

**IMPACT OF FREE PRIMARY EDUCATION ON
LEARNERS WITH SPECIFIC LEARNING
DIFFICULTIES IN NAKURU
MUNICIPALITY
KENYA**

MARGARET M. NDUNGU

BED/SNE/15234/62/DF



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DECLARATION

I, Margaret M. Ndungu Adm. No. BED/SNE/15234/62 /DF hereby declare that, this research report is my own original work.

It is not a duplication of similar published work of any scholar for academic purpose nor has it been submitted to any institution of higher learning for the award of a Degree in Education.

I also declare that all materials cited in this paper which are not my own, have been duly acknowledged.

Signature:  _____

Date: 28/8/08

APPROVAL

This is to certify that the research report has been submitted in partial fulfilment of the requirements for the award of a Degree in Bachelor of Special Education with my approval as University supervisor:

Sign: 

MR. LAAKI SAMSON

Date: 

DEDICATION

This research report is dedicated to my beloved sister Anne Wairimu for taking care of my daughter Susan. I want to appreciate her for her co-operation through-out the writing of the research paper. I would like to appreciate her understanding and help during my absence at home when I went to attend lectures at Kampala International University.

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Operational definition of terms

The term “operational” has been used in this context to refer to the terminologies used as per this research study. Although some of the definitions will be drawn and adopted from renowned scholars in this field, those definitions that have been used include the following:

a). Policy: This is an official guideline adopted or proposed by a government for the purpose of implementing an act. Policies are the basis for making laws / legislation.

b). Special Needs: These are conditions or factors that hinder normal learning and development of individuals. The hindrance can be temporary or life-long. These conditions that do not allow proper progress of an individual are factors like disabilities, social, emotional, economic, health and political conditions

c). Special Needs Education This is an education, which provides appropriate modifications in curricular teaching methods, teaching / learning resources medium of communication or adaptation to the environment in order to meet individual special educational needs. It is learner centred, flexible and adjustable to individual needs and potentials.

d). Inclusive Education: Is the process of addressing learner’s needs within an educational setting. All available resources must be used.

e). Inclusion: Refers to and focuses on adjusting the home, the school and society at large so that all individuals can have the opportunity to interact, play, learn, experience the feeling of belonging and develop in accordance with their potential and difficulties.

f). Education: This is the process of training and giving instructions to bring out and develop abilities, skills and potential faculties in learners.

g). Free Primary Education: Learners are taught how to read and write in organized structures and resources. They are provided with learning materials e.g. books and pen without paying.

h). Illiteracy: It is the act of lacking basic awareness of anything. It is the position of not knowing how to read and write. It also means inability to contribute in terms of ideas to the society.

i). School dropouts: In education terms, a dropout is a person who leaves a learning institution before completing a required period or programme. Looking at the reports in the newspapers recently (Standard, Sep.18) on the part of provincial news, one can not fail to notice that school dropouts have began to be experienced. The D.E.O of Migori District was reported as saying up to 5,000 pupils have quit schooling. Some of the reasons given include the fact that some parents send their children to work in sugar and tobacco plantations for money so that they can boost the family income and culture of early marriages. Else where in Kangundo the same paper reported that learning was paralysed in some 20 schools as a result of late disbursement or non remittance of school funds by the government to buy learning materials. Kilifi district is reported to experience the same problem as reported in the standard newspaper of Tuesday, Oct. 7th. Another problem the schools are experiencing is misappropriation of the funds. Some 10 primary schools were reported dismissed for this vice in Kisumu Municipality, Nyando, Siaya and Kisumu Districts respectively. In the same paper, it was reported that 30,000 pupils have dropped out in Nyanza schools. This was quoted as having been said by the Nyanza Provincial Director of Education Mr. Siele. The reasons he gave included early marriages, the problem of floods in parts of Nyanza and child labour. In Nyando and Suba districts they have dropped out to become fishermen.

j). Multi-grade/Multi-class: Children of different ages, abilities and grade (classes) are taught together.

k). Guidance: Means preventive measures, which are taken to help an individual so as to avoid getting into problems.

l). Intelligent quotient: This is a measure of intelligence. It is measured by psychologist as $\frac{\text{actual age} \times 100}{\text{Mental age}}$

m). Adaptive behaviour: This refers to behaviour that is usually acquired as a result of social interaction and fails to conform to social norms.

n). Communication: All the common ways that we use to convey and exchange our ideas, feelings, reactions, questions, objections with other people.

ACRONYMS

1. NARC – National Rainbow Coalition, the political party that defeated KANU’s political dominance in Kenya for over 40 years since independence.
2. K.A.N.U. – Kenya African National Union, the independence political and ruling party in Kenya.
3. K.I.S.E. - Kenya Institute of Special Education.
4. S1 – a system of grading teachers for secondary school from middle level colleges.
5. P1, P2, P3, P4, - a system of grading teachers for primary schools. P4, being the lowest grade.
6. S.N.E. – Special Needs Education.
7. S.E.N. – Special Education Needs
8. I.M.F. – International Monetary Fund
9. ACIS – Assistant Chief Inspector of Schools
10. EARS – Educational Assessment Research Centre
11. KNEC – Kenya National Examinations Council
12. UPE – Universal Primary Education
13. UN – United Nations
14. TAC – Teacher Advisory Centre
15. DEO – District Education Officer
16. KCPE – Kenya Certificate of Primary Education
17. KCSE – Kenya Certificate of Secondary Education
18. MoEST – Ministry of Education Science and Technology

ABSTRACT

This research report is set to find out how Free Primary Education will help to reduce the number of illiterate people both for the Normal and those children with Special Education Needs in the country. It is also set to find out how Inclusive Education in the normal schools will help to develop a well integrated community where children with Special Education Needs are no longer stigmatised as good for nothing or too expensive to take to school.

Children with special Education Needs can also enjoy a good learning atmosphere together with the normal within their environment. Creating this awareness among the parents and teachers as well as the children themselves can lead to successful integrated approach to inclusive education.

Since literacy is a measure of a nation's development, it is therefore important find out how the introduction of Free Primary Education in our country help to achieve this very important developmental measurement goal.

The aim of the study is to investigate the impact of free primary education on learners with specific learning difficulties to be able to establish the number of pupils enrolled and the problems encountered by teachers in regular schools.

To establish the facilities available and the ratio of teachers to pupils in the learning institutions.

Being a full-time teacher in one of the primary schools in Nakuru Municipality, it was indeed so difficult for the researcher to get a rather ample time.

Travelling from one station to another was quite difficult.

The decision by the government to offer Free Primary Education is a welcome move. Many Kenyans are happy with this decision. The influx of children to the primary school at the beginning of 2003, was a clear indicator that the government was responding to a felt need of many Kenyans, especially the poor, and disabled members of the society.

The government should employ more teachers to ensure quality of education is not compromised. Primary education should not only be free but also made compulsory for all.

CHAPTER ONE

INTRODUCTION

1.0 OVERVIEW

The aim of this research paper is to find out about, ‘the impact of Free Primary Education on children with specific education needs in Nakuru Municipality’.

One of the campaign tools of the current NARC government was the promise to offer free primary education to Kenyan children. Some people did not think this would be a reality. We are witnessing a promise come true. Come January 2003, the Government announced that indeed all primary school going children with the right age should report to the nearest primary school for enrolment. And so Free Primary school Education started in Kenya.

1.1. Background information and historical development of Free Primary Education:

It is important to note here that the idea to offer Free Primary Education did not start with the election of the new government of NARC. It has a history even with the former ruling party, KANU, since independence. Here below we shall look at the historical development of the Free Primary Education as well as that of children with specific education needs or special education.

a). **Historical Development of Free Primary Education in Kenya:** The first ever education policy for Kenyan children and education system was done soon after independence by an educationist by the name of Prof. Simeon H. Ominde. The report of his recommendations is popularly known as the Ominde Report or Ominde Commission. It was produced in two parts: “The Kenya Education Report; Part I, 1964 and Part II, 1965.” The need for free primary education was felt right from independence (Ominde I, 1964:66). His commission was also aware that the main bottleneck for implementing this desire was going to be funds apart from political will.

