

**EFFECTS OF LEARNERS WITH HEARING IMPAIREMENT LEARNING
WITH NORMAL LEARNERS IN KABASIS ZONE
BARINGO DISTRICT, KENYA**

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DECLARATION

I, the undersigned, declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature



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30/05/2008

APPROVAL

This proposal has been under my supervision as a university supervisor.

SIGNATURE

.....

ESHER VICTORIA SSEMPA (MRS)

DATE:

DEDICATION

This work is affectionately dedicated to my beloved wife Susan, my children Kiplimo, Kiplono, Brain and Timothy for their support, patience and understanding during this period of study not forgetting all those who constantly wished me success.

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ABSTRACT

This study examined the barriers that hinder inclusive education of hearing impaired children in the selected schools of Kabasis Zone, Kenya.

The objectives of the study were to assess the relevance of primary education currently offered to children who are hearing impaired; explore the disability specific challenges of children with hearing impairments and also to investigate the constraints to the provision of educational service for children with hearing impairments.

Qualitative and Quantitative Designs were employed where convenient sampling was used to select the students in the school used for the study.

The main instruments used in the data collection were the focus Group discussion guides; the data collected was analyzed manually where the researcher used descriptive and quantitative analysis, which included percentages and frequencies.

The findings of the study included among others the fact children with hearing impairment face a lot of challenges at school.

This research recommended that government stipulates the minimum standards of construction of all school buildings to include at least ramps, rails, adoptable toilets and wide classroom doors.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Education of the hearing impaired children in Kenya falls under the Ministry of Education, Special Education Division. This section of the ministry deals with the administration of education of persons with special educational needs, hearing impaired education being one of them.

The number of students in the schools for the hearing impaired according to KSMC (2001) statistics has tremendously increased over the years from 1,710 in 1982 to 6,000 in the year 2001. No empirical study has been carried out to ascertain reasons for the steady rise but it is speculated that it could either be due to the increasingly high prevalence of diseases causing hearing problems such as malaria, measles, meningitis or could be due to effective campaigns, awareness and establishment of Educational Assessment and Resource Services (EARS) across the country and the subsequent availability of educational opportunities for the hearing impaired.

Persons with hearing impairment have immense difficulties exercising the right to education. This situation exists despite the fact that Government policy documents have over time emphasized the centrality of education as a mechanism for poverty eradication and development.¹ Education is an important facilitator for development, personal growth and poverty eradication, regardless of barriers of any kind, including disability.

Access to education is the most fundamental aspect of the right to education. It is not enough to say that everyone has the right to education without putting in place mechanisms to ensure and facilitate access. Facilitating access to education for persons with hearing impaired entails the removal of policy, legislative and administrative obstacles and their replacement with positive measures in line with various international human rights instruments providing for or advising equal access to education for persons with disabilities.

Presently, the Government is implementing the FPE programme with the aim of leading the country towards the goal of Education for All (EFA) by 2015. However; this goal may by and large be theoretical in so far as its implementation for children with mental challenges is concerned unless effective equalization of opportunities for their exercise of this right is effected.

1.2 Statement of the problem

In 2003, Kenya introduced free primary education which allowed children to receive free education. Children with disabilities especially hearing impaired were to be the priority beneficiaries of this programme. As a result of this, the enrollment of children increased to 150%. However, there was no proportionate increase in the enrolment of children with disabilities especially the ones with hearing impairments.

The free education in primary schools confirms to target children with disabilities but the government has not set on the infrastructures in schools necessary for their integration. The physical structures including the walk ways, toilets, and corridors are not accessible and special education equipment such as hearing aids are not available. The teachers are not able to attend to the unique learning needs of hearing impaired children. Moreover few teachers have the knowledge and skills

to educate these children. These concerns have contributed to the high drop out rate of children with disabilities especially the hearing impaired.

1.3 Objectives

The general objective of this study was to determine the barriers that hinder inclusive education of hearing impaired children in the selected schools of Kabasis Zone, Kenya.

The specific objectives were to;

(a) Assess the relevance of primary education currently offered to children who are hearing impaired.

(b) Explore the disability specific challenges of children with hearing impairments

(c) Investigate the constraints to the provision of educational service for children with hearing impairments.

