

CHALLENGES FACING PROVISION OF INTEGRATED EDUCATION FOR THE DISABLED CHILD IN WEBUYE DIVISION, BUNGOMA EAST DISTRICT KENYA

Julius K. Maiyo, Joan A Owiye

Masinde Muliro University of Science and Technology, Kakamega, Kenya
E-mail: maiyokip2004@yahoo.com; joanowiye@yahoo.com

Abstract

The foundation of present day special education in Kenya dates as far back as 1968 when the government published sessional paper NO. 5 on special education. The paper laid out a public policy framework for children with disabilities such as hearing and visual impairment, mentally and physically handicapped and multiple handicaps (GoK, 2003). Among the key policies was the integration of disabled children into regular formal schools in order to enhance their participation in formal learning. Regrettably however, 40 years down the line, the government is yet to realize reasonable access of elementary education that can help liberate and make the disabled child self-reliance. The sector still faces challenges related to access, equity and quality. The study carried out in Webuye division, Bungoma East District, adopted a descriptive survey design specifically to analyze challenges facing provision of inclusive formal education to the disabled child. The relationship between the variables was explained using Rawlsian theory of justice.

A total of 6 schools out of 104 were purposively sampled. Questionnaires and interview schedules and document analysis were used to collect data from education officers, heads and teachers of sampled schools. Analysis of data was done using statistical tools such as percentages and frequencies. Findings were presented using tables. It was concluded that, as much as the policy on special education is clearly laid out, for it has not been fully implemented. People's attitude towards inclusive education remains wanting, and therefore, only a small fraction (3.4%) of public schools is offering inclusive education. The regular school curriculum is too academic oriented and the teachers are yet to embrace inclusive education. The study recommends that, the MoE adapts inclusive curriculum, examination and grading system. Comprehensive special schools should be established to cater for pre-school, primary school, high school and technical schooling to provide meaningful education to meet their needs.

Key words: education, disability, integrated schooling.

Introduction

Education plays a key role in realizing the vision of literacy for all; it forms the basic foundation on which development stands. It is at the top of global agenda and comes as no surprise as high illiteracy rates continue to undermine social and economic development. Over 100 million children, youth and adults who attend school or other education programmes fall short of the required level to be considered literate in today's complex world (UNESCO, 2005).

The needs and demands of the labor market dictate that one must have good quality schooling and be functionally literate so as to participate effectively in development. Education therefore must provide knowledge, skills, attitudes and values necessary for improving quality of life. Beyond the economic value, education also makes an impact on social, cultural, political and religious values. The educated have better orientation required for efficient functioning in the national and international job market and adjustment to the global culture. To further emphasize the value of education to an individual and the community at large, the United Nations Organization in its Universal Declaration of human rights, declared education as a human right in 1948. This has continued to be re-emphasized in subsequent pronouncements and the 1989 Convention on the rights of the child (CRC) did make it a basic and compulsory right for every child (UNICEF, 1999, Nabiswa, 2002).

Access of formal education for the disabled remains an issue with perception about disability varying from community to community. According to World Bank (2004), people with physical or mental limitations are often disabled not because of a diagnosable condition, but because they are denied access to education, labour markets and public services. The World Bank looks at disability not as a medical condition, but interaction between human functioning and an environment that does not account for different levels of functioning. The children Act (2001) also recognizes the presence of the child with disability whom it defines as one who has physical or mental handicap that necessitates special care, including provision of formal education. The parliamentary Act (2003) on persons with disabilities defines disability as a physical, sensory, mental or other impairment including any visual, hearing, learning or physical incapacity that adversely affects a person's social, economic or environmental participation. Both the children Act (2001) and the persons with disability Act (2003) provided useful legal instruments in formulation of education policies for the disabled child. It is on this basis that formal education for the disabled child was practically implemented in most of the Webuye division schools in early 2000 contrary to the theoretical implementation in early years.

Special education in Kenya dates as far back as the mid 40s when it was first established by religious and charitable organizations. The Salvation Army spearheaded the programme by establishing a vocational center for special needs education in Thika in 1946 to take care of soldiers blinded and impaired in their functioning as a result of Second World War (MoE, 2007). A school for the mentally handicapped and the deaf were later set up in 1948 and 1958 respectively.

Forty years down the line, what started mainly as a unit for the blind had expanded and incorporates other disabilities including both physical and mental. The programme has continued to receive recognition from Education commissions, working parties and policy makers in the country. The 1964, Ominde commission recommendations on need to provide rehabilitation and services to primary learners lead to the establishment of the Department of Vocational Rehabilitation in the ministry of social services in the same year, this saw the setting up of training centers throughout the country. The commission also proposed the need to offer short-term courses for teacher trainees on how to handle children with disabilities.

Four years later in 1968, the government published sessional paper No. 5 on special education. The paper laid out a public policy framework for the disabled children; special education management infrastructure was set up comprising of a special education unit at MOEST headquarters, an inspectorate and special education Curriculum Development unit at the Kenya Institute of Education. The programme caters for children with disabilities such as hearing impairment, visual impairment, mentally handicapped, physically handicapped and multiple handicaps (deaf and blind). Children with less severe handicaps are integrated in regular schools (MOEST, 2003).

The government was not only keen on increasing access but also provide relevant education for the disabled. The Bessay Report (1972) did emphasize the need to make the curriculum more relevant to local needs of the people. In 1976, the Gachathi National Committee was set up to review education objectives and a number of significant recommendations regarding special education for the disabled child were made. Early identification and placement of the disabled, integrating them into regular schools and providing an appropriate curriculum for them were among the key issues recommended by the committee. A department of special education was then set up at Kenya Institute of Education and at the same time, supervisory sections were set up at the Ministry of

education headquarters. Pre-primary classes were established in special schools and more assessment centers created to monitor provision of formal education for the disabled. The formation of Kenya Institute of Special Education (KISE) not only develops an appropriate curricular and materials for the learners but also train teachers to handle children with special needs.

Viewed as having potential to emerge as a dynamic enterprise with repercussions on the general education, the Ministry of Basic Education through a draft policy of 1981 did give more weight to special education. In the same year, the Mackay working party (1981) did recommend establishment of special education programme at Kenyatta University. Both Maseno and Kenyatta University are currently offering degree courses in special needs education (SNE). Kenyatta University has further incorporated the same at master degree level. Management of special education and training of teachers was further to be strengthened through recommendations made by the Kamunge presidential working party on Education and Manpower Development (1988).

The Vienna Declaration and programme of Action (1993) put emphasis on need to pay special attention to the needs of the disabled so as to ensure non-discrimination and equal enjoyment of all human rights and fundamental freedom by the disabled people. The government has therefore made a significant effort to remove barriers that impede effective participation of the disabled in all aspects of the society. Through the Koech Commission of inquiry into the Education system of Kenya (1999), the government has made significant inputs on curricular, examinations, education for the gifted and those with learning disabilities. The commission did observe that, lack of legal instruments had been a barrier in implementing many of the recommendations made earlier. In the report therefore, the commission had a number of draft education bill one of which was special education bill to come up with procedures that would govern the sector.

The development of the Children Act (2001) and Persons with Disability Act (2003) marked a significant development in special education. The two provided legal instruments to use in development of policies and legal framework for education of children with special needs. Section 18(2) of the persons with disability Act gives all persons a right to education in regular institutions. The schools are therefore expected to make reasonable accommodation for children with disabilities with respect to entry requirements, pass marks, curriculum, examinations, use of school facilities and other similar considerations. Section 19 of the same Act charges District Education Boards (DEB) and local authorities with the responsibility of providing both formal and non-formal education to learners with disabilities. To make a positive step towards development of human capital, the government elevated the special needs education (SNE) to a division under the Basic Directorate of Basic Education (DBE) in 2004. This was a move to help increase preparation of those who would otherwise be dependants to be self-reliant.

Currently, the government gives capitation grants to physically challenged children enrolled in special education units attached to regular schools. The schools also receive grants quarterly to pay salaries for board of governors (BoG) workers. Initial support has also been given to each public primary school to eliminate barriers that make the environment unfriendly for the disabled learners (RoK, 2005). Education Assessment and Resource centers (EARC) have also been set up in each district for the purpose of early identification and placement of the disabled into special needs programmes. The government also plans to establish new programmes for gifted and talented learners at the same time include other disabilities that have not yet been captured in the already existing programme (MoE, 2007). The Government's support for the programme has also been evident through training of teachers at Kenya Institute of Special Education (KISE) and in management and supervision of the sector at the Ministry of Education (MoE) headquarters in Nairobi.

The enactment of the Children's Act (2001) and the persons with disabilities Act (2003) further enhanced the programme of formal education for the disabled. To meet the policy framework for the disabled, more units have been opened in several schools in an attempt to integrate the disabled child into normal formal schooling. The two laws are of significance as they can bring about change both in regular and special education a like (Ndurumo, 2006).

Statement of the Problem

Despite the fact that since the late 1960s, the special education programme has been growing, many disabled children in the country are denied reasonable access to elementary education because of lack of arrangement for the disabled. The total enrolled pupil population is very small compared to population of children with disabilities (RoK, 2003). According to the MOEST statistics, the education assessment and resource service (EARS) recently did identify close to 100,000 children with disabilities of which only a small fraction has access to special education programmes. A recent study carried out by Kenya National Commission on Human Rights (KNCHR) revealed that many children with disabilities are still out of school (Onchana, 2007). Physical distance from home to school, inappropriate infrastructure, inadequate facilities, lack of equipment, discriminating policies, social stigma and negative attitude make it difficult to integrate special education in regular programmes (RoK, 2005). Even with the government's effort to increase access of formal education for the disabled, inclusive education is yet to reach a level where the disabled can participate fully in social life. There is need to make the education more accessible and adaptable for those with disabilities. This paper therefore examines the challenges facing inclusive education for the disabled children in the division.

Methodology of the Research

Objectives of the study

The purpose of the study was to determine the challenges facing inclusive education for the disabled in Webuye division. The specific objectives were to:

1. Examine the present educational arrangements available for the disabled child.
2. Determine the challenges facing inclusive education for the disabled child.
3. Investigate teachers' and students' attitude towards integration of pupils with specific disabilities in formal schooling.

Conceptual framework

The study was based on Rawlsian theory of justice. John Rawls (1950) argued that, inputs of good living come not only from personal income, but also from social arrangements such as institutions for public education and civic facilities. According to the theory, different kinds of people will need different arrangements in terms of physical facilities and motivation though they may be working towards the same goal. The theory advocates for meaningful accessibility of opportunities in relationship to the needs of an individual. It is therefore necessary to ensure proper arrangement and sufficient provision of the right facilities that will result into reasonable access of formal education for the disabled. Even with the same ego and perception as the less disadvantaged child, a disabled child requires more resources to achieve the same goal as a non-disabled child. Provision of social facilities must therefore be made more meaningful to create usable opportunities for the disabled child.

Design of the study

Descriptive survey design was used for the purpose of this research. As documented by Mugenda (1999), a descriptive research determines and reports the way things are. This type of research attempts to describe such things as possible behaviors, attitudes, values and characteristics. The data is collected in order to answer questions concerning the current status of the subjects in the study.

Basing on the above-mentioned attributes, the design was adapted to help capture data on the current status, behaviors, attitudes, values and characteristics of inclusive education from the selected sample and generalize the findings to the population from which the sample was selected.

The study population

The target population of the study included division education officers in the special education inspectorate sector, public primary schools, the school administrators and teachers handling the disabled children in Webuye division.

Sample and sampling procedure

The study purposively targeted regular schools offering inclusive education. The division has five schools offering inclusive education and all of them were included in the study. The division also has one special school mainly for the deaf; it was also purposively used in the study. The respondents of the study purposively consisted of 3 special education officers in the inspectorate, 5 school administrators of the sampled schools and 7 special education teachers in Webuye division.

Results of Research

The study findings, interpretation and discussions have been presented in the following order:

- Common types of disabilities that cut across the division.
- Enrolment as per type of disability
- Enrolment and status of the schools
- Enrolment as per gender
- Teachers' level of education/ qualification
- Accessibility of formal education for the disabled
- Common challenges in handling students with disabilities.

Common types of disabilities

There is no single kind of disability that is dominant however a number of different disabilities run across the division. These include mental handicapped (M.H), physically handicapped (P.H), hearing impairment (H.I), visual impairment (V.I), multiple handicaps (both deaf and blind), and autism among others. Four of the five schools included in the study have units for special education which admit children with different disabilities, the most common being physical and mental disabilities. St Antony has the highest number of students but only takes in children with hearing impairment. The table below shows children admitted with different disabilities.

Table 1. Enrollment as per type of disability.

School	[Total]	M.H	P.H	H.I	V.I	Multiple.H	Autism
St Antony	[246]	0	0	246	0	0	0
Lugulu day	[18]	8	6	0	0	1	3
Webuye A.C	[24]	10	6	0	0	0	8
Webuye S.A	[7]	5	2	0	0	0	0
Mukhuyu F.Y.M	[15]	7	5	1	0	0	2
TOTAL	[310]	30 [9.6%]	19 [6.4%]	247 [79.3%]	0 [0%]	1 [0.3%]	13 [4.5%]

Key: M.H (Mentally handicapped) P.H (Physically Handicapped) H.I (Hearing impairment)
V.I (visual Impairment)

Enrolment and status of the schools

Apart from St Antony School for the deaf, all the other five centers included in the study are day schools admitting both boys and girls with disabilities within the community in which they are located. They operate as special units within regular formal learning institutions however the children have separate classes from other children under the normal regular programme. St Antony special school for the deaf is a mixed boarding school admitting children from within and outside the community in which it is situated. The table below shows the enrolment of the five schools. This however keeps fluctuating, as some children do not consistently report to school.

Table 2. Total number of children enrolled as per gender.

School	Enrollment		Total
	Boys	Girls	
St Antony	118	128	246
Webuye A.C	11	13	24
Lugulu Day	11	7	18
Mukhuuyu FYM	9	6	15
Webuye S.A	3	4	7
TOTAL	152	158	310

Teachers' level of education

From the information collected in the field, the teachers handling children in the special schools have attained qualifications ranging from certificate to degree course in special education. It is only St Antony School for the blind that has teachers with a degree in special education. The other four schools used in the study have teachers with either a certificate or diploma in special education.

The training has gone along way in preparing the teachers for the task of handling the disabled. From the interviews with the teachers, it was clear that, they did attribute their skills in dealing with the disabled child to the kind of training and education they have received in handling those with disabilities. They are now in a better position to prepare and teach the children as per their needs and special conditions. The training has given them a better understanding of special needs and can now teach the children, varying the content and methodology depending on the situation and needs of the child. 3 out of the 5 teachers without a degree have already enrolled for the same, which they hope, will improve their skills even further. The table below shows the summary of educational level of the teachers.

Table 3. The teachers' level of qualification.

School	Teachers' level of qualification (N= 7)		
	Certificate	Diploma	Degree
St. Antony	0	0	2
Lugulu Day	0	1	0
Webuye A.C	0	2	0
Webuye S.A	1	0	0
Mukhuuyu FYM	1	0	0
TOTAL	2 (28.7%)	3 (42.8%)	2 (28.7%)

Accessibility of formal education for the disabled child

There is limited opportunity for the schools in Webuye to admit children with disabilities. Though these children are to be integrated in regular schools, only a few schools in the division have provision for special education. The too academic oriented education system is partially responsible for lack of provision of special education in regular schools. Most of them fear that, the disabled, more so the mentally challenged are likely to bring the school down in terms of merit scores in National exams. Such disadvantaged children are at times forced out of the system, as they are not able to keep up with the pace.

Apart from St Antony School for the deaf, the other schools lack appropriate infrastructure hence limited opportunity to take in more students. The units that offer special education in regular schools are sparsely found in the division hence distance has made it impossible for the disabled to access them. Currently there is only one special school and six regular schools in the division having a unit offering special education for the disabled. With an increase in number of disabled children the current number of schools may not adequately meet their needs.

Common challenges in handling children with disabilities

Despite the government's efforts to increase access of formal education for the disabled, many challenges still face the sector making it impossible to realize reasonable access to elementary education for the disabled child. These challenges range from teaching materials, curriculum, inappropriate infrastructure, financial assistance and those revolving around the environment and social set up in which the disabled child grows.

The curriculum

There is no common curriculum tailored to meet the needs of the disabled. In regular schools where inclusive education is practiced, the children with varied disabilities are all put in one class and in most cases under the instruction of one teacher. They are expected to follow the same curriculum used for teaching the regular students. Most teachers noted the fact that, the curriculum has not been adapted to suit the age, level and form of disability. The blind students enrolled for the inclusive programme are likewise expected to attend regular classes and seat same exam as those under normal formal learning.

In St Antony, a uniform curriculum is followed irrespective of the category of the hearing impairment that the child suffers from. The mode of examination is also not suitable since its same as that used for children in regular programme. Another challenge posed by the curriculum, is the fact that, it is too academic oriented that many regular schools that should be offering inclusive education have no room for the disadvantaged.

Dating as far back as 1968, when the government published Sessional paper No. 5 on special education, children with less severe handicaps are to be integrated in regular schools. This however has not been a common practice; the mild mentally challenged students who may be slow at grasping concepts are more often than not thrown out of schools whose first priority is academic excellence. Such children may find themselves moving from one school to another or being forced to repeat some classes hence lose the morale to complete schooling. The system has no room for developing the talents in such children though they may have failed to excel academically.

Inadequate learning resources and materials

Most teachers mentioned lack of resources and materials as one of the major challenges in teaching children with disabilities. Lack of electronic aids and other special devices make it almost impossible to teach the deaf students. Though St Antony for the deaf seemed to have a few of the necessary resources and materials, the other four centers have inadequate learning

resources and materials. The blind students suffer most because of lack of brail that is essential in helping make their learning easier. The four units for special learning included in the study basically have a room and a few improvised materials made by the teacher.

The teacher as an essential resource in the lives of these children has also not been sufficiently provided for. Apart from St Antony, all the other four centers included in the study have only one teacher handling several children with different disabilities. Notably, these teachers have specialized in only one given area of disability during their training but the situation on the ground under inclusive education demands that a teacher deals with different disabilities. The teacher: ratio remains low and this is likely to impact negatively on the services given to the disabled child.

Though the government has made an effort through KISE to train teachers in special education, most of these teachers have been posted to schools that do not offer inclusive education. It also came out clear from the interviews that, some of the teachers go for special education training not because they are keen on teaching the disabled but because of the promotion in grade and increment in salary that one gets on completing the training. This could explain the reason why a good number of teachers have been trained under the KISE programme yet there is still shortage of staff in schools offering inclusive education.

Attitude of the community towards the disabled

Negative attitude from parents and the community at large towards the disabled is another major challenge facing provision of formal schooling for the disabled child. Parents don't accept disability; such children are viewed as a bad omen and burden in the society, hence failure to support their schooling. Teachers reported that, even where they make an effort to reach out for these children and bring them to school, the parents may not make a follow up and the child lacks any form of motivation to help them learn. Most of these parents hold a very low opinion of their children. They do not expect them to achieve anything better because of their disability.

The attitude of the community towards the disabled remains a big barrier to accessibility of formal education for these children. Such a child is seen a burden to the family and a liability to the community and many parents prefer to stay with their disabled children at home than to spent money on them in school. Most of the parents refrain from taking up even the little opportunity that is there because of the low opinion they have towards the disabled. Patience and love towards the disabled child is absent within the community. To some, disabled child is a source of misery and shame to the family and community at large. More so, the negative attitude is characterized by isolation of the disabled child from the rest of the family members. According to one of the Head teachers, some families completely isolate the disabled child by allocating a separate room for the child away from the other family members.

Inappropriate infrastructure

The learning environment and social surroundings have not been adapted to suit children with special needs. The physically handicapped do not have special facilities such as toilets, playgrounds, classrooms e.t.c modified to suit their needs. Most of such children would opt to stay away from school than do with rather difficult situations. The landscaping of these schools has also not taken into consideration the blind students; compounds remain littered with obstacles that make their movement difficult. The environment remains unfriendly and does not facilitate the learning of the disabled. No special measures have been put in place to guarantee the safety of the disabled children. The distance from home to school further impacts negatively on accessibility. The schools have no organized form of transport and parents find it difficult to take off their time and bring the children to school, most of them would rather use that time for other household chores.

Conclusion

From the objectives stated in chapter one of the study, and the results presented in the findings, the following conclusions were arrived at.

- Different types of disabilities run across the division ranging from autism, hearing, mental, physical, and visual impairment. Out of the 310 students included in the study, hearing impairment recorded the largest number of children with disability 246 (79.3%). This probably could be explained by the fact that, the well-equipped boarding school for the deaf has attracted many students in comparison to other units, which are basically day schools and lack some of the essential facilities that make learning easier for the disabled. A total of 30 (9.6%) students were recorded as mentally handicapped by the time of the study.
- Despite the governments' effort to access formal education to the disabled, the enrollment remains low. The too academic oriented education system makes it almost impossible for integration of children with mental disabilities. The physically handicapped were the most affected with enrollment as low as 19 (6.4%) probably because of lack of infrastructure and facilities to take care of their needs. The schools used in the study did not have any visually impaired child; this probably could be because of lack of specialized facilities required for the blind students.
- Accessibility of formal education for the disabled is yet to be realized to a level where the disabled child is given equal opportunities and full participation in social life just like the less disadvantaged child. Contrary to the government's wish to have all public primary schools running a unit for the disabled child, only 6 (5.7%) schools out of a total of 104 public primary schools do offer inclusive education. Further to this, the division has only one special school specifically for the deaf. This means, there is limited opportunity for children with other form of disabilities to access formal education.
- Results on enrolment in schools used in the study show a wide discrepancy between St Antony School for the deaf (246) and the other five units in regular schools whose enrolment is, Lugulu Day (18), Webuye Anglican church (24), Webuye Salvation Army (7) Webuye D.E.B (8) and Mukhuyu F.Y.M (15). This could be explained by the fact that, St Antony which is boarding and well placed in terms of facilities has attracted a good number of disabled children across the nation. As much as there is a policy on inclusive education for the disabled in regular schools, the enrolment still remains low. This could probably be explained by, the attitude of those in formal schools towards the disabled hence discrimination. Another common factor that may have contributed to low enrollment is the distance of the school from home which the disabled child may find a challenge to cope with on daily basis.
- Increased teachers' level of qualification can be a positive contributing factor in helping boost integrated education for the disabled. Out of the 7 teachers included in the study, only 2 (28.5%) are degree holders, 3 (42.8) are diploma holders and 2 (28.5%) are certificate holders. It was quite evident that lack of personnel hampers the integration education for the disabled. It also came out clearly that, with increased level of education, the teachers gain skills and better understanding on how to handle the children with disabilities. KISE has made a commendable effort in training special education teachers however a good percentage of them are not in schools offering integrated education.
- Inclusive education remains faced with a lot of challenges including, low participation of parents towards the education of their disabled child which has remained very minimal most probably because of their attitude towards the child, attitude both from the community and other pupils also remains a thorny issue in implementation of inclusive education for the disabled, accessibility of the schools, lack of appropriate infrastructure and learning materials, lack of sufficient teachers to handle the disabled, too academic oriented education system with no room for the academically disadvantaged and lack of common curriculum and learning environment tailored to suit their needs

Recommendations

- Learners with disabilities must be given special attention; therefore there is need for inclusive curriculum, examinations and grading system. The requirement that curricula, examinations and grades take into consideration the needs of learners with disabilities will impact on formal education for the disabled child. This will help improve on quality of inclusive education and make it more relevant to the child.
- Comprehensive special schools should be established to cater for Pre School, primary school, high school and technical education. Unlike the fragmented system that exists in most of the schools in Webuye. Comprehensive schools will ensure that there will be a higher transition rate for disabled child as they move from one level to the next, thereby providing opportunities and further education to more learners with disabilities.
- A change of attitude towards the disabled child. The society should be given civic education so as to deeply understand that all children whether normal or disabled are members of the human race together with the entire society. More so, during teacher training, there is need for proper vetting so that only those committed to show love and care are trained and empowered.
- The DALC (digital advisory learning center) approach would go along way in making education for the disabled more meaningful. There is need to assess the ability of the slow learners at onset of schooling so that their learning is channeled towards manageable and useful skills, other than burdening them with a curriculum too heavy, unmanageable and frustrating as per their mental ability. This would go along way in reducing school drop out and wastage of learning resources but prepare meaningful manpower for the job market.

References

- Eshiwani, G. (1993). *Education in Kenya since independence*. Nairobi