Since then a number of Education Commissions have been set up to address the various areas and needs of the education sector in Kenya. Special Needs Education has been one of these areas so addressed. Some of the reports that have been made so far include: Ndegwa Commission of 1971, the Bessey Commission of 1972, Gachathi report of 1976, Mackay commission (1981), Kamunge Report of 1988 and the Koech Report of 1999.

The most relevant commission to this research paper is the Gachathi report of 1976. It recommended among other things the provision of free and universal primary education. It was necessitated as a result of the government’s effort for development towards equality and

quality economic opportunities for the purpose of national unity. The possible avenue recommended like in the Ominde report would be through the provision of free primary education to all citizens. The Gachathi commission also recommended that such an education system takes place in stages. In order to realise this, the government of Kenya phased out direct fees payment from std. 1-4 (1974) and standard 5-7 (1980). The same was later extended to standard 8 by 1985. The following is how this was implemented:

1. 1976 fees was waived for classes 1 – 4.
2. 1978for class 5
3. 1979 for class 6
4. 1980 for class 7
5. 1985 introduction of the 8-4-4 Education System which brought in a new dimension to the education system. The addition of standard 8 classes in the primary school brought in new changes to the whole education system. This new education system came as a result of the recommendations made by the Mackay education commission (1981). The change made the government to introduce cost sharing in the sector in 1988. Cost sharing reduced the rate of access and completion of primary school education by children from most Kenyan poor families. Other factors that compounded the problem of access to education were the introduction of Structural Adjustment Programmes popularly known as (SAPS). The impact of this presented us with a situation where enrolment rates reduced considerably from 92 % (1990) to 87.6% by 2000. If 56% of the Kenyan population live below the poverty line, then it will be honest to say that those affected most were from the poor population.

Faced with such a scenario; the need for Free Primary Education that is paid for by the government became ever more apparent. Education is a vehicle of achieving national unity among other things. As professor Ominde would say in his report, the separate education system at independence had divided Kenyans along racial lines. To achieve a sense of Nationhood, there was need to set good nation goals that would enable this nation to achieve this. Making it unachievable would be totally a negation of the same. It is therefore good to note that the introduction of free primary education would go a long way to achieving the National goals of education for all. Providing education for Special Education Needs children would not be possible if teachers to handle them are not prepared. We turn now to the training of the teachers for children with special education needs.

b). Historical Development of Training of teachers of Special Educational Needs in

Kenya: The training of Special Needs Education teachers started with the four traditional categories of learners with special needs.

c). Teachers of the Hearing Impaired: According to Randiki (2002) one year certificate training course started locally at central teachers college currently Kenya Institute of Education in 1964. This targeted P4, P3, P2, and P1 teachers. This later moved to Kenyatta college (now Kenyatta University) in 1969. In 1972 the course moved to Siriba Teachers College now (Maseno University) because the former was becoming a university college. In 1973 the first two year course was started. The course then moved to Kamwenja teachers college in 1977 before finally moving to Kenya Institute of Special Education 1986. In 1981 the course was upgraded to diploma level. It targeted P1 teachers with A level.

d). Teachers of the Mentally Handicapped / Intellectually Challenged: One-year teachers training course was started at St. Nicholas now Jacaranda special school in 1966. The training was relocated to Highridge Teachers College in 1969. The course later moved to KISE in 1986 and was upgraded to diploma level in 1987.

e). Teachers of the Visually Impaired: Training started in 1986 at Highridge Teachers Training College. This course was at S1 level. The course later moved to KISE in 1986 and was upgraded to diploma level in 1987.

f). Teachers of the Physically Handicapped: This was started in 1987 at KISE. In all the training programmes were run before 1987. The curriculum was confined to a particular area of disability. It was not until 1987 in KISE that a broad based curriculum was put in place. All trainees cover interdisciplinary components that cut across all disabilities in their first year of training and specialize in the second year.

g). Special Needs Education Teachers: The training of Special Needs Education teachers at a distance learning programme started in 2001.

So far 1,334 teachers have been trained at certificate level and are currently studying for a diploma.

1.2. Statement of the Problem:

If it were not for the government's effort to offer Free Primary Education, most children with special needs education would never have been enrolled in most primary schools this year. The government's effort to finance the free learning has encouraged most parents to send their children to school.

1.3. Purpose of the study:

The purpose of this research is to investigate the impact of Free Primary Education on learners with specific education needs in Nakuru municipality.

1.4 Objectives of the study

- a). To be able to establish how many pupils with specific education needs have been enrolled so far and the kind of problems the teachers are experiencing in admitting them in the regular schools.
- b). To establish the kind of facilities and resources available to make the Free Learning a success
for both the normal and those with special education needs.
- c). To analyze the ratio of teachers to that of learners in the Free Primary Education programme within the Municipality

1.5. The Scope of the Study:

The researcher will investigate the impact of Free Primary Education on learners with specific learning difficulties in Nakuru Municipality. It's one of the municipalities in the Rift Valley province in Kenya. It has five zones namely; Eastern, Western, Central, Northern and Southern. It's a cosmopolitan with a mixed population of different tribes. The researcher will carry the study in public primary schools, special units, private schools and municipal education offices. The schools are near to one another since the town is small.

1.6. Significance of the study:

This study is to help the government see the need of developing our primary schools into good learning institutions. It aims at finding out how learners with Special Education Needs can be assisted while in the school for normal pupils. The research is also intended to help parents to see the need of contributing towards building more classes and be actively involved in their children's learning. It will increase awareness of the need to provide education to learners with special education needs. The research should provide useful information to other interested parties like the municipality for future planning on the number of teachers, know the number of learners with special education needs within the five zones, kind and number of facilities as well as resources to be provided. The need for integrated and inclusive education programmes will also be highlighted.

The research should also create awareness to the general public in assisting learners with special education needs.

1.7. Review: Limitation and Delimitation of the study.

1.7.1.Finance

Travelling from one station to another was quite difficult, since most schools are far. It was also not possible to meet the cost of other essential materials necessary. Distribution of questionnaires and later collecting them was quite expensive indeed.

1.7.2. Time

Being a full-time teacher in one of the primary schools in Nakuru Municipality, it was indeed so difficult for the researcher to get a rather ample time to enable her to distribute questionnaires and collect them from the relevant persons involved. In future the researcher suggests that distance learners be allocated fewer subjects in their regular schools for better results as far as this study is concerned. They should also be allocated enough time to distribute questionnaires and for interviews.

1.7.3. Materials:

The materials were very expensive since the researcher kept on writing and repeating. A lot of materials were used.

1.7.4. Delimitations:

The information got from the municipal education office helped the researcher in collecting data and getting statistics. The knowledge of schools and their heads helped the researcher in getting the correct information. The well kept clear, proper records from most of the head teachers helped the researcher in getting the correct statistics.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

Children with special education needs and the handicapped are a group that cannot be ignored in our education system. Right from independence they have been recognized and the Ominde Commission even recommended that “Special Schools” be built for them (Ominde,1964:132). He also recommended that a special section within the Ministry’s Inspectorate wing be in-charge of Special Education to ensure that quality standards of education are maintained (ibid,: 124)

Primary Education is considered such an essential service by any government which ought to be made available to all children and paid for from the government taxes (Ominde, Part I,:66; Part II,:1). It should also be made free and compulsory. This is what the NARC government is trying to implement 40 years after independence. The Kenya Government irrespective of the Party in power has been thinking of giving universal and Free Primary Education to Kenyan children.

Kamunge report says “Special Education is for various types of exceptional persons whose educational needs deviate from the norm due to being impaired, disabled, handicapped or specially gifted and talented. In Kenya Special Education caters for persons who are hearing impaired, visually handicapped, physically handicapped and multiple handicapped”, (Kamunge, 1988:45).