1.5 scope of the study

The study was conducted in the selected schools of Kabasis Zone, Kenya. The study was limited to the objectives of the study. Any other aspect of the topic apart from that mentioned in the objectives was not investigated because of resource and time constraints.

1.4 Significance of the study

Accessibility to education has attracted many studies. This one added to the knowledge gained from the previous studies and fill existing gaps.

This study will analyze the relevance of primary education for children with hearing impairments and the conditions and infrastructures which hinder their access to education.

The study also will raise awareness and discussion among educational planner, public and private stakeholders concerned with providing access to education and the equalization of opportunities for children with hearing impairments.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter discusses the literature related to the study. A lot of literature has been written on children with disabilities, especially the mentally challenged. For the purpose of the study the following concepts are discussed.

2.1 Kenya's education system

The strength of Kenya's education system can be categorized as thus: According to Coldough (1980), "Primary schooling is beneficial to developing countries even when the school quality is low". Through Kenya's free primary education policy, a goal was set to achieve University of education by the year 2010. This is a major milestone in the education section such commitment is also evidenced by the increasing expenditure in education programmes (Reloitte and Touche, 2001).

To facilitate the implementation of free primary education, the government has created four grants; the school facilities grant is for classroom construction, the wage bill is for teachers, instructional materials grant is for buying instructional materials. The government with assistance of development partners has funded the free education in primary schools. Under the school facilities grant, adopted for the needs of children with disabilities.(G.O.K 2000)

Quality examination at each level of the education system demonstrates a highly competitive education system.

The provision of education services has been privatized and liberalized, reducing the government responsibility. (G.O.K 2000) The impacts on children with mental challenges are both positive and negative. Positively, it broadens their opportunity for education through the numerous additional private schools. However, some private schools do not allow children with disabilities especially the hearing impaired children to enroll, as they do not have the adapted infrastructure, and they believe that maintaining them at school is quite expensive.

An effective education system should adapt to the society social and economic changes quietly. It should be highly sensitive to these changes developing the necessary training, and the output of skills most needed by the country at any time. However, as Brown (1990) noted, Kenya's education system tends to lag behind, which affects the development of society. The weaknesses of Kenya's education systems are as follows; The education curriculum is becoming increasingly irrelevant (UNICEF, 1989) and yet in the area of skill training, there has not been an increase in opportunities at the primary and post primary level.

According to Okech (1995), the centralized curriculum approach to Kenya's education system is mainstreamed highly competitive and examination oriented.

The attitudes of teachers are often negative and many of them have not been trained on strategies to include children with hearing impairments which can affect the performance of all pupils.

Career guidance and counseling ensure that individuals make the correct occupational choices to develop their talent. This is not widely available at the primary level, and yet as Barton (1994) notes, lack of career

guidance for children and adolescents influences the value they attach to education.

2.2 problems faced by children with hearing impairments in accessing education.

2.2.1 Poverty.

Barton and Wamai (1994) argue that general access to education in Kenya is affected by high educational costs and household poverty. The cost of educating a child in a private institution that caters for special needs ranges from about 192 to 641 dollars per term - a considerable expense in a country where, according to the United Nations Human Development Report for 2003, about 23 percent of people live on less than a dollar a day. (UNHDP 2003)

The extreme poverty that affects many Kenyans means that most children will not attend school and more especially children with disabilities and so most of them will remain at home doing domestic work. (END/2004).

Even with the introduction of free primary education in the education sector, families with a low household income have difficulties affording the required uniforms, pens, books and scholastic materials. (UNICEF 2005).

2.2.2 Attitudes

Family perception of the hearing impaired child greatly affects whether the child would be enrolled in school, the type of education they would receive, and the type of school they would attend (government or

private).most of these children are seen as useless and a burden to the problem.(UNESCO 2001).

