

**BARRIERS THAT HINDER INCLUSIVE EDUCATION OF MENTALLY  
CHALLENGED CHILDREN IN KIRIE ZONE, SIAKAGO DIVISION  
MBEERE NORTH DISTRICT  
KENYA.**

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## DECLARATION

I *KINGOO ESTHER MUTINDI* declare that this is my original work and has never been presented for any award

Signature 

Date 2<sup>nd</sup> May 2013.

## APPROVAL

This research report has been submitted for examination with my approval as a candidate university supervisor.

Signature 

LAAKI SAMSON

Date 3/5/13

## **DEDICATION**

I dedicate this work to my parents, dear husband Mr. Julius E. Kingoo, and children Miriam, Purity, Caroline, Grace and Edwin. I thank them for imparting in the virtue of discipline and hard work.

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## **ABSTRACT**

The purpose of this study was to determine the barriers that hinder inclusive education of mentally challenged children in the selected schools of Kirie Zone, Siakago Division, Mbeere North District, Kenya.

The specific objectives of the study were to investigate some of the challenges of pupils with mental disability.

The methods used for data collection were interview guides to gather information on the challenges of pupils with mental disability.

The findings indicated that there were some problems faced by pupils of mental handicap.

The study recommended that, free primary education funds should be utilized to benefit Children with mental challenges 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.

## **CHAPTER ONE**

### **1.1. Introduction**

Education of the mentally challenged 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, mentally challenged education being one of them. History of Mentally challenged in Kenya dates back to the founding of Kenya Society for Mentally challenged (KSMC) in 1958 and the subsequent establishment of the first two schools for the Mentally Challenged.

The number of students in the schools for the mentally challenged 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 Mental 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 Mentally challenged.

Persons with disabilities 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 disabilities 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.<sup>3</sup> 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 were to be the priority beneficiaries of this programme. As a result of this, the enrolment of children increased to 150%. However, there was no proportionate increase in the enrolment of children with disabilities especially the ones with mental challenges.

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 Braille machines and bearing aids are not available. The teachers are not able to attend to the unique learning needs of children with disabilities. 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 mentally challenged.

## **1.3. Objectives**

The general objective of this study was to determine the barriers that hinder inclusive education of mentally challenged children in the selected schools of Kirie Zone, Siakago Division, Mbeere North District, Kenya.

The specific objectives were to;

- (a) Assess the relevance of primary education currently offered to children with mental challenges.
- (b) Explore the disability specific challenges of children with mental problems.
- (c) Investigate the constraints to the provision of educational service for children with mental disabilities.

The study was conducted in the selected schools of Kirie Zone, Siakago Division, Mbeere North District, Kenya.

The study will be 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 disabilities 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 mental challenges.

## **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 facilitates 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 mentally challenged 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 Oketch (1995), the centralized curriculum approach to Kenya's education system is main streamed 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 mental challenges 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 mental challenge 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 mentally challenged 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 mental challenges participate in name calling and bullying. At extreme cases, the peers beat the children with mental challenges. 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 mental impairments, hearing impairments, visual impairment and mental illness 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 Braille equipment, textbooks, sports equipment, and other 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 mental disability. (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 movement 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 mentally challenged. (Penny M. 2000) Crawling was a big problem for those with movement especially when it is raining or I school that had rough terrain.

With inclusive education, some of the children with mental disability 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 mental disabilities have a health problem and this affects their accessibility to school since most schools do not have enough health facilities. (Russell-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 mental disability.

### **2.3.1 Mode of Assessment**

The mode of assessment is not popular with children with mental disability especially those in the upper primary section the mode of assessment should suit the special needs of the children with mental disability 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 mentally impaired (BartonT. 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. Environment,**

This study was conducted in the selected schools of Kirie Zone, Siakago Division, Mbeere North District, Kenya.

#### **3.3. Respondents**

The respondents include mentally disabled 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 was 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 mental challenges**

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 mental challenges face unfavorable conditions yet; they are expected to compete favorably with others. The following were the areas of concern to Children with mental challenges.