2.1. Education for learners with S.N.E. in Free Primary Education Programme.

When the government declared Free Primary Education, it opened gates not only to the physically able children but also for the disabled ones as well as those with other forms of education needs. The disabled children cannot fit in the normal classrooms, where all facilities and teachers are suited to them. The increased school population has marginalised them further because they cannot fit in an environment where teachers cannot pay individual attention. They require specialised facilities. Others cannot fit in normal schools, especially when the numbers have swollen as they have. There is no extra coaching to address the needs of slow- learners. Learners with Special Education Needs are left unattended. According to recent newspaper report (E.A.Standard, Nov.1, p.19) only 3,000 out of the 27,000 cases of known blind children have access to free learning. This report was attributed to the person in charge Kenya Society for the Blind Education Department. He says that the society’s

negative attitude towards the blind and lack of sufficient budgetary allocation has contributed to this low enrolment levels of the blind for Free Primary Education. The government should do something to address the issue. In the same newspaper, it was reported that many children in Makueni stay at home due to the stigma associated with disability and poverty in the district. Twelve out of every one hundred children in Makueni is disabled due to Malaria and Malnutrition according to Mr. Phitalis Were of AMREF. Most children suffer from physical, mental and epileptic handicaps. Due to their poverty one such a school in Makueni as Seda which caters for the handicapped children does not have enough facilities such as latrines and classrooms. It is one of the best in KCPE exams for the last 5 years.

2.2. Classification of Children with Special Education Needs

Children with learning difficulties are classified into two categories *according to Otiato & Katheranya*. The following is a brief overview of each category mentioned above.

a). General learning difficulties:

A learner with general learning difficulty has significantly greater difficulty in learning than the majority of children of his age. Children with general learning difficulties may experience problems in two or more of the following areas.

Learning school subjects or other new skills

- Self help skills like feeding, movement, constructive play or caring for self
- Communicating own needs or carrying out instructions and relating to other people .
- Adapting to new situations through the use of the five senses, namely, sight, hearing, smell, taste and touch.
- Focussing and paying attention for a given period of time
- Transferring information from one situation to the other.

This learner can acquire required skills if they are properly stimulated. The teachers should know the child's level of ability in each area of learning and development. The teachers should also know the child's interests. The teachers should also know the age of the child, in order to give activities which are at the correct skill level and appropriate to the child's actual age.

b). Children with Specific Education Needs. Children with Special Needs Education are usually categorised according to their handicap, ability and behaviour (Core module,2001:212).

According to the ministry of education core module (2001:212) Special Needs are usually categorized according to the handicapped ability and behaviour. There are those children whose individual needs are categorized according to ability. There are those children with specific learning difficulties as well as gifted or talented children. There are also children whose individual needs are categorized according their behaviour. These are behavioural and emotionally disordered children. In this category we have socially maladjusted children.

c). Children with Learning Disabilities. Children with specific learning disabilities are categorized into three groups, (ministry of education core module 2001: 219-223).

- i) Behaviour disorder
- ii) Communication disorder
- iii) Gifted and talented

d). Behaviour Disordered or Maladjusted Children. These are children whose behaviour deviates too much from that of other pupils of the same age, or class. They behave in an unacceptable way, towards self and society; for example fighting with other pupils, have a deficit behaviour such as lack of social contact and almost never completing homework and any other relationships in school. They are also called maladjusted children. They can be taught to improve their behaviour.

The maladjusted children are either emotionally or socially disturbed. On the other hand socially maladjusted children have serious social problems which might include delinquency. According to Salamanca statement (1994) there is need to give special attention to such children through proper guidance and counselling including their parents or guardians. Most of these children if properly counselled are capable of studying in regular schools. The guidance of understanding and sympathetic teachers will be required. It is however important that emotionally handicapped children should be identified early using the Educational Assessment and Resource Centres, in order to give them corrective education before it is too late. Some of these children are slow learners or low achievers and should not be confused with those who are mentally handicapped. Such children require remedial teaching to enable them to learn and to benefit from the regular curriculum. The working party by Mr. Kamunge recommends that, 'the regular teachers should be trained in remedial teaching methodology and in guidance and counselling to enable them effectively teach the maladjusted children.'

e). Socially Maladjusted Children. Children who are socially maladjusted may have problems which lead to delinquent behaviour which may include aggression or destructiveness. The government has established ten approved schools for boys and one for girls who are under 16 years of age and are socially maladjusted for purposes of correcting delinquent behaviour and providing education and training. Their teaching is based on curriculum similar to that of regular schools with a strong bias towards vocational training for self-reliance.

f). Education in approved Schools for Socially Maladjusted Children. The working party observed that in some instances the duration of education and training is not adequate to benefit the pupils fully since their stay in these schools depends on court orders which can be revoked any time. There is also lack of evaluation of training given or follow-up after the children have left approved schools. The working party would like to see education and training in approved schools closely linked with the formal school system in order to enable pupils from approved schools to continue with further education and training in formal education and training institutions.

g). Characteristics of learners with Behaviour Disorders. Hyperactive, aggressive and restless. Are over dependent and easily depressed. These pupils are unhappy and look miserable. They can be cruel to other pupils. Some of their characteristics are: they bully other children, miss school often without permission, defy school authority, have no respect for adults, some are extremely quiet and inactive in class. Lazy sluggish, and inattentive in class, they are unable to build and maintain satisfactory relationships with peers and teachers. They change moods frequently. These and many others behavioural problems affect these learners.

Lack of interest, laziness daydreaming and general passivity can be more serious problems.

Polite and shy pupils appear withdrawn. Children with behaviour disorders are:

Unable to relate positively with teachers and pupils

Do not take criticism positively

Do not participate actively in classroom activities

Give up fast if they engage in complex activities

Absent themselves from school

Steal from other pupils

The teachers should establish the cause of the problems and advise the parent or anybody else concerned with the welfare of this child. The teachers should use behaviour modification individual and group counselling. The teachers should create good school climate.

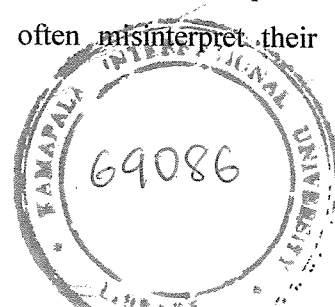
h). Gifted and talented children. According to the Ministry of Education (Core Module 2001:212, 222) gifted and talented children are those who perform well above their peers in virtually all areas. By gifted and talented children we mean children who are identified as having ability to perform highly in such areas as intellect, creativity, academic or leadership abilities. They require services or activities that are not ordinarily provided by the school. Teachers often overlook them and they can become frustrated.

Kamunge report (1988:54), recognizes the need for programmes of education for such children to be developed in our country. At the moment, they are non-existent.

i). Education for the specially Gifted and Talented children. Every society has its specially gifted and talented children who need special education to develop their intellectual speed, creative, artistic or other talents to the maximum level possible. Such children should be identified early and special programmes developed to assist them to realize their full potential and contribution to the society. The working party noted that there is lack of such programmes and urged that they be established in the interest of national development (Kamunge, 1988:96-97)

j). Characteristics of gifted and Talented children. They recall events, people and general information very easily. They find class work to be too easy and are very good in language understanding and expression. They ask difficult questions during class time and find class work for more senior pupils easy to cope with. They show feelings of frustration when work assigned is too easy. They Initiate learning activities without help and show interest in and competently discusses issues too advanced for children of their age. They learn rapidly with ease and can find information by themselves. They do not hesitate to ask what they don't know.

k). Problems facing gifted and talented children. Gifted and talented children have high intelligence, are creative and have special talents. Due to their high intelligence, gifted and talented children do not fit well with their peer groups and at the same time adults may not accept them. Gifted children may be unable to develop positive interpersonal relationship and often become loners. Teachers find them too challenging and often misinterpret their



behaviour. Gifted and talented children may even engage in disruptive behaviour in class. They hinder other children from learning, especially in discussion and practical work. They dominate discussion. Teachers should provide the child with enrichment experiences. Provide the child with acceleration programs. The teacher should give the child more responsibilities that are challenging. Teachers should use methods that encourage the pupils to be creative and explore their environment. Coleman & Fuhs (1983) suggest that studies related to the self-concept of children who are gifted and talented must take into account the learners' educational placements. Children judge their capabilities in relation to others in their environment and because that judgement is governed by the similarities between individuals.

k). Children with Communication Disorders. These are children whose speech or language deviates from what is expected. Communication disorders are in two categories; namely, speech and language disorders. Speech disorders involve abnormalities in sound production while language disorder involves the inability to use the speech appropriately.

l). Characteristics of children with communication disorders. A child who suffers (stammer) communication disorders has excessive speed of speech, makes disorganized sentence structures, substitutes one sound for another, omits and distorts sounds. These children have too high or too low toned pitch of the sound. They also have hoarse or nasal voice under normal conditions. They speak too loudly or too weakly under normal conditions. They do not engage in activities that involve talking such as asking questions in class. They stand too close to the listener when talking thereby irritating the listener.

m). Problems facing children with communication disorders. Children with communication disorders have speech and language problems. They have problems in reading and writing spelling, calculations and using gestures, they have problems in understanding and interpreting figurative language. They have problems in interpreting the meaning of statements. They become inactive and withdrawn because of being aware that there is a difference between their speech and that of others and would want to hide it. Teachers should encourage them, use concrete objects to illustrate concepts, teachers should give them opportunities to speak show by example, and teachers should avoid indirect commands. Teachers should show by action that communication disorders make no difference with respect to friendship, academic work.