At school, and outside of school, the peers of children with hearing impairments participate in name calling and bullying. At extreme cases, the peers beat the children with hearing impairments. The teacher's attitudes also affect the child access to education. (Jones, H, 2002)

2.2.3 School infrastructure

With the introduction of free primary education, primary school enrolment almost tripled. This surge of pupils poses challenges for the educational facilities, and for the children with special needs who wish to access them. The enrolment of children with disabilities has increased, yet the physical infrastructure remains inaccessible, preventing them from integrating into the school system. Children with hearing impairments have found it difficult to cope, and often decide to drop out of school. (Jewell, M. 1990)

There are an inadequate number of instructional materials including textbooks, sports equipment, and learning aids, both in the inclusive schools and in the units, specially equipped to meet the needs of children with disabilities. In the units, the lack of resources and aids makes it difficult for the teachers to effectively instruct children with disabilities peers. (UNICEF 2005)

2.2.4 Lack of Trained Special Needs Educational Teachers

The lack of special needs education teachers is another key challenge. The ratio of special needs teachers compared to the numbers of children with disabilities in inclusive schools is quite large. This strains the

teacher, thereby affecting the learning of children with hearing impairments. (Christensen, K. 1997)

The current school-based training of teachers in special education is not effective. One the burden of enrolment has led to a high teacher/pupil ratio that makes attention for special needs pupils impossible. Inclusion strategies are therefore failing with the introduction of free education. Teachers are burdened by the sheer numbers let alone special needs pupils. (UNICEF 2005)

While some challenges generally affect all categories of children with mental disability, there are some which are specific according to each disability.

Children with no impairment seem to access education more than counterparts. This is because they do not require special resources and materials, as compared with children with other disabilities especially those who are hearing impaired. (Penny M. 2000)

With inclusive education, some of the children with hearing difficulties find it extremely hard to follow teachers' instructions. The class sizes being high imply that the teachers have less time for those with hearing problems. (UNESCO 2005)

2.2.5 Poor health and nutrition

Children with hearing impairments have a health problem and this affects their accessibility to school since most schools do not have enough health facilities. (Russel-Fox, J. 2001) Poor feeding programs also contribute to children with disabilities missing out on education. Most schools do not provide meals for the children and the parents do not

have enough money to provide food for the children in school. Some parents have the money but think that it is the responsibility of the schools to provide meals.

2.3 Relevance of the education system to children with disabilities.

The school syllabus and mode of instruction tend to benefit the non-disabled child more than the children with hearing impairments.

2.3.1 Mode of Assessment

The mode of assessment is not popular with children with hearing impairments especially those in the upper primary section the mode of assessment should suit the special needs of the children with hearing impairments especially during final examinations like the Kenya Certification of Primary Education (K.C.P.E). (Jones, H, 2002)

2.3.2 Content

The content of instruction in the primary school curriculum includes subjects like English, Kiswahili, Maths and others. Some subjects seem abstract especially to children with certain disabilities like the hearing impairments (Barton T. 1994)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Design

This study used a descriptive cross sectional survey. The research drew from both the qualitative and quantitative analysis approaches in order to get a bigger picture both in number and data.

3.2. Research Environment

This study was conducted in the selected schools of Kabasis Zone.

3.3. Respondents

The respondents included hearing impaired children, teachers, parents, community members and ministry officials.

3.4. Instruments of data collection

Interview guide was used to collect information from teachers

Focus group discussion was used to get information from pupils.

Interviews were carried with the ministry officials and parents.

Library search was used to search for data related to the study and observation was done on the state of the children the way they cope at school.

3.5. Data collection procedure

A letter of introduction from the institute was sent to facilitate in the data collection exercise. The letter was handed to the head teacher before Questionnaires were distributed to teachers and focus group discussions to be held with the pupils. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.6. Statistical treatment of data

The frequencies and percentages were used to determine the number of sample respondents used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents

Observed

Qualitative analysis; Data from questionnaires were standardized hence requiring categorization. Such data was presented in a descriptive form above which will be used to discuss the results of quantitative data.

CHAPTER FOUR

FINDINGS AND INTERPRETATIONS

4.0 Introduction

This chapter is a presentation, interpretation and discussion of the field results. The results are presented in tables and in form of frequency counts and percentages. The results and discussions are centered on the set objectives of the study.

4.1 Relevance of Primary Education to Children with hearing impairments

The school syllabus and mode of instruction was also found to benefit the non-disabled child more than the Children with mental challenges. This is because Children with hearing impairments face unfavorable conditions yet; they are expected to compete favorably with others. The following were the areas of concern to Children with hearing impairments.

