely deliver less because of less motivation. They tend to work only to retain the job but not to give the best.

When one reads the recommendations on Special Education contained in the Koech report of 1999, one wonders what serious financial implications are involved say, on recommendation 8.17 and 8.21 *management* and *scheme* of service for Special Education teachers. Most of the recommendations here are a matter of adjusting job groups and assigning people the right jobs for them. It is not understood why the head of Special Education in this republic must be somebody who is non-specialized. How much money does it cost the government to assign a specially trained person with either masters degree or PhD to head special education in Kenya and be part of the policy making body? How much does it cost the government to appoint a specially trained person with B. Ed Special Education or M. Education (Special Education) to head Special Education programs at the Provincial Director of Education office or District Education Officer's office or a special school?

Human resource development in Special Education is at least being done by the government together with development partners but the management of Special

Education is still mainly in the hands of non specialized personnel. This fact seriously negatively impact on any gains to be made by specialized personnel. Further research should be done to find out why specialized personnel are not deployed in their areas of specialization. Probably something is the matter with officials responsible for manpower allocation at the Ministry of Education. This human error or slanted view can only be rectified if Special Education is to be given proper guidelines within which the concerned personnel would operate. This study makes a strong case for the inclusion and involvement of specialized personnel in the running and management of Special Education that is their major domain.

Table 6. 1: Estimated Population of Persons with Special needs in Kenya.

PERSONS WITH SPECIAL NEEDS	NUMBER
Persons with disabilities (children and adults)	3 million
Persons with disabilities aged 0-15 years	1.3 million.
Persons with disabilities aged 0-19 years	1.8 million
Learners with disabilities in special schools	26,885
Learners with special needs in regular schools	88,000-1.9 million.
Orphans in primary schools	800,000
Child labourers	1.9 million
Refugees	2000

Source :Task force on Special Needs Education(2003)

The study established that the main factor responsible for the establishment of Special schools was philanthropy. The organizations and charities were mainly responding to the plight of children with disabilities. They thus wanted to give them equal opportunities with their non-disabled peers.

The study, through the evidence in the commission reports, Gichathi 1976, Kamuge 1988, Koech 1999 and the task force on Special Needs Education, 2003, established that one major impeding factor the growth of Special Education is lack of policy guidelines. The education Act does not address Special Education and personnel (mainly teachers and administration officers) are not utilized to the maximum. The growth of Special Education viz a viz regular education is quite negligible. For example out of over seven million children attending both primary and secondary schools, only about twenty seven thousand are children with Special Needs, representing only about 0.4%. Given the number of Special institutions and their history of establishment, the study established that development partners have played a crucial role in their establishment in Kenya. The government is commended for providing conducive atmosphere and goodwill for the growth of Special Education. This is so in the whole republic and Kisumu and Nyando in particular.

Finally adequacy of the education services provided to the disabled in relation to social needs is questionable. For example since most schools do not have enough qualified personnel the delivery of services are lacking. The curriculum that learners with Special Needs have been subjected to has in most cases made it

difficult for them to gain. The introduction of 8-4-4 together with new subjects like Kiswahili greatly disadvantaged the deaf learners who have problem in communication. Both the physically handicapped and the visually impaired were equally not spared when it came to practical subjects.

REFERENCES

- Abukuse, R.W., (1998). "The Salvation Army History, Nairobi" (Unpublished Seminar Report).
- Allen, S., (1992). "Video Training for Parent Education" –A paper presented during the 17th World Congress of Rehabilitation International Nairobi.
- Awange, O., (2002). "Rehabilitation of the Handicapped People-Kisumu Arch Diocese"(Unpublished annual report).
- Baur, J., (1990). The Catholic Church in Kenya: a Centenary History. St. Paul Publications, Nairobi.
- Bishop, G., (1986). Innovation in Education. Macmillan, Hong Kong.
- Brennan, W.K., (1987). Change Special Education Now, London: Open University Press.
- Brook, K.V., (1994). 'Involvement is More Than Just Contribution. The Role of Parents or Relatives in Their Child's Rehabilitation Process. Ulijmen: Lillian Fonds Newsletter No. 8 December 1994.
- Buchanan, K. (1975). Reflections on Education in the Third World.
- Burgman, H., (1990).The way The Catholic Church started in Western Kenya. Mission Book Service, Nairobi.
- Clarke, B., et al. (1993). Education and Society in Africa. Edward Arnold, London.
- Daily Nation*, 30-3-1998:6 Col.1. "Don't let Special Education collapse"
- Derbyshire M and Bartels (2000).Voice in the streets, A hand book for multi stage Ministry to street children, Viva Network Publication, Bogotá.