2.3. Implementation of free primary education and role of the government regarding special education needs.

a). Education and Training for children with Special Education Needs. Right from independence, education and training of handicapped and children with special education needs children has been considerable recognition and is required to be given due attention in our schools. According to professor Ominde, (1964, part I,:132). It also recommended that teachers for special education children though a small number should be well trained.

On the same issue, the Kamunge commission (1988:54) recommends that children with special education needs be properly assessed to determine their special education needs prior to admission into special education programmes, and that each Educational Assessment and Resource Centre be provided with a full time qualified teacher to co-ordinate its services. He also recommends that vocational rehabilitation centres training programmes be diversified to offer training to all the various types of handicapped persons. Recognition for training is an important aspect of the education process. Those with special education should not be left out because of some prejudice or other reason. The handicapped persons themselves have a saying which goes, 'disability is not inability.'

In recognizing the need to educate and train children with special education needs, the Gachathi commission (1976:74), says: 'In enabling a handicapped child to realize his potential and achieve a gratifying measure of participation in community life, the first preference is for him to be cared for, educated and trained.' If the government can do this, then it is really a very important step in the life of children with special education needs especially the handicapped.

It is important also to say that education and training remain the main vehicles of development for any nation. Therefore it is incumbent on the government to provide quality, accessible and equitable education to its citizens. With good education and training a nation is capable of making rapid social and economic development. However providing quality, relevant and equitable education for all children and youths is both a challenge an opportunity for Kenya. As a country, we did have enough money to implement the decision of providing free primary education. Friends of the NARC government have come in handy to help make the dream a reality.

b). Administration. The ministry of education, science and technology has an administration section of special needs education. The administration section was established in 1975. It deals with all administrative issues on special needs education and has the following functions:

- giving grants to programmes catering for learners with special needs.
- making appointments of Board of Governors
- developing special needs education policies. The section is headed by Assistant Director of Education

c). Inspectorate. The special needs education inspectorate section was started in 1969 and become fully operational in 1970. The department supervises special institutions to ensure that standards are maintained and improved. There are inspectors of the four traditional areas of handicap. There are also inspectors of integrated programmes and educational assessment resources services (EARS). The section is also involved in curriculum development as chairman of subject course panels. Currently the section is headed by an Assistance Chief Inspector of Schools (ACIS)

d). Curriculum Development. The Kenya institute of education (KIE) is charged with the responsibility of developing curriculum for all public schools and colleges except the university.

e). Evaluation . Evaluation of learners with special needs in education is either done informally by teachers or by the Kenya National Examination Council (KNEC). They consider the needs of learners with special needs during examination.

f). Education Assessment and Resources Service. (EARS). The EARS programme was started in 1984 by the ministry of education, science and technology with the support of the Royal Danish government through (DANIDA). The main functions of EARS is to carry out educational assessment for children with special needs in education from age 0-26 years. Between 1984-2000 children have been placed in special schools and integrated programmes while a good number are at home receiving no services. It is the researcher's hope that they will take advantage of the free primary education. This department will be needed now more than ever before to make sure that the children with special education needs are assessed

placed in the right school or programme. Proper assessment will help children with special education needs to access the free primary school education.

2.4 Roles of individuals and non governmental organization in the implementation of free primary education.

According to the Daily Nation (February 28th, 2003) a charity fund for free primary education is to be set up to help the government implement the programme. The fund to be launched soon by President Mwai Kibaki will allow people, companies and non-governmental organizations to contribute to the new schooling effort.

In the same newspaper (April 16th, 2003), it was reported that the government would give about Sh.600 for every primary school pupil for education materials between then and June. Another Sh.400 for each pupil would be given in July after the Budget. In total the government will allocate Sh.1020 for each pupil this year.

In the East African Standard newspaper of Saturday (April 19, 2003) it was reported that the World bank is developing a two year project to support government efforts in attaining Universal Primary Education (UPE). The project's objective is to ensure that the quality of primary education is not undermined by a lack of text books especially with the influx of children in schools after primary education was made free and compulsory by the government this year.

More and more money is being contributed to the free education programme. The Daily Nation newspaper of Tuesday (April 8 2003), reported professor Saitoti, the Minister for Education as saying; besides the treasury's allocation of Sh2.8 billion, "we have been able to attract a lot of donor funding: the world bank which has pledged a grant of Sh3.9 billion by June; UNICEF is giving sh192 million and others are coming on board".According to a ministerial press statement in the Daily Nation newspaper (May 23, 2003) the British government through DFID has extended Sh.1.2 billion for tuition materials in addition to Ksh 406 million which had been provided for earlier. This makes up a total of Ksh.4.531 billion for this financial year. This means that for the period between January and 30th June 2003 each primary school child has been allocated Ksh.633 with Ksh.498 to be spent on tuition and Ksh.135 to be spent on other items such as wages for support staff, repairs and maintenance and school based tests and examination materials. The schools are advised to note that the total allocation currently going to the schools will be less than Ksh.28, 700 which had been already advanced to each school. The first payment of Ksh.3 billion is now ready for disbursement.

The Japanese government as well was reported in the Daily Nation (Friday February 21:2003) that it had given a Sh.10 million grant for the construction of classrooms, offices, pit latrines, beds mattresses, desks, tables and chairs at two primary schools in Bungoma and Turkana districts. Since the introduction of Free Primary school Education, the Japanese government has given close to Sh.14 million to help in different parts of the country.

Funding of the free primary education by other groups of people, governments and organisations is not accidental. UNICEF has a commitment to the right of the child and its conviction that these rights can mainly be realized through ensuring a quality education for all children. The same can be said for the others as well. As the researcher was writing this report the government was hoping that agencies like UNESCO, European Union, World Bank, Department for International Development in the UK, the US Agency, the Canadian International Development Agency and organization like the Bill and Melinda Gates Foundation and others would join in give their support. UN Secretary General Koffi Annan says “If we are to ensure that our children reap the full benefits of Free Primary Education, we will need to expand our scope of interests to child-friendly” policies and laws that cut across the entire range of life experiences.

2.5. Problems affecting the implementation of the Free Primary Education Programme and learners with special education needs

The Aids pandemic threatens the government's goal of education for all by 2015. It has been found out that infected teachers or those responsible of the care of sick relatives are frequently absent from school, interrupting learning and impeding the performance of the school as a whole. Most learners with special educational needs have been orphaned by Aids. For the learners, a healthy environment would thus be conducive for healthy learning thus calling for good sanitation in the schools.

Poverty, for one is the greatest threat to the rights of children. A significant number of Kenyan children are growing up in untenable situations in slums, where their health is greatly endangered by lack of food, horrendous housing, and an unsanitary environment. The rural poor are also increasingly faced with hunger. In some parts of the country this has meant that even where the children are now able to go to school, they still have to engage in hard labour to boost family incomes. For this reason United Nation Children's Fund calls for greater attention to a protective environment which it defines as shielding children from abuse and exploitation.

There has been found a problem with donor contribution in accessing education. Donors have sometimes sent mixed messages on what kind of education would be supported, putting pressure on governments to change curricula and books. The citizens are never consulted about the type and content of their education system and what they expect from it. Despite growing commitment at least in rhetoric to country ownership, too many donors still succumb to the temptation to impose their own agendas on the people. The donors should discuss the issue with the government and ensure that meaningful targets for increased enrolment and quality improvements are agreed on through extensive consultation.