4.1.1 Mode of Assessment

It was a major concern in this study that the mode of assessment was not popular with Children with hearing impairments especially those in the upper primary section 51.4% of the sample population believed that the mode of the sample population believed that the mode of assessment should suit the special needs of the Children with hearing impairments especially during final examinations like the Kenya Certification of Primary Education (K.C.P.E). The respondents believed that Children with hearing impairments face a number of setbacks that limit their performance in school. Respondents therefore

suggested that it will be in order for children with special needs to have their own separate examinations or even worked according to different criteria.

4.1.2 Content

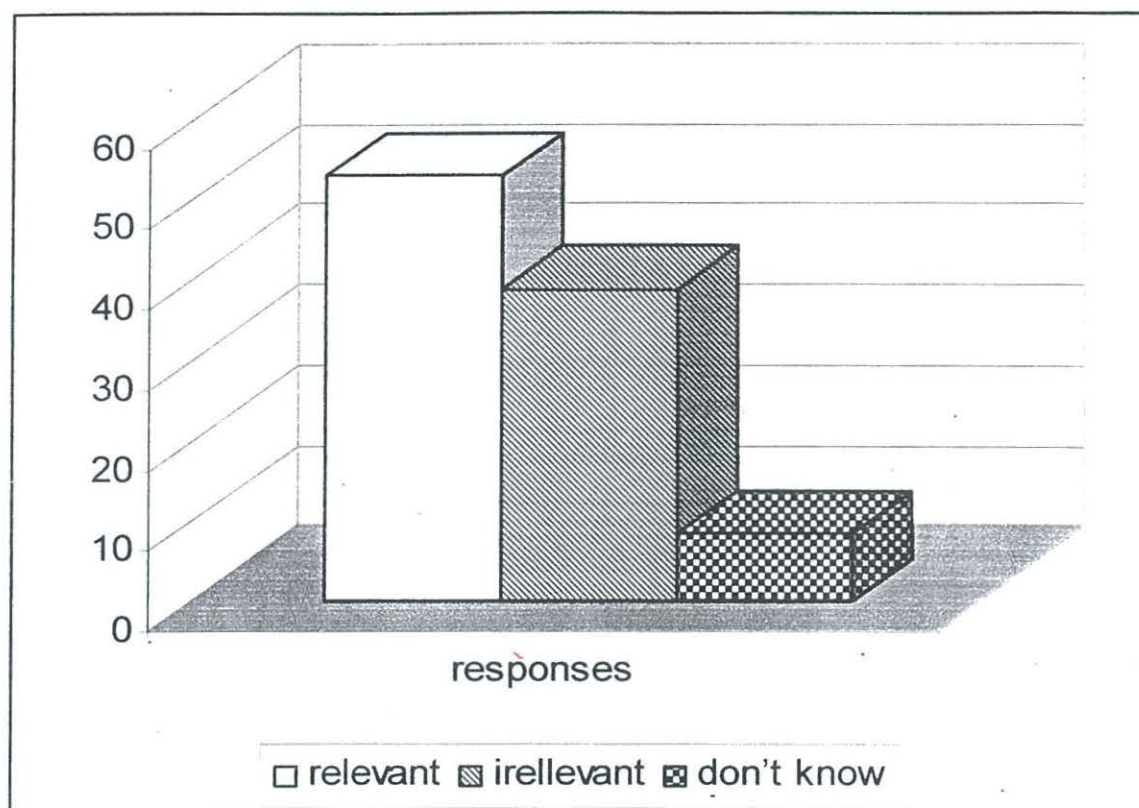
The content of instruction in the primary school curriculum includes subjects like English, Kiswahili, Maths and others. Response from Children with indicated that content was well suited although some subjects seemed abstract especially to children with certain disabilities like the hearing impaired. They felt not catered for in subjects like science and social studies because they lacked instructional materials in such subjects as attested by one Child with hearing impairments:

"I have never seen or touched a skeleton yet; I am required to explain what a skeleton is in the examination..." (Hearing impaired child)

4.1.3 Mode of Delivery of Content

Nevertheless, during the study, it was found out that there were resource rooms in some of the schools where Children with hearing impairments would interact more with their teachers and also have a hands-on-experience with some of the things were learnt in class. These resource rooms were mainly located in inclusive schools where Children with hearing impairments would share some classes with their non-disabled peers. However, according to the special needs teachers and Children with hearing impairments, the time spent in the resource rooms as compared to the time they spent in the inclusive classes was too little.