- Dolleuvel, I (2003). "Lillian Fonds, Annual Report", September, 2003.
- Dun, L.M. (1998). "Special Education for Mildly Retarded. Is it Justified"
(Unpublished).1998.
- Dyssergaard, B and Nieisen K (2002). Universal Primary Education and Inclusive Education in Uganda. Manual for teachers training, Ministry of Education and Sports, Kampala
- Eshiwani, G.S., (1987). The System of Education in Kenya. Bureau of Educational Research, Kenyatta University, Nairobi.
- Eshiwani, G.S. (1993). Education in Kenya since Independence. Nairobi: East Africa Publishers Ltd.
- Fish, J. (1985). Special Education: the Way Ahead, Open University Press, Philadelphia.
- Giddens, A. (1992). Sociology, a Brief but Critical Introduction. New York: Harcourt Brace Jovanovich Publishers.
- Government of Kenya: National Development Plan 1979-83: Government Printer, Nairobi
- Government of Kenya: National Development Plan 1997-2001. Nairobi: Government Printer.
- Grahma, B.S. (1991). Education in the Developing World: Conflict and Hallahan, D.P.and Kauffman, J.M. (1986). Exceptional Children: U.S.A. Prentice Hall Inc. Crisis, Longman Group, UK Ltd., World University Services.
- Heron E.T., (Eds.) (1996). Directions. in Consultations Vol. 17. No. 6, 1996

- Jones, N. and Tim, S., (1990). The Management of Special Needs in Ordinary Schools, Routledge, London.
- Karugu, G.K, (1988): "The Future of Special Education Teachers in Eastern Africa:", In *Professors World Peace Academy*. Nairobi: English Press.
- Kenya, Ministry of Education (1972). Education Structure, Jomo Kenyatta Foundation.
- Kenya, Ministry of Education (1995). "Cost and Financing of Special Education in Kenya" (Unpublished).
- Kenya, Ministry of Education (2003). "Report of the Task force on Special Needs Education. Appraisal Exercise" Nairobi.
- Kirk, S.J.A. and Gallagher, J.J. (1977). Educating Exceptional Children. Boston: Mifflin Company.
- Kodiango W, (1990). "Scheme of Service for Special Education Teachers". A paper presented to Teachers Service Commission". (Unpublished) 1990.
- Kosgey H, (2002). "Special Education in Kenya". A paper presented during the first International Conference on Inclusive Education in Kenya, Kisumu."
- Kristensen, K., (1992). "Principles for an Organization of a Decentralized Countrywide Programme for the Education of Disabled Children". A paper presented at the 17th World Congress of Rehabilitation International, Nairobi.
- Kristensen, K., (2002). "Can the Scandinavian Perspectives on Inclusion be Implemented in Developing Countries". (Unpublished) Kampala.

- Latimore, M, (2002) “ Admission of Students to Kenyatta University “ A circular to Special schools (Unpublished). Nairobi.
- Mbiti S J., (1992). African Religion and Philosophy, East Africa Educational Publishers Nairobi.
- McKelvey and Peters H. (1993). APL: Equal Opportunities for All, Routledge, London.
- Moser, C.A. and Kalton, G. (1993). Survey Methods in Social Investigation . England: Dartmouth Publishing Co. Ltd.
- Moumount, A. (1968). Education in Africa: London: Andre Deutsch.
- Mugenda, O.M and A.G. Mugenda (1999) Research Methods Quantitative and Qualitative Approaches. Nairobi:Acts Press.
- Musvosvi.B.D (2002). “Inclusive Education and its Challenges in Africa”. A paper presented during the First International Conference on Inclusive Education, Maseno University.
- Mwakera, M., (1997). “Teachers call for Policy in Special Education” Daily Nation 1.11.1997:16 Col.1.
- Mwangi K, (2003). Management of Special Needs Education. Nairobi: Kenya Institute of Special Education.
- Mwangiri, D. N, (1989). “A Study of Integrated Programs of Hearing Impaired Children Attending Ordinary Schools in Kenya” (Unpublished) M. Ed dissertation.