A task force which comprised stakeholders in education sector recommended special classes for over-age children. It also asked the government to review the methods used in delivering education and distribution of text books and school equipment in order to increase efficiency and reduce cost. It also recommended that schools should be issued with title deeds to protect them from land grabbers and land allocated to private developers should be repossessed.

The task force called on the government to consider extending free schooling to pre-primary education. In the mean time, no child should be turned away on grounds that they did not attend pre-primary schooling. To cope with demand, classes should be increased from 40 to 50 pupils. The text books to pupil ratio is proposed at 1:3 in lower primary and 1:2 in upper

primary schools. From July the task force recommends that there should be taxation review to exempt donation and contribution towards free education, lowering all value added tax on all education materials and establishment of education levy is also proposed. The task force asked the government to find ways of ensuring free education for nomadic communities who can only learn smoothly in boarding schools. The programme would not cater for boarding facilities.

2.6. Government expenditure to meet The Cost Free Schooling.

If 1.6 million children are to be put in class according to the Dairy Nation, (Match 25th 2003), free schooling would cost the state Ksh.7.9b. A further Ksh.10.5 billions will be needed in the next financial year.

According to a report prepared by a 10-member task force chaired by educationalist Edda Gachukia, in-service training of teachers will cost Ksh.500 million and vehicles for inspection will require Ksh.256 million in the 2002 / 2003 financial year. A total of Ksh.5.5 billion is to be spent on curriculum development by June. Another Ksh.414 million will go to the curriculum for children with Special Needs Education.

A total of Ksh.5.2 million and Ksh.413 million will be needed for the two items respectively in 2003 / 2004 financial year. According to the report disadvantaged children will require Ksh.1.2 billion by June rising to Ksh.1.5 billion in the next financial year. A media desk at the Ministry of Education headquarters is expected to spend Ksh.2.5 million in the 2003 / 4 financial periods. The report said that a baseline survey of pupils' enrolment, teachers' number and physical facilities has been conducted. The findings will enable the government to make key decisions on resource allocation. The report said that innovative teaching approaches such as multi-shifts have been adopted as a stop gap measure to minimize utilisation of available facilities and teachers. The government has already released Ksh.519 million to schools as a stop gap measure for the programme since it started in January.

a). **Disbursement of funds for Free Primary Education.** In January 2003 when the government announced its Free Primary Education (FPE) initiative, it pledged that funds for the implementation of the exercise would be made available as soon as possible consequently parliament authorised supplementary expenditure of Ksh.2.4 billion for it in addition to the Ksh.425 million which was already in the budget. The schools were advised to open bank accounts in which they would deposit the grants from the government. These funds are going to be sent directly to the school account as follows.

Account No 1. Free Education Tuition Account. This will be a cheque for purchase of tuition materials only.

Account No 2. Free Education Operation Account. This can be either savings or current. It will be for all other items not covered by the tuition account. In order to ensure that these funds are utilised in a transparent and accountable manner the ministry has put in place adequate mechanism for effective management of these funds.

According to the Daily Nation newspaper of Oct. 17th, 2003, the government sent Sh.4.1 billion the previous day to the primary schools countrywide. This brings to Sh.8.7 billion as the total amount so far spent on the free learning programme since January. Each of the 7.5 million primary school child got Sh.350 for learning and teaching materials. Of this amount, Sh.315 will come from the world bank grant of Sh.3.5 billion while the rest will come from the treasury. Besides that each pupil will be given Sh.185 for operational costs bringing the total allocation per child to Sh.335. The schools will also allocated a further Sh.25,000 for storage facilities. This information was given by the minister of education to the journalists in his Jogoo house. The minister continued to say that the government had disbursed between January and June a total of Sh.4.5 billion to the 17,000 plus primary schools. The money was sourced from the British government for International cooperation and the treasury. In this financial year, the government has earmarked Sh.9.33 billion for the free education programme. Of this Sh.3.5 have come from the world bank and the Swedish government will add Sh.470million. By the end of this financial year each child will receive a total of Sh.1020. The last instalment will be disbursed by December 2003.

b). Measures to ensure Funds are utilized effectively

- i) All DEOs, District Inspectors and District Auditors have already been thoroughly briefed on the management of these funds.
- ii) The Audit Unit has been enhanced to ensure the prompt auditing of all primary schools.
- iii) All district Auditors have been trained on the management and monitoring and evaluation mechanisms.
- iv) Training of Head Teachers, Teachers Advisory Centre (TAC tutors) and school management committees is on-going
- v) Guidelines on utilization procedures for these funds are being circulated to all schools
- vi) Budgetary allocations for the inspectorate and field officers have been increased to ensure that utilization of these funds can be closely monitored and evaluated.

The ministerial press statement says that stern measures will be taken against any officer or person who will misappropriate or misuse these funds. All stakeholders should feel free to find out from the school management committees and the head teachers how these funds are being utilised.

According to Daily Nation Newspaper (May 26, 2003) teams of inspectors and auditors have been deployed to keep an eye on the expenditure of funds under the free school programme. The teams have instructions to inspect how schools have used the Ksh.3 billions sent to 17,000 primary schools last month. They will among other things verify that the number of pupils in schools tallies with the figures given by the head teachers to the ministry of education. They will also check that the amount of money given to schools tallies with the pupils' population. The auditors in the teams will probe school books of accounts and verify the tendering and procurement procedures. The inspection teams will ascertain if materials bought including books and other stationery were actually received. This could involve talking to pupils and parents. The aim is to guard against "ghost purchases." In addition, the inspectors will be checking teachers lesson plan and schemes of work to establish how the syllabuses are covered. The inspectors will also find out if the increase of pupil numbers have affected the quality of learning as well as determine shortage of teachers and other educational resources.

The inspectors will also want to find out if school communities and parents are involved in deciding how the money is being used. The inspection teams are also monitoring how HIV/AIDS is affecting education in terms of teacher mortality, increased orphans and reducing communities' ability to support learning programmes. The money given to primary schools should be monitored to ensure it is spent on the intended vote heads. Unscrupulous head teachers and committee members as well as unethical auditors should be checked. According to Daily Nation (May 26, '03) Heads of schools, School Committee chairmen and auditors must be monitored to ensure they do not collude to eat the money. The other challenge is for the head teachers to develop those schools without facilities now that they are getting money from the government. Schools with income generating projects should also give an account of how they spend the money. Moreover school managers must appreciate that institutions need to make profit. Due to misappropriation of the school funds, it was reported in the East African Standard newspaper of October 7th, 2003, that 10 head-teachers have been dismissed in Nyando, Siaya, Kisumu Districts and Kisumu municipality.

CHAPTER THREE

METHODOLOGY

3.0. Research Design

This chapter gives a brief overview of the methods the researcher used in collecting the raw data from the targeted groups. It will also give the kind of tools the researcher used in collecting the raw data, her constraints during the research and reasons for using the said tools.

3.1. Sampling procedure

The researcher used random sampling. This is because headteachers and teachers of both private and public schools had an equal chance of being selected. This procedure does not discriminate any particular group.

3.2. Population Target.

The total number of schools in the area was eighty six. The researcher used only fifty nine of them and targeted headteachers and regular teachers from the schools.

3.2.1 Sample of the study: pupil population in the schools before and after the introduction of free primary education.

The sample of the study was conducted in 59 public schools in five zones of Nakuru Municipality. Three of them are special schools and one is integrated.

October 2002, before free primary education.

3.3. Instruments of Data collection

In the collection of raw data the researcher chose to use questionnaires. A total of 179 questionnaires were distributed to the classroom teachers in five zones and head teachers. Each head teacher got one questionnaire and each school got three questionnaires. The researcher distributed to 59 public primary schools.

In carrying out her study the researcher used questionnaires to conduct the research. She saw it cheaper in terms of labour and economical in terms of travelling, posting or mailing and time saving for her in comparison to other methods or instruments.

In answering the questionnaires the respondents were given time to filling in the responses on their own. There is no way the author would influence them while filling in their responses.

The researcher visited all the schools in question where she was received and introduced to the teaching staff by the head teacher in charge. The researcher had an opportunity of introducing the (questionnaires) to the teachers. She left them behind and would collect them after two days. That was enough time for them to fill in their responses.