Graph: 4.2 Relevance of Primary School Curriculum to Children with hearing impairments



Graph 4.2 above illustrates that 52.9% of respondents were of the view that the education was relevant to Children with hearing impairments at the Primary level while 38.7% were opposed to this view, 8.4% were not sure whether it was relevant or not. Those who stressed the relevance of primary education to Children with hearing impairments argued that it was designed to suit the learning needs of children and besides, it enables for the acquisition of basic literacy and numerical skills. Those against this view however, claimed that the primary school system has subjects that were not practical for the Children with hearing impairments, whom they believed could not effectively employ these skills after their primary school.

4.2 Factors Hindering Access to Education by Children with hearing impairments

The study revealed a variety of factors related to the family, community and school environment that hinder children with hearing impairments from accessing education. They include:

4.2.1 Non-Supportive Attitudes:

The villages studied found in Ngariama Zone had both positive and negative attitudes towards people with hearing impairments. The negative perceptions included: viewing Children with hearing impairments as a burden, a pathetic and neglectful treatment. 42.3% of the children revealed that within their families, they were not considered “normal” or the same as non-disabled children.

Findings indicate that family perception of the disabled child greatly affects whether the child would be enrolled in school, the type of education they would receive, and the type of school they would attend (government or private).

The child’s relationship with parents and other family members also affects their access to education. Siblings often viewed children with disabilities as a burden, and would occasionally refuse to help the disabled child.

Some community members were supportive of children with disabilities; others would bully the child, harass them, sexually abuse them or demand them to perform child labour.

"They make me draw water from the well and do not pay me" (Hearing impaired child.)

At school, and outside of school, the peers of children with disabilities would participate in name calling and bullying. At extreme cases, the peers would beat the children with disabilities. If it was reported, the teachers would respond differently, some punishing the offenders, while others would ignore the problem, encouraging the continuation of the stigmatization.

Many children with Hearing impairment are not prioritized at the family, community and school levels. This discrimination affects their access to education. The responses to questions pertaining to the perceptions of disability are as follows:

Table 4.1: Perceptions of Disability

| Response | Frequency | Percentage (%) |
|--|------------------|-----------------------|
| Given attention | 40 | 10.8 |
| A lot cared for | 35 | 9.4 |
| Hearing impaired learners are normal | 44 | 11.9 |
| Sympathy | 110 | 29.8 |
| Needy | 72 | 19.4 |
| Hearing impaired learners are a burden | 69 | 18.7 |
| Total Responses | 370 | 100% |

Table 4.1 above clearly illustrates that the perceptions of disability are still negative among community and family members with only 11.9% of the sampled population viewing Children with hearing impairment as normal.

4.2.2 Low Household Income

The relationship between levels of poverty, low per capita income and how children with disabilities access services and how children with disabilities access services is still prominent. Over 70% of the respondents agreed that poverty within communities is still high. Even with the introduction of free primary education in the education sector, families with a low household income have difficulties affording the required uniforms, pens, books and scholastic materials. Without such materials, the children stated, they could not attend school.

4.2.3 Unconclusive Physical School Environment

With the introduction of free primary education, primary school enrolment almost tripled. This surge of pupils poses challenges for the educational facilities, and for the children with special needs who wish to access them. The enrolment of children with disabilities has increased, yet the physical infrastructure remains inaccessible, preventing them from integrating into the school system. Children with hearing impairments have found it difficult to cope, and often decide to drop out of school.

The gender specific accessibility challenges identified during this study were summarized below in the table 4.7.