##### **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 mental challenges especially these 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 mental challenges especially during final examinations like the Kenya Certification of Primary Education (K.C.Y.E). The respondents believed that Children with mental challenges 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**

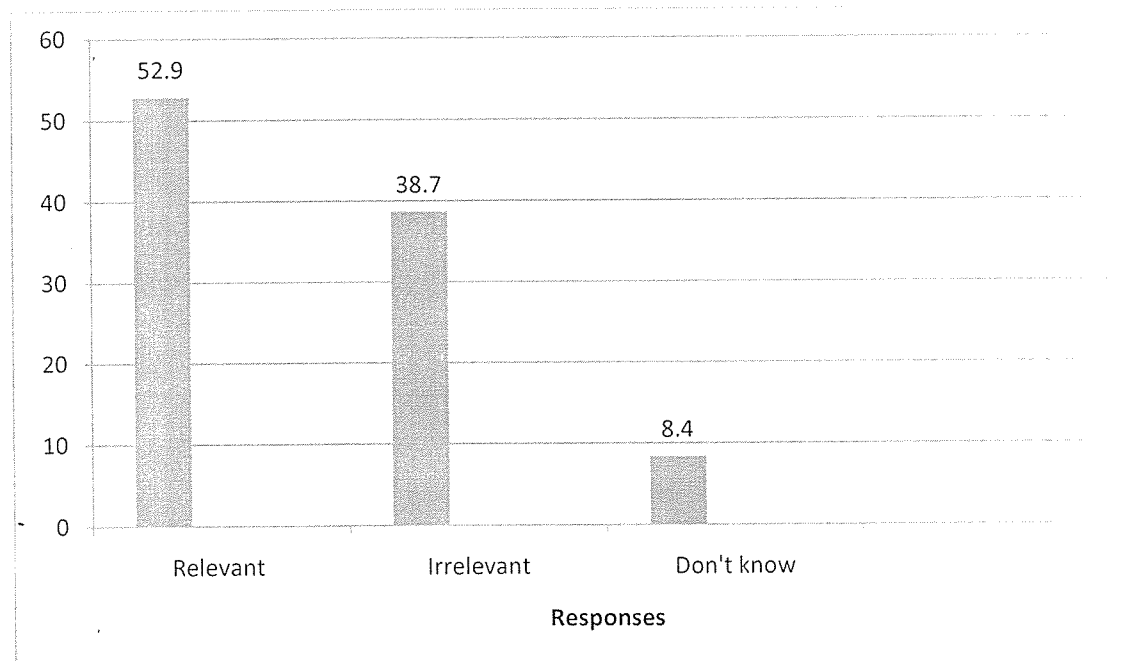
The content of instruction in the primary school curriculum includes subjects like English, Kiswahili, Math and others. Response from Children with mental challenges indicated that content was well suited although some subjects seemed abstract especially to children with certain disabilities like the visually 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 children with mental challenges:

*(I have never seen or touched a skeleton yet, I am required to explain what a skeleton is in- the examination ... "(Menially challenged 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 mental challenges 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 mental challenges would share some classes with their non-disabled peers. However, according to the special needs teachers and Children with mental challenges, 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 mental challenges



Graph 4.2 above illustrates that 52.9 of respondents were of the view that the education was relevant to Children with mental challenges 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 mental challenges 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 mental challenges, whom they believed could not effectively employ these skills after their primary school.

#### **4.2 Factors Hindering Access to Education by Children with mental challenges**

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

##### **4.2.1 Non-Supportive Attitudes**

The villages studied found in Kirie Zone had both positive and negative attitudes towards people with mental challenges. The negative perceptions

included: viewing Children with mental challenges 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.

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 encouraging the continuation of the stigmatization.

Many children with mental challenges 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**

<b>Response</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Given attention	40	10.8
A lot cared for	35	9.4
Mentally challenged learners are normal	44	11.9
Sympathy	110	29.8
Needy	72	19.4
Mentally challenged learners are a burden	69	18.7
<b>Total responses</b>	<b>370</b>	<b>100%</b>

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 mental challenges 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 In conclusive 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 motor impairments, hearing impairments, visual impairment and mental illness 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 4.2.