3.4. Procedure

The respondents were to complete the questionnaires by either ticking “Yes or No” or giving a simple description.

The researcher personally distributed the questionnaires to the respondents. The researcher did not get back all the questionnaires because some teachers had not completed filling in. Others were absent.

The researcher went back to collect them later. The schools where the researcher could not reach got their questionnaires through the M.O.E office

3.5 Data Analysis

The researcher found it expensive travelling from one school to the other. Getting permission from the head teacher to present the questionnaires was a problem due to shortage of teachers and much work in the school at the time. The teachers were very busy still receiving new pupils. The researcher had to wait for quite long to be attended to. The researcher found out that most teachers did not know some of the specific learning difficulties that the pupils have. She had to explain in details to the teachers so that they would respond appropriately. For the school where the researcher could not reach, the questionnaires were given through the municipal education office mail boxes with an introduction letter from the municipal education office to the concerned head teachers.

3.6. Analysis and tabulation of Data collected from Class Teachers.

In this chapter, the researcher has analysed questionnaires from the respondents which contained twenty one items. The chapter contains two types of questionnaires one from classroom teachers and the other from the head teachers from all 59 public schools in Nakuru municipality. The analysis is presented in the tables below.

CHAPTER FOUR

RESEARCH FINDINGS

4.1. Overview

The introduction of Free Primary Education is a welcome decision. The increase in school enrolment at the beginning of the year is a living testimony of the need for free learning for both the normal and children with specific education needs. For a long time, many children with special education needs and other forms of disabilities didn't go to school mainly due to financial problems, the stigma associated with disability, poverty and lack of awareness.

The disabled thus remain ignorant and without skills. For their livelihood, they therefore remain, financially and socially dependent on their families. The influx of handicapped beggars into urban centres is partly due to this.

Answers to research questions and literature review

Kenyans must be indeed grateful for the introduction of free learning in our primary schools as from the beginning of this year, 2003. Although it has a cost attachment, it is worthwhile that a government like ours can make it possible for its citizens to access education and literacy. Illiteracy is an enemy of development. It was declared an enemy to be fought at independence using all means possible and so introducing free primary education is a laudable step forward it is also clear that the government needs support not only from its citizens to make the free learning a success, but other development partners like the world bank and I.M.F. to provide the much needed financial aid to meet the costs involved.

In order to ensure quality and successful implementation of the programme, the government will need to strengthen the inspectorate and administration departments of the ministry of education. A manageable curriculum and syllabus is also needed. The training of well trained teachers especially in the field of special needs education is required. From our research it became apparent that most teachers are not well prepared to work with such children. Secondly, guidance and counselling is a necessary component not only for helping children with behaviour disorders but also as a technique for school discipline.

Children with disabilities require teaching and learning materials not available in regular schools. Developing or supporting existing schools including those that offer vocational training will help them to give efficient learning opportunities for handicapped children. For these reasons the government should allocate much more resources to these schools.

There is also a need to promote inclusive education. This is a policy where the less severe disability cases receive instruction within the regular school setting. Such a setting will help to create more space for severely disabled children in special schools. Most of such children remain at home and the parents need to be advised to take advantage of the free primary education and enrol their children. It is the researcher's hope that since the government has received a great deal of support and goodwill from donors towards this free primary education initiative appreciation should be shown by everybody by maintaining this goodwill by ensuring that the funds given are utilized in a most transparent and accountable manner and for the sole benefit of the Kenyan child. The researcher hopes that as more funds come in, they will be channelled towards learners with special educational needs and that the free primary education will equip the learners with the right knowledge and skills to grow intellectually, morally and spiritually.

From the research it is clear there are a number of problems in implementing the Free Primary Education programme. The teaching and learning resources are few if any. There is a problem of teacher ratio to pupils as well as those trained in special education needs in Nakuru municipality. School committees have still to be inducted enough on how to manage the funds from the government. This is evident from the statistics provided for elsewhere in the report.

Item: I. I have -----children with Specific Learning Needs in my class.
Some ---- Many ---- No-----

Table I: Responses for item I.

Responses	Frequency	Percentage.
Some	100	86.21
Many	9	7.76
No	7	6.03
Total	116	100

Source: Primary Data

According to the result shown on the above table 93.97% of learners in the class have specific learning needs.

Item: II. I -----give individual attention and extra time to Learners with Specific Learning Difficulties in my class. Sometimes ----- don't----- do -----

Table II: Responses for item II.

Responses	Frequency	Percentage.
Sometimes	11	9.48
Don't	100	86.21
Do	5	4.31
Total	116	100

Source: Primary Data

According to the responses displayed in table II above, the results shows that 86.21% of the teachers do not give individual attention to the learners with specific learning difficulties. This indicates that many learners with specific learning difficulties are not properly attended to while a small percentage of 4.31% are attended to. It was found out that those learners who get attention are in small classes that are not congested. Those who are not given individual attention are in large congested classes.

Item III

I have difficulties teaching Learners with Specific Learning Difficulties.

Yes ----- No -----

Table III: Responses for item III.

Response	Frequency	Percentage
Yes	99	85.34
No	17	14.66
Total	116	100

Source: Primary Data

According to the results shown on the above table the majority of the teachers have difficulties teaching learners with specific learning difficulties. 85.34% agreed that they have difficulties 14.66% do not have difficulties.

Item IV. The introduction of Free Primary Education affected my class arrangements.

Yes ---- No ----

Table IV: Responses for item IV.

Response	Frequency	Percentage
Yes	113	97.41
No	3	2.59
Total	116	100

Source: Primary Data

According to the results shown on the above table 97.41% of teachers' class arrangements were affected by introduction of free primary education. Only 2.59% classes were not affected.

Item V. Free Primary Education affected class performance. Yes ----- No. -----

Table V: Responses for item V.

Response	Frequency	Percentage
Yes	100	86.21
No	16	13.79
Total	116	100

Source: Primary Data

According to the results shown on the above table the majority of class performance was affected by the introduction of free primary education. 86.21% classes were affected. Only 13.79% were not affected.

Item VI. The introduction of Free Primary Education affected my class discipline.

Yes --- No -----

Table VI: Responses for item VI.

Response	Frequency	Percentage
Yes	102	87.93
No	14	12.06
Total	116	100

Source: Primary Data

According to the results shown on the above table 87.93% of classes had discipline problems by introduction of free education. This shows the majority of the classes were affected. Only 12.06% was not affected. Teachers need to inducted on how to deal with discipline cases including guidance and counselling.

Item VII. The introduction of Free Primary Education affected my class enrolment.

Yes ---- No -----

Table VII: Responses for item VII.

Response	Frequency	Percentage
Yes	116	100
No	Nil	Nil
Total	116	100

Source: Primary Data

According to the results shown on the above table it indicates clearly that all the respondent classes enrolment was affected by free primary education, since there was 100% positive responses and 0% negative response. It implies that more teaching and learning resources will be required.

Item VIII. Indicate by number how many children you have in class for each category of learning difficulties.

Table VIII: Responses for item VIII.

Response	Frequency	Percentage
Gifted and talented	35	30.17
Behaviour disorders	54	46.55
Communication disorders	27	23.28
Total	116	100.00

According to the results shown on the above table 30.17 learners are gifted and talented and 46.55 have behaviour disorders. While 23.28% have communication disorders. This shows that we have different categories of children who have specific learning difficulties. There is need therefore for training teachers in guidance and counselling skills to deal with the issue.

Item IX. My class has enough learning materials for the learners with specific learning needs.

Yes-----No -----

Table IX: Responses for item IX.

Response	Frequency	Percentage
Yes	19	16.38
No	97	83.62
Total	116	100

Source: Primary Data

According to the results shown in the table above, the majority of the classes do not have enough learning materials for learners with specific needs since 83.62% responded negatively and 16.37% responded positively. The implication here is that learning is then not effective. Using the funds that the government will give, teachers may be able to buy the resources.

Item X. I have children in my class who come from very difficult circumstances (environment)

Table X: Responses for item X.

Responses	Frequency	Percentage
Yes	92	79.31
No	24	20.69
Total	116	100

Source: Primary Data

According to the results shown in the table above the majority of the respondents have learners who came from difficult circumstances since 79.31%, responded positively while 20.69% responded negatively. Regular contacts with the parents guardians and the teachers will be required in order help these pupils feel at home in the school surroundings.

Item XI. As the class teacher, I have the necessary special skills to handle these children. Yes ---- No -----

Table XI: Responses for item XI.

Responses	Frequency	Percentage
Yes	20	17.24
No	96	82.76
Total	116	100

Source: Primary Data

According to the results shown on the above table, majority of class teachers do not have the skills to handle learners with specific learning difficulties 82.76% responded negatively while 17.24% responded positively. It means that the government will have to find ways of equipping these teachers with the necessary skills in order to improve their teaching skills.

3.7. Analysis and tabulation of data gathered from head teachers in Nakuru Municipality.

Item I. After the introduction of free Primary education by the government this year the enrolment figures in the school: The same as last year---- Increased ----- are on average -----

Table XII: Responses to Item I.

Responses	Frequency	Percentage.
Increased	50	96.15
Average	2	3.85
Are the same as last year	0	0
Total	52	100

Source: Primary Data

According to the results shown in the table above, majority of schools enrolled more pupils since 96.15% responded positively while 3.85% registered average enrolment. It indicates that more pupils of school age could access school education.

Item II. It is possible to say the following about the ratio of pupils to teachers in my school.

Manageable ----- Fairly manageable ----- Unmanageable -----

Table XIII: Responses to Item II.

Responses	Frequency	Percentage.
Manageable	4	7.7
Fairly manageable	2	3.8
Unmanageable	46	88.5
Total	52	100

Source: Primary Data

According to the results shown on the above table it indicates clearly that the ratio of pupils to teachers is not manageable. Since 7.7% responded positively and 92.3% responded negatively. The figures are telling. The government has to employ more teachers to meet the educational needs of the pupil population in the schools.

Item III. The teaching and learning resources in the school can be said to be enough to cater for the children enrolled.

Table XIV: Responses to Item III.

Responses	Frequency	Percentage
Yes	6	11.54
No	46	88.46
Total	52	100

Source: Primary Data

According to the results shown in the above table the teaching and learning resources are not enough to cater for the number enrolled since 11.54% responded positively while 88.46% responded negatively. It is very clear that there is an urgent need to improve on this area. More money will have to be spent on acquiring the resources if learning has to be effective.

Item IV. The toilets in your school are enough for the current population so far. Yes ----- No - ----

Table XV: Responses to Item IV.

Responses	Frequency	Percentage
Yes	8	15.38
No	44	84.62
Total	52	100

Source: Primary Data

According to the results shown on the above table majority of schools do not have enough toilets to cater for the number so far enrolled. Since the responses were 15.38% positively and 84.62% negatively. Hygiene is a necessary component if we have to improve on the environment and health standards of the schools.

Item V. There are children with specific learning needs in my school. Yes ----- No. -----

Table XVI: Responses to Item V.

Responses	Frequency	Percentage
Yes	49	94.23
No	3	5.77
Total	52	100

Source: Primary Data

According to the above table majority of schools have learners with specific learning difficulties, since 94.23% responded positively while only 5.77% responded negatively. Each school needs teachers with special education skills.

Item VI. I have a teacher(s) trained in special educational needs in my school.

Table XVII: Responses to Item VI.

Responses	Frequency	Percentage
Yes	6	11.54%
No	46	88.46%
Total	52	100

Source: Primary Data

According to the results shown on the above table, majority of schools don't have a special educational trained teachers since 11.54% responded positively while 88.46% responded negatively. It an area of need where the government can help equip the teachers with the skills either through distance learning or the other way.

Item VII I have some special equipments and learning resources for learners with specific learning needs. Yes---- No -----

Table XVIII: Responses to Item VII.

Responses	Frequency	Percentage
Yes	0	0
No	52	100
Total	52	100

Source: Primary Data

According to the results shown in the above table. It shows that schools don't have special equipments for learners with specific educational needs. It was 100% negative and 0% positive. The municipal education office and the field officers will help the heads to purchase the right equipments. With time and care, they will be available for use by the learners. Teachers will also be encouraged to be creative for the time being.

Responses	Frequency	Percentage.
True	46	88.5
False	2	3.8
Not sure	4	7.7
Total	52	100

Source: Primary Data

Item VIII. The large enrolment figures due to free primary education is going to lower the academic performance in my school.

Table XIX: Responses to Item VIII.

According to the results shown in the above table schools performance is going to be affected by free primary education since 88.5% responded positively 7.7% responded as not sure. It is an indicator that a lot is to be done by the teachers in schools, the inspectorate and parents so as to control the situation and improve performance within the acceptable time frame.

Item IX. In my view corporal punishment is necessary as a way of keeping discipline in the school.

Table XX: Responses to Item IX.

Responses	Frequency	Percentage.
Yes	44	84.61
No	6	11.54
Sometimes	2	3.85
Total	52	100

Source: Primary Data

According to the above table majority of head teachers support corporal punishment in schools since 84.61% responded positively while 11.54% responded negatively. Only 3.85% were not sure. The ministry has given a directive on this issue but from the look of the responses, it seems there is need to re-negotiate on it as a way of discipline. The researchers' opinion is reserved.

Item X. The money so far received in my school is enough to cater for the critical areas that would contribute to giving quality education. Yes ---- we need more ---- it below average.----

X. Table XXI: Responses to Item

Responses	Frequency	Percentage.
Yes	0	0
We need more	50	96.15
Below average	2	3.85
Total	52	100

Source: Primary Data

According to the above table the money received so far in schools is not enough to cater for critical areas. Since 0% responded positively and 96.15% responded negatively. It is clear that it will take time to be able to have enough funds for the free learning programme.

CHAPTER FIVE

RECOMMENDATIONS

5.1. Discussion

One of the millennium goals of development is that the citizens of our nations are able to access education, which is affordable or free. This education should be for everyone, every citizen. That is why in this paper we have tried to look into all kind of people that exist in one given country: the normal, those with special education needs and the role everyone can play in making it a reality.

We have also tried to look at the idea if Free Primary Education is the gate to this universal access to education. The conclusion is a resounding yes.

5.2. Conclusion

The decision by the government to offer Free Primary Education is a welcome move. Many Kenyans are happy with this decision. The influx of children to the primary school at the beginning of 2003, was a clear indicator that the government was responding to a felt need of many Kenyans, especially the poor, and disabled members of the society.

For the first time after many failed attempts, children with special education needs, those suffering from social stigmatization of some kind could access Free Primary Education with joy and gratitude.

Free Primary Education made the government realize the need for proper planning in providing not only the basic needs for learning but also for the need to train its human resource in order to give quality education.

5.3. Recommendations

1. The government should employ more teachers to ensure quality of education is not compromised.
2. Primary education should not only be free but also made compulsory for all.
3. The government to revive the defunct Kenya School Equipment Scheme to procure and distribute learning and teaching materials.

4. The government should introduce a system whereby schools are given vouchers to buy books and other teaching and learning materials at designated reputable retail outlets.
5. The ministry must come up with a clear system for disbursing funds, monitoring their spending and disciplining those who mess up.
6. The school auditors and inspectors should be equipped with the resources to monitor the funds, speedy reorientation and skills upgrading is necessary.
7. The government to plan capacity building programmes for head teachers and school committees, school managers and others to make sure that money once disbursed is spent well.
8. The government should review methods used in delivering education and distribution of textbooks and school equipments in order to increase efficiency and reduce cost.
9. The government the government should introduce special classes for over-age children should consider extending free schooling to pre-primary education
10. There should be a taxation review to exempt donations and contributions towards free primary education. Lowering of value added tax on all education materials and establishment of an education levy.
11. The government should start planning how the demand for secondary school places will be managed since the enrolment is likely to shoot.
12. The teachers should be orientated to have positive attitude and change their view about work and life. The remuneration and working environment need to be improved. Parents and society need to appreciate the noble tasks the teachers do in bringing up children. The teachers should be accorded the respect and dignity they deserve to carry out their duties well.
13. Teachers should carry themselves reasonably and respectably and act as role models in society. The few elements in the profession who engage in unbecoming behaviours like befriending school girls should be dismissed.
14. Teachers should be caring, democratic, sensitive and patient. They should communicate well with children and parents.
15. Forced repetition should be eliminated. It is therefore important that when a child is not performing well the best approach is to establish the reason and tackle it. Rushing to repeating is like treating symptoms instead of the disease. Learners with specific learning difficulties should be encouraged to continue.
16. The government should address the issues of school quality to ensure children are inspired to stay. If quality is not maintained many pupils would start dropping out of school.

28. The government should change its education system from being academic oriented education as the only good education and placing academic certificates as a qualification yardstick to success to include talent oriented education where by children even from a very early age are encouraged to excel in their talents and interests. The issue of the mean-score should be done away with.
29. The government should offer seminars and refresher courses for teachers to accept learners with special educational needs and equip them with skills to use.
30. Teachers should change their attitude to learners with special education needs and being academic oriented and looks at a child as a total being who is capable of at least some amount of good work.
31. Teachers should know the needs of their pupils. They should become closely acquainted with pupils, their homes community conditions and problems. This will make them understand the pupils better. They give them more time to complete their work.
32. The teachers should see each child as unique among peers. They should help each child to develop their unique abilities and interest and that they have access to regular schools.
33. The school community should ensure that the learning environment is conducive by;
Making the school accessible to learners with special education needs.
Developing positive attitudes towards learners with special needs.
Enabling the children with special needs in education effectively use the facilities in the Schools.
34. The government should buy some of the private schools and make them public to increase the number of schools.
35. The government should eradicate poverty so that all children can enrol in schools, because the rural poor are increasingly faced with hunger, this means that even where children are now able to go to school, they still have to engage in hard labour to boost family incomes.
36. Non-formal education centres should be registered and supported by the government. The government should invest in informal education as an alternative to public schools where to enrol the excess children so as to reduce congestion in public schools. This is necessary especially with those located near slums. Greater emphasis should be on informal sector that will see the emergence of more quality schools and education.
37. Due to the large classes teachers should be sensitized with alternative teaching modes like multi-grade and double-shift.
38. All schools should open a bank account since the banks are not charging them any money so that schools can receive the government funds.

39. The civil society should ensure that the planning process responds to the interest and needs of children, parents, communities and all interest groups.
40. While abolishing levies is crucial to enable poor children to stay in schools, it is also essentials for the government to work hard to provide educational resources and leaderships.
41. Access, retention, completion transition and quality improvements should become top priorities in aid allocation. More funds be given to learners with special education needs since the facilities they require are expensive.
42. The government should guard against proliferation of many donor projects; some duplicating one another. These together with un-coordinated budgetary can support play a significant part in our education systems failure..
43. Donors must move from the selected project syndrome to a broad-based budget support and a common basket strategy. They should insist that a good education system that improves access and quality following the Dakar agreement. This should be co-ordinated by the ministry of education.
44. The structural adjustment programmes of the 80s and 90s which caused a decline in school enrolment, low-quality of education and high cost of medical care should not be repeated.
45. The government should eliminate child labour, which is likely to rise over school holiday, by creating more jobs for parents.
46. The government should establish a special education trust fund to give grants to support education for learners with special needs. Schools with income-generating projects should also account on how they spend the money.
47. KIE should 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 those with specific learning difficulties.
48. Unscrupulous head teachers and committee members and unethical auditors should be checked. Heads, School chairmen and auditors must be monitored to ensure they do not collude to eat the money.
49. Some areas of Nakuru municipality are pockets of poverty. Parents are unable to provide even basic needs of children. The government should provide feeding programmes for them to reduce the drop out rate. The teachers in those regions should also be considered on the same. These hardship areas are Rhoda and Barut regions.
50. The allocation of funds to schools should be proportional to the needs of the environment (Rural versus Urban). Urban schools have more needs i.e. electricity bills, telephone bills, water bills, transport bills support staff etc. Therefore urban schools need more allocation.

51. All schools should be in possession of title deeds to their land as one of the resources so as to guard against land grabbers who are now targeting schools land. Land allocated to private developers should be repossessed.

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APPENDICES

Appendix A: Instruments Used

Appendix B: Ethical Documents

Appendix C: Raw Data

- Questionnaires, tabulation tables.
- U.N.E.S.C.O. materials on Special Education Needs;
- U.N. materials on standard rules and rights of the child
- Ministry of Education published reports and circulars
- Authoritative writers on the subject under review
- Information as collected using questionnaires and as reported within the research paper itself.

Appendix A-1. QUESTIONNAIRE FOR THE HEADTEACHERS.

Please answer the following questions by ticking the alternative choice that fits you well or by giving a simple description.

1. After the introduction of Free Primary Education by the government this year, the enrolment figures in the school:

☐ ☐ ☐
 Same as last year Increased are on average

Girls

Boys

If yes, by how many ----- ☐ ☐

If no, by how many ----- ☐ ☐

2. It is possible to say the following about the ratio of pupils to teachers in my school.

☐ ☐ ☐
 fairly manageable manageable unmanageable

If yes give reason -----

If no give reason the -----

3. The teaching and learning resources in my school can be said to be enough to cater for the children enrolled

Yes ☐ No ☐

4. Are the toilets in your school enough for the population so far enrolled in your school.?

Yes ☐ No ☐

5. There are children with specific learning difficulties in my school.

If yes how many? -----

6. I have a teacher (s) trained in Special Education Needs in my school.

Yes ☐ No ☐

If yes what help does the teacher offer the learners with Special Educational Needs? -----

If no how do you assist learners with Special Education Needs?-----

7. I have some equipment and learning resources for learners with Specific Learning Needs in my school.

Yes ☐ No ☐

8. The large enrolment figures due to free primary education is going to affect academic performance in my school.

True ☐ False ☐ Not sure ☐

Give reasons for your answer -----

9. In my view corporal punishment is necessary as a way of keeping discipline in the school.

Sometimes

Yes ☐ No ☐ Not sure ☐

Give reasons for your answer -----

10. The money so far received in my school is enough to cater for critical areas that would contribute to giving quality education.
average

Yes ☐ We need more ☐ Below ☐

Give reasons for your answer -----

APPENDIX, A-2

QUESTIONNAIRE FOR CLASS TEACHERS

Please answer the following questions by either ticking the correct alternative that fits you well or by giving a simple description.

1. I have ----- children with Specific Learning Needs in my class. ☐ ☐ ☐
Some Few none

2. I -----give individual attention and extra time to learners with Specific Learning Difficulties in my class.

Sometimes Always Never
☐ ☐ ☐

Give reasons for your answer -----

3. I have difficulties teaching learners with Specific Learning Need Yes ☐ No ☐

If yes give reasons -----

If no give reason -----

4. The introduction of Free Primary Education affected my class Yes ☐ No ☐
Arrangement

If yes give reasons -----

If no give reasons. -----

5. Performance Yes ☐ No ☐

If yes how? -----

6. Discipline Yes ☐ No ☐

If yes how -----

7. Enrolment Yes ☐ No ☐

If yes by how many -----

8. Indicate by number how many children you have in class for each category of learning difficulties below.

No	
i) Gifted and Talented	<input type="text"/>
ii) Slow Learners	<input type="text"/>
iii) Behavioural Disorders	<input type="text"/>
iv) Communication Disorders.	<input type="text"/>

9. As a class teacher, I have the necessary special skills to handle these children.

Yes No

10. My class has enough learning materials for learners with specific learning needs.

Yes No

If yes, which ones? -----

If no, give reasons. -----

11. I have children in my class who come from very difficult circumstances (environment).

Yes No

12. Which difficult circumstances? Tick below and give the frequency for each sex.

	Girls	Boys
Brutalised	<input type="text"/>	<input type="text"/>
Maladjusted	<input type="text"/>	<input type="text"/>
Older than peer	<input type="text"/>	<input type="text"/>
Orphans	<input type="text"/>	<input type="text"/>
From street families	<input type="text"/>	<input type="text"/>
Displaced by floods/drought	<input type="text"/>	<input type="text"/>
Juveniles	<input type="text"/>	<input type="text"/>
From deprived rich families	<input type="text"/>	<input type="text"/>
Infected by HIV/AIDS	<input type="text"/>	<input type="text"/>

Abused or neglected

☐☐

Traumatised

☐☐

Heading families

☐☐