Table 4.7: Gender Specific Challenges

| Gender Specific Challenges | Male | % | Female | % |
|-------------------------------------|-------------|-------------|---------------|-------------|
| Over protection | 7 | 11.1 | 9 | 15.7 |
| Over working | 6 | 9.5 | 7 | 12.2 |
| Child sexual abuse | 3 | 4.8 | 12 | 21.0 |
| Torture | 5 | 7.9 | 6 | 10.7 |
| Inferiority complex | 9 | 14.5 | 2 | 3.5 |
| Negative attitude | 10 | 15.8 | 4 | 7.0 |
| Biological problems | 7 | 11.1 | 9 | 15.7 |
| Shared school sanitation facilities | 3 | 4.8 | 5 | 8.9 |
| Isolation | 8 | 12.6 | 2 | 3.5 |
| Neglected | 5 | 7.9 | 1 | 1.8 |
| Total | 63 | 100% | 57 | 100% |

The above table clearly indicates that boys and girls with disabilities face different challenges while accessing education. While the main challenge of a boy Children with hearing impairment is the negative societal attitude (15.8%) closely followed by inferiority complex (14.5%) for a girl child with Hearing impairments, the major challenge is child sexual abuse (21%) closely followed by biological problems and over protection (15.7%)

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The study set out to examine the barriers that hinder inclusive education of hearing impaired children in the selected schools of Kabasis Zone, Kenya. This chapter highlights the findings of this study makes the conclusions and also draws recommendations that can be adopted in order to increase accessibility to education by children with disabilities.

5.2 Summary of Findings and their Relevance

This section summarizes the barriers that hinder Education for Children with hearing impairment in Kabasis Zone, Kenya today. They are summarized below;

5.2.1 Summary of findings on the specific challenges of Children with hearing impairment

The findings indicate that there are a number of challenges that hinder Children with hearing impairment from accessing education. Amongst these were those associated with the physical structures that are inaccessible, inadequate instructional materials, the large class sizes, long distances to school, lack of assistive aids and appliances, and lack of scholastic materials

It was also revealed that though all Children with hearing impairment faced a number of challenges in accessing education, those in inclusive schools faced many more challenges than those in special schools.

It was found out that boys and girls with hearing impairment faced different challenges while accessing education due to the gender relations that exist in our societies today. A number of girl children with hearing impairment reported that they were faced with child sexual abuse while for their male counterparts, indecent assault was not among one of their priorities challenges.

5.2.2 Summary of findings on the constraints to the provision of educational services for children with disabilities

It was also revealed that, although inclusive education is recommended in Kenya schools today, there were still some hindrances to it like the inability of teachers to handle children with special needs at the same time with the others. Findings indicate that the teachers themselves who always refer hearing impairment to special needs teachers do still not understand inclusive education.

Conclusions

Basing on the case study of Kabasis zone, Kenya, it can be seen that accessibility and relevance of education by children with hearing impairment is hindered by a combination of economic, institutional, social, political and environmental factors.

While many initiatives have been directed towards sustainable poverty reduction, many household incomes in Kabasis, Kenya are still low.

Such economic factors imply that the needs of children with hearing impairment are sometimes not met because disability may compete with other household needs like food. Poverty levels are still a harming hence economic factors affect the ability of children with mental challenges to access formal primary education.

Institutionally, although there are some initiatives towards education for all, there is still a lot to be done. Universalisation of primary education still has hindrances. Children with hearing impairment only get the benefit of routinely going to school and socialization but not learning because their needs are not met. This is because there is lack of qualified trainers, instructional and learning materials and curriculum inadequacies that infringe on the education of Children with mental challenges.

Socially, the negative societal attitudes that abound in society have limited Children with hearing impairment from accessing primary education through isolation and stigmatization. Accessibility levels of Children with hearing impairment to education also vary according to gender. Intra-household relations come to play in whether or not Children with hearing impairment educational needs will be prioritized.

Politically, the policies, laws and programmes that can be used to enforce Children with hearing impairment access to education exist but are not well implemented. There is still lack of knowledge among civil society especially communities about the policies that exist that can be used to deliver educational services for Children with hearing impairment. This lack of knowledge about the policy areas make it

hard for Children with hearing impairment, families and communities to demand for educational services to be provided.

Environmentally, the long distance to the education services points hamper Children with hearing impairment from getting to school. Transport problems are faced due to the exorbitant cost of hiring bicycles or motorcycles to transport the Children with hearing impairment to school. Parents therefore resort to leaving them at home. Roads and classrooms are inaccessible, school terrain is rough, doorways are narrow and latrine facilities are unfavorable. All these make life for the disabled child to access formal primary schooling.