- Nabende J.S (2000) The USA and Kenya's education system in Kiriamia .O.H (Ed) in *The Eastern African Journal of Historical and social Sciences Research* Vol 2.No2. 2000, Nairobi, the 8 publishers.
- Ndurumo, M. (1993). Exceptional Children: Developmental Consequences and Intervention. Nairobi: Longman Kenya Ltd.
- Nsubuga E H K, (1977). Help Yourself with Educational Ideas , M K Publishers , Kampala
- Nyerere, J. K, (1965) Education For Self Reliance. Government Printer, Dar er Salam.
- Nyerere, K. J. (1974). Man and Development, Dar -es -salaam: Oxford University Press.
- Ogot, O. ,(2002). 'Experiences and Practices of Inclusive Education', A paper presented during the first International Conference on Inclusive Education (Unpublished)
- Okuro, S. O., (2000). "The Impact of the Colonial Socio- Economic Policies and Practices on Female Headed Household in Kenya: The Case of Kombewa Division, Kisumu District, 1894 –1963 " MA Thesis, Kenyatta University.
- Oluoch,G. P., (2002). Essentials of Curriculum Development, Birds Printers, Nairobi.
- Ominde, S.H. (1984). The Harambee Movement in Educational Development. Wilhelm Fink, Verlag, Munchen.
- Omwoyo, S. M. (1990). "The Colonial Transformation of Gusii Agriculture", M.A. Thesis, History Department, Kenyatta University, Nairobi

Omwoyo S, M, et al (2000). Article in The Eastern Africa Journal of Historical and Social Sciences Research. Vol. II No. Two 2000 The 8 Publishers, Nairobi.

Orinda, O. J., (1990) "Rehabilitation, Training and Placement of the Physically Handicapped School Leavers in Kisumu District." (Unpublished paper present to KISE).

Orinda, G, J, (2003)" Inclusive Education and Advocacy for Persons with Special Needs", A paper presented to Lilian Foundation Mediators (2003),(Unpublished) Kisumu.

Otite, O. (1994). Sociology: Theory and Applied; Malthouse Press Ltd., Lagos.

Owino O. and Muya, E.W. (1986). Special Education in Africa: Research Abstracts, Nairobi: UNESCO.

Owino O. and Muya, E.W. (1987). Special Education in Africa: Kenya Institute of Special Education, Nairobi.

✓ Randiki, F. O., (2002) 'Distance Learning; Historical Development of Special Needs Education', *Kenya Institute of Special Education*, Nairobi.

Republic of Kenya; (1976). Kenya Education Commission Nairobi, Government Printers.

Republic of Kenya; (1964). Kenya Education Commission, Nairobi, Government Printers.

Republic of Kenya, (1976). Kenya Education Commission, Nairobi. Government Printers.

- Republic of Kenya (1988). Kenya Education Commission Nairobi, Government Printers.
- Republic of Kenya (1999). Kenya Education Commission Nairobi, Government Printers.
- Republic of Kenya (2002-2008). District Development Plan, Kisumu and Nyando Districts
- Republic of Kenya: Kisumu District Development Plan 2002-2008: Ministry of Finance and Planning, Nairobi
- Republic of Kenya: Nyando District Development Plan 2002-2008: Ministry of Finance and Planning, Nairobi
- Rodney, W., (1972) How Europe Underdeveloped Africa, East Africa Educational Publishers, Nairobi.
- Ross, D.H. (1988). Educating Handicapped Young People in Eastern and Southern Africa. UNESCO - Belgium.
- Sifuna, D.N. (1986). History of Primary Education, Kenyatta University, Nairobi.
- Sifuna, D.N. and Otiende, J.E. (1994). An Introductory History of Education, Nairobi: Nairobi University Press.
- Solity, J. (1993). Special Education, Cassel Educational Ltd., New York.
- Strike, K. A. (1978). Ethics and Educational Policy, Routledge, and Kegan Paul, London.
- Tum, P. C. (1996) Education Trends in Kenya, Jomo Kenyatta Foundation, Nairobi

