

This study traced the development of Special Education (SE) for the physically handicapped, (PH) children in Kenya. It investigated the discharge, adequacy and relevance of the education. It further analyzed factors that influenced the provision and development of the education, identified specific privations of the PH, and gave suggestions for appropriate amendments and reforms.

The study is based on the conceptual framework adopted from SIDA 2001 Human Rights Perspective on Education. This perspective sees education as an essential prerequisite to an individuals effective functioning in society.

The study used a historical method of data collection, which provides insight into past events that impinge on the present, and provides a basis for the prediction of future trends. In addition, the investigation employed a collective case study approach that involved detailed studies on selected SE institutions.

The data collection instruments used included questionnaires, structured interview schedules, and classroom observation schedules. Content analysis of school documents and correspondence was also carried out. The information collected from these data collection instruments was sorted, analyzed and presented qualitatively and quantitatively and also in form of percentage tables.

The study established that the government's participation in the provision of SE is minimal. Most of the initiatives in the provision of SE are by non-governmental organizations. The government merely provides ancillary services such as provision of teachers the provision of learning materials, and financial assistance. The government also lays down the policies and guidelines that govern SE, and more recently, provide some learning equipment under the free primary school programme.

This study concludes that SE in Kenya is wanting. Policies governing SE ignore the needs of the PH. The prevailing policy calls for their integration with the Non-disabled children (NDC), ostensibly to achieve inclusiveness. The study however found that this only aggravated the plight of the CWD.

From the findings of this study, the following recommendations ensued:

- ◆ That SE institutions be made more disabled friendly
- ◆ The assessment modes and curriculum be adapted to the needs of the CWD
- ◆ More training and incentives need to be offered to staff working with the PH
- ◆ Vocational training is essential to prepare the PH for a future career
- ◆ Rehabilitation must be incorporated in the education of CWD
- ◆ That government policies must reflect the desires of CWD