Basing on the findings of this study, accessibility to education by children with hearing impairment is still very minimal. The findings herewith are important to all stakeholders.

5.3 Recommendations

From the ongoing discussion, the following are the recommendations that were made to increase accessibility and relevance of education to Children with mental challenges.

Since the current efforts aimed at making education accessible to the disabled child are general, it is recommended that special consideration for children with multiple disabilities be put in place. It is therefore suggested that the Education Ministry design special learning programme for children with Children with hearing impairment. This is because; the findings of the study indicate that

Children with hearing impairment could neither benefit from special schools nor inclusive schools.

There should be empowered of education committees at the village level so that there is efficient monitoring of the implementation of the free primary education. Since district education officers are poorly facilitated they cannot follow up on the implementation at the lower levels. And, in order to allow for effective implementation of policies at all levels, all stakeholders should endeavor to raise awareness about the different policies that exist and how they should be implemented.

It is also recommended that lobbying initiatives and sensitization programmes be undertaken to include special representatives of parents of Children with mental challenges on school management committees and parent teachers' associations so that Children with mental challenges concerns are adequately addressed through such representation.

Free Primary Education needs review so that the needs of the disabled child are met. Although Children with hearing impairment are among the target groups in free primary education, they are not benefiting from the system because of the barriers they face in the current mainstreaming system. It is therefore recommended that annexes and resource rooms are opened in schools to provide for the educational needs of Children with mental challenges.

In addition, free primary education funds should be utilized to benefit Children with hearing impairment as well through increasing special needs teachers, equipping resource rooms, libraries and buying

instructional mechanisms to enable for the proper implementation of free primary education.

Since physical accessibility is a major hindrance to most Children with hearing impairment, it is recommended that the government stipulates the minimum standards of construction of all school buildings to include at least ramps, rails, adoptable toilets and wide classroom doors.

Lastly, District education department should prioritise post-primary education of Children with hearing impairment. Due to the limited options that Children with hearing impairment hence, they often stop at primary level. Prioritization could be through the provision of bursaries for the Children with hearing impairment who make it to post-primary institutions like the community polytechnics, vocational institutions and secondary schools.

APPENDIX I

FOCUS GROUP DISCUSSION GUIDE FOR THE COMMUNITY (FAMILY MEMBERS AND OTHERS)

- 1) Do you consider Children with hearing impairment as normal people?
- 2) Do you prioritise Children with hearing impairment the same way as you prioritize other children in regard to education?
- 3) Are the Children with hearing impairment given the necessary care that they deserve?
- 4) Are Children with hearing impairment viewed as a burden to this community?
- 5) How has the government policy of free primary education affected the disabled children's Education?
- 6) What are the challenges faced by children with disabilities in this community.
- 7) What are some of the challenges faced looking after Children with hearing impairment?
- 8) How many Children with hearing impairment do you have in this community?
- 9) What are your recommendations to government and other stakeholders as regards the improvement of educations for Children with hearing impairment?

APPENDIX II

FOCUS GROUP DISCUSSION GUIDE FOR THE CHILDREN WITH MENTAL CHALLENGES

- 1) How many Children with hearing impairment are you in this community?
- 2) Do your parents pay school fees for you the same way they do to your other normal brothers and sisters?
- 3) Do you parents consider you a normal child as they do consider other children?
- 4) Do your brothers or sisters give you support to go to school?
- 5) Are there some members of this community who mistreat you in any way?
- 6) How are your fellow pupils treating you at school?
- 7) Do you have all the necessary instruments needed to enable you learn properly at school?
- 8) What are some of the problems you face at school that hinder your education?
- 9) What should the government, parents do solve these problems?

APPENDIX III

INTERVIEW GUIDE TEACHERS

- 1) How Many children with disabilities do you have in this school?
- 2) How has the government policy of free primary education benefit Children with mental challenges in the school?
- 3) What are some of the challenges you face teaching Children with hearing impairment in the schools?
- 4) How relevant are the courses offered to children with Disabilities?
- 5) What are your recommendations to stakeholders on the improvement of education for Children with hearing impairment?

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