- UNESCO (1995). Review of Present Situation in Special Needs Education, UNESCO, USA.
- UNESCO (1991). World Education Report; Paris.
- UNISE (1997). Empowerment of Persons with Disabilities, Bulletin, Issue No. 12 June 1997.
- Waihenya, K. (1997) “Declining Donor Funds Likely to Hamper Special Education”, Daily Nation 28.3.98:19 Col.1.
- Westwood, P. (1997). Common Sense Methods for Children with Special Needs, Routledge, London.
- Were G .S &Williamson. A (1976) East Africa Through A thousand Years, Evans Brothers LTD. London.
- Zins, E.J., Current Practices, Unresolved Issues and Future Bibliographic details.

APPENDICES

APPENDIX I: SAMPLE QUESTIONS

Date..... Name:..... Sex:..... Age:.....

Place of interview.....District

Occupation/Position held.....

Background information.

1. State how long you have been in the teaching profession.
2. Do you teach in a special school, unit or small home?
3. State your level of education
4. What level of Special Education have you attained?
5. How many students do you have in your institution?
6. When was the institution started and through whose initiative?
7. How many teachers do you have on staff?

KENYA GOVERNMENT POLICIES AND PRACTICES

I. Equity

- a) Special Education has been in existence for the last sixty years. Is the government participating in its development satisfactorily?
- b) Comment on the growth of special education as compared to regular education.
- c) The setting up of Special Education programs at Kenyatta and Maseno universities and Kenya Institute of Special Education is

more of a response to donor community's request for equal education opportunities for the disabled. Do you agree?

- d) Do the above three institutions have adequate and relevant training equipment for Special Education.
- e) Special Education has been gaining more acceptance in the institutions of higher learning since the last decade. Do you agree?

II. Funding

- a) Comment on the level of government support to teachers of Special Needs Education. ✓
- b) In the development of education sector, has Special Education been given the attention it deserves by the government? ✓
- c) Comment on the state of funding of Special Education by the government in your district.
- d) Compared to Non-governmental organizations, has the government done enough to develop Special Education in Kenya? ✓
- e) Do you think there is need for the government to increase funding to Special Education programs? ✓

III. Curriculum and evaluation

- a) Do children with special needs in education fully benefit from the mode of instruction in special schools?
- b) Comment on the examination time allocation for children with Special Education needs.

- c) In 1985 the Kenya government introduced a new system of education (8-4-4). Comment on its impact on children with Special Education needs.
- d) For over 40 years now, the curriculum and materials that support Kenya's examination does not cater for the needs of learners with Special Education needs. Do you agree?
- e) When 8-4-4. system of education was introduced in 1985, did Kenya Institute of Special Education (KISE) develop a career for Special Education?
- f) Does Kenya National Examination Council lay down procedures of examining various categories of handicapped children?
- g) Do all children with Special Education needs require 8-4-4. curriculum?
- h) Suggest possible adaptations needed for children with Special Education needs.
- i) Most special schools do not perform well in public examinations- suggest possible ways to arrest this situation.

IV. Administration and management

- a) State factors that motivated Non-Governmental Organization to start special school and programs. ✓
- b) Comment on the effectiveness of administration of special schools by non-specially trained personnel.

- c) Comment on the role played by Board of Governors, Parents Teachers Association, Ministry of education and sponsors in management of Special Education.
- d) For professional and administrative purposes any quality assurance officer can inspect special institutions. Comment.
- e) In the appointment of heads of special institutions or officers in charge of Special needs Education, should there be consideration of one's special training?
- f) Special Needs Education has for a long time been co-owned by the government and Non-Governmental Organizations. Comment on the relationship between the two. ✓
- g) Identify conflicts, if any, that education Act (1968) created in the management of Special needs Education among stakeholders.
- h) Is Kenya ready for inclusion of handicapped children in regular schools?
- i) Comment on government policy, if any, on Special Needs Education.
- j) Comment on factors responsible for the slow development of Special Needs Education ✓
- k) Some disabled persons, even after attaining high level of education, find themselves on the streets either begging or doing odd jobs. Suggest how to alleviate this practice.

- l) How would you prefer parents of disabled children to handle them in relation to educational opportunities?
- m) The government feels that all children, despite their disabilities, should learn in the same school setting and near their homes. Do you support this view?
- n) Should the disabled, like female students, be admitted at the universities through joint admissions board with lower grades?

APPENDIX II: QUESTIONNAIRE FOR HEADTEACHERS

Instructions

This questionnaire has four sections. Kindly respond to all the questions to the best of your knowledge. Note that only one response is required for every question and tick the answer that best describes your view or opinion.

SECTION I

1. How long have you been a headteacher in this school?

- 0-3 Years 3-5 Years 6-8 Years 9-12
Years
13 Years and Above

2. I am a headteacher of a

- Special School School with special unit School
with a small home

3. My Gender is Male Female

4. My age is

- Below 30 year Between 31 to 40 years
Between 41 to 45 years

5. My level of education is

- P1 S1 Approved teacher IV Approved
Teacher III-I Graduate PGDE Masters and
above

6. My special Education Training is:

- In-service Orientation In-service certificate Diploma
in Special Education B.Ed. (Special Education)
Masters in Special Education Other (Specify)

7. Students population in the school is

- Below 50 50 to 100 101-150 students
151-200 students Above 200 students

8. The size of teaching staff is

- Less than 5 teachers 6 to 10 teachers 11 to 15
teachers
16 to 20 teachers 21 and above

9. My school is located
in _____

10. This school was started in the
year _____

11. This school was started through the initiative of

- Church The government Local community
Other Specify

12. Do you agree with the current inspection of special schools by inspectors of
regular schools? Yes No

Explain your answer

13. In the administration of special schools right from headship to inspection, do you see the need of specialization? Yes No

Explain your answer

14. In your experience with special education, do you see any conflict in running these schools as far as BoG, PTA, Ministry of Education and donors concerned?

Yes No

15. Given the nature of the handicapped children in your school, is the government funding adequate to cater for them? Yes No

Explain your answer

APPENDIX III: QUESTIONNAIRE FOR THE TEACHERS

1. Only one response is required for every statement.
2. Put a tick in the space that best represents your response to each statement.

Give an explanation if required.

3. From 1945 to date, Special Education has existed in Kenya. Do you think the government is fully supporting teachers in this field?

Yes No

Briefly explain

4. Several attempts have been made by the government to develop education in Kenya since independence. In your view, has special education been adequately considered in such developments?

Yes No I have no idea

If Yes or No briefly explain

5. 8.4.4. was introduced in 1984 in Kenya. Did this system introduce new methods of teaching children who are handicapped?

Yes No

6. Education Act (1968) gave authority to Board of Governor committees and sponsors, together with the Ministry of Education to run schools. Which one of the above groups do you see as dominating the management of special schools BoG Sponsors Ministry of Education Committee

7. How do you rate teacher training for teachers of special education between 1945-2002? Very Good Good Fair Poor

Explain

8. What is your assessment about the attitude of parents of the disabled towards their children? Very Good Good Fair Poor

9. Special Education has been in existence in Kenya for the last 58 years. From this information, do you feel the handicapped children have been accorded a fair treatment by the government as far as education provision is concerned?

Yes No

APPENDIX IV: QUESTIONNAIRE FOR DONORS, ORGANIZATIONS FOR/OFF THE DISABLED AND CHURCH ORGANIZATIONS

Your organization has been chosen to participate in this research due to its positive contribution towards the development of education for the handicapped children.

Kindly answer the questions as precisely as possible.

1. In provision of Special Education in Kenya, which specific disability is your organization involved with?

- Physical Handicapped
- Mentally Handicapped
- Visually Impaired
- Hearing Impaired
- All of the above

2. State the period for which your organization has been supporting the handicapped in Kenya.

- 5-10 years
- 10-20 years
- 20-30 years
- 30-40 years
- Over 40 years

3. From the time your organization started working in Kenya in the period stated in question 1, can you tell or estimate the number of disabled persons helped?

Yes No

4. Your motivation to rehabilitate the handicapped through education was/is due to:

- Less of involvement by parents and government
- Ignorance of parents

5. Are you convinced that the parents/guardians of the handicapped children are totally unable and that if their handicapped children were to be non-handicapped, they would still not take them to school? Yes

No

Explain _____

6. Is the relationship between your organization and the government cordial as far as management of schools is concerned?

Yes No

Briefly explain

7. Most special schools do not perform well in public examinations. Suggest possible ways to arrest this situation.

8. Is Kenya ready for inclusion of handicapped children in regular schools?

Yes No

Explain briefly

9. For the period your organization has been in Kenya, several children have benefited from its assistance. What do you see as the way forward for Special Education in Kenya?

APPENDIX V: QUESTIONNAIRE FOR, KISE KU (SPECIAL EDUCATION) AND MASENO UNIVERSITY (SPECIAL EDUCATION)

1. Information available shows that formal special education programmes started around 1945, do you see a corresponding growth in Special Education since that time as compared to growth in regular education? Yes No
2. The setting up of Special Education programmes at the University (KU and Maseno) and KISE is more of a response to donor community's quest for equal education opportunities for the disabled. Do you agree? Yes No

Briefly explain

3. Does Kenyatta University (Sp. Ed). Maseno University (SP. Ed) and KISE have adequate and relevant training equipment for the Special Education?
Yes No

If No, suggest alternatives

4. Special Education has been gaining more acceptance in the institutions of higher learning since the last decade. Do you agree? Yes No
5. Like female students, disabled persons should be admitted at the universities through Joint Admissions Board with lower grades Yes No

**APPENDIX VI: QUESTIONNAIRE FOR MINISTRY OF EDUCATION
HEADQUARTER**

1. Special Education in Kenya was propagated by the churches in the 1940s.

Do you agree? Yes No

2. In terms of development as compared to regular education, Special Education has been lagging behind since the colonial days. Yes No

3. a) The involvement of Ministry of Education in identification and placement of handicapped children before mid-1980s was minimal. Yes No

b) The contribution of donors in the development of Special Education in Kenya has been quite significant. They have therefore dominated decision-making in Special Institutions. Do you agree?

Yes No

4. Handicapped children mainly go through normal education curriculum with minor or no adaptations. Yes No

5. Several people suggest that handicapped children should learn in regular schools with the non-handicapped. Is there government policy on this issue?

Yes No

Briefly explain

6. Has there been a government policy on this issue (in 5 above) since 1963?

Yes

No

Briefly Explain

7. In management and inspection of special schools, it is believed that any trained inspector or teacher can be deployed. Do these positions require specialized training? Yes No

8. Special schools are mainly managed by BoG's. Are parents of the disabled given enough opportunity to be involved in making decisions affecting their children? Yes No

9. The government funding of special education should be highly increased after a careful study on the need of specific groups of disability. Do you agree? Yes No

10. Inclusive education is the talk of the 21st century. Is it relevant to Kenya?

Yes

No

Explain briefly

APPENDIX VII: QUESTIONNAIRE FOR KENYA INSTITUTE OF EDUCATION AND KENYA NATIONAL EXAMINATIONS COUNCIL

1. Kenya's examinations take little recognition of the fact that there are many handicapped candidates who sit for them.

Yes No

2. The bulk of the curriculum and materials that support does not cater for the needs of special learners almost 40 years after independence. Do you agree?

Yes No

3. Does Kenya National Examination Councils have a laid down procedure of examining various categories of handicapped children?

Yes No

4. When 8.4.4 system of education was introduced in 1984, did Kenya Institute of Education develop a curriculum for Special Education?

Yes No

5. Suggest curriculum adaptations needed for children with disabilities.

6. Do you think handicapped children need more time for National

Examinations? Yes No

Explain

APPENDIX VIII: QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICERS

1. Have you registered schools in Special Education programmes in the district during the last 10 years? Yes No

Briefly explain the reason for your answer

2. Apart from parents, who are the main stakeholders of Special Education in your district?

Churches NGO's Government Community

3. People handling the handicapped have received training in specific areas of special need. Do you consider special training before appointing relevant heads of special schools of inspectors in charge of special education?

Yes No

4. Is the funding of special education programmes by the government in the district appropriate? Briefly

explain _____

5. Briefly comment on what should be done to enhance the development of special education in Kenya.-

**APPENDIX IX: QUESTIONNAIRE FOR DISABLED IN SCHOOL AND
DISABLED SCHOOL LEAVERS**

1. Do you prefer to learn in special school or regular school with non-handicapped children? Yes No

2. How do you find life in a special school?

Very Good Good Bad Very
Bad

3. Has what you learnt in special school helped you enjoy life out of school?

Yes No

4. Did/do you benefit from the way instructions were/are given in special school? Yes No

Briefly explain

5. Several disabled people go to street to ask for assistance even when they go up to secondary school. Is this habit good? Yes No

6. Who was/is responsible for your education?

Parent Government Donor Local church

7. Should disabled people learn in special school or regular school?

Special Regular Other

APPENDIX X: QUESTIONNAIRE FOR PARENTS OF THE DISABLED LEARNERS

Name of parent _____ Name of school _____

1. You have been a parent in this school where your disabled child is learning, for how long?

3 years and below

More than 3 years

2. You prefer your disabled child to learn in a special school?

Yes

No

Explain briefly

3. Do you feel satisfied with education services offered in this school?

Yes

No

4. Do you think there is need for the government to increase funding to special programmes? Yes No

Explain _____

5. The government feels that all children, despite their disabilities, should learn in the same school setting and near their homes. Do you support this view?

Yes

No

Explain _____

APPENDIX XI: LIST OF KEY INFORMANTS

NAME	AGE	AREA/DISTRICT	INTERVIEW	OCCUPATION/POSITION
Abuto John	83	Nyando	1-8-2003	Elder
Akongo Jeconia	84	Nyando	1-8-2003	Former teacher
Alela Okore	55	Kisumu	5-8-2003	Social worker
Aloo Pamela	64	Nyando	2-8-2003	Parent
Ananga Charles	72	Nyando	2-8-2003	Expert in Luo history
Ano James	50	Kisumu	3-8-2003	Sponsor Representative
Arogo Omondi	70	Nyando	8-8-2003	Clan elder
Ayoti Arthur	49	Kisumu	10-8-2003	Teacher (Physically Handicapped)
Bodo Joseph	80	Nyando	16-8-2003	Former civil servant
Dali Reuben	58	Kisumu	5-8-2003	Former Headteacher Special School
Guda Kitere	90	Nyando	13-8-2003	Participated in 2 nd world war
Kahuhia Beth	48	Nyando	15-8-2003	KNEC official
Kochn'g Edward	52	Kisumu	17-8-2003	Senior Lecturer Maseno University
Mutula Christine	38	Kisumu	17-8-2003	Former student
Mwayonga Joseph	39	Kisumu	21-8-2003	APDK member/SNE teacher
Mooy G	80	Kisumu	28-8-2003	Priest
Obiero Samuel	81	Nyando	16-8-2003	Former Teacher
Ochieng' David	32	Nyando	4-8-2003	Student Teacher (Physical Handicapped)
Odete Valentine	83	Nyando	5-8-2003	Church Catechist
John Odhiambo	52	Kisumu	6-8-2003	Headteacher Special School
Odhiambo Maurice	66	Kisumu	8-8-2003	Parent of a Disabled child
Odipo John	69	Nyando	9-8-2003	Parent of a Disabled child

Odongo John	71	Kisumu	8-8-2003	Businessman
Ogutu Tobias	49	Nyando	29-8-2003	Director Kenya Society for the Deaf
Ogutu Peter	69	Nyando	13-8-2003	Parent
Okello Damian	52	Kisumu	26-8-2003	SNE teacher
Okuom Misiani	63	Nyando	27-8-2003	Chairman Nyakach Professionals
Omondi William	62	Kisumu	7-8-2003	Community Development Worker
Olilo Rose	50	Kisumu	7-8-2003	Special Education consultant
Ondiek Athanase	70	Nyando	4-8-2003	Former Children's Officer
Oner Joseph	62	Kisumu	9-8-2003	Lutheran Church Pastor
Otieno Hesbon	57	Nyando	3-8-2003	Community Development Worker
Otieno Pamella	52	Nyando	29-8-2003	Parent
Osano Peter	51	Kisumu	14-8-2003	Coordinator-Deaf Persons
Owiti Peer	74	Nyando	13-8-2003	Retired Teacher
Saoke Caleb	56	Kisumu	11-8-2003	Children's Home manager
Salim Mohammed	49	Nyando	7-8-2003	Education Manager Sight Savers
Shikala Herman	52	MOEST	30-8-2003	Inspector Special Education
Waudu Eunice	44	MOEST	30-8-2004	Inspector Special Education

KENYATTA UNIVERSITY LIBRARY