**Table 4.2: Gender specific challenges**

<b>Gender specific challenges</b>	<b>Male</b>	<b>%</b>	<b>Female</b>	<b>%</b>
Overproduction	7	11.1	9	15.7
Overworking	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
<b>Total</b>	<b>63</b>	<b>100%</b>	<b>57</b>	<b>100%</b>

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 mental challenges is the negative societal attitude (15.8%)

closely followed by inferiority complex (14.5%) for a girl child with Children with mental challenges, the major challenge is child sexual abuse (21 %) closely followed by biological problems and over protection (15.7%).

## **CHAPTER FIVE**

### **SUMMAIY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The study set out to examine the levels of accessibility and relevance of education to children with disability in Kirie Zone, Siakago Division, Mbeere North District, 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 mental challenges in Kirie Zone, Kenya today. They are summarized below;

##### **5.2.1 Summary of findings on the specific challenges of Children with mental challenges**

The findings indicate that there are a number of challenges that hinder Children with mental challenges 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, lack of scholastic materials and the negative attitudes towards Children with mental challenges.

It was also revealed that though all Children with mental challenges 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 mental challenges faced different challenges while accessing education due to the gender relations that exist in our societies today. A number of girl children with mental challenges 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 mental challenges to special needs teachers do still not understand inclusive education.

### **5.3. Conclusions**

Basing on the case study of Kirie, Siakago Division, Mbeere North District, Kenya, it can be seen that accessibility and relevance of education by children with mental challenges 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 Kirie, Siakago Division, Mbeere North District, Kenya are still low. Such economic factors imply that the needs of children with mental challenges 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 mental challenges 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 mental challenges from accessing primary education through

isolation and stigmatization. Accessibility levels of Children with mental challenges to education also vary according to gender. Intra-household relations come to play in whether or not Children with mental challenges educational needs will be prioritized.

Politically, the policies, laws and programmes that can be used to enforce Children with mental challenges 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 mental challenges. This lack of knowledge about eh policy areas make it hard for Children with mental challenges, families and communities to demand for educational services to be provided.

Environmentally, the long distance to the education services points hamper Children with mental challenges from getting to school. Transport problems are faced due to the exorbitant cost of hiring bicycles or motorcycles to transport the Children with mental challenges 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 disabilities is still very minimal. The findings herewith are important to all stakeholders.

#### **5. 4. 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 program for children with Children with mental challenges. This is because; the findings of the study indicate that Children with mental challenges 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 mental challenges 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 mental challenges 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 mental challenges, 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 prioritize post-primary education of Children with mental challenges. Due to the limited options that Children with mental challenges hence, they often stop at primary level. Prioritization could be through the provision of bursaries for the Children with mental challenges who make it to post-primary institutions like the community polytechnics, vocational institutions and secondary schools.

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## **APPENDICES**

### **APPENDIX I: FOCUS GROUP DISCUSSION GUIDE FOR THE COMMUNITY (FAMILY MEMBERS AND OTHERS)**

- 1) Do you consider Children with mental challenges as normal people?
- 2) Do you prioritize Children with mental challenges the same way as you prioritize other children in regard to education?
- 3) Are the Children with mental challenges given the necessary care that they deserve?
- 4) Are Children with mental challenges 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 mental challenges?
- 8) How many Children with mental challenges 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 mental challenges'?

## **APPENDIX II: FOCUS GROUP DISCUSSION GUIDE FOR THE CHILDREN WITH MENTAL CHALLENGES**

- 1) How many Children with mental challenges 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 your 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 FOR 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 mental challenges 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 mental challenges?

## BUDGET

Items	Cost (Ug shs)	Costs (K shs)
Stationary:		
Pens and pencils	5,000=	208=
Ream of papers	10,000=	416=
Transport costs	35,000=	1458=
Miscellaneous expenses	100,000=	4166=
Typing and printing charges	150,000=	6250=
<b>Total cost</b>	<b>300,000=</b>	<b>12498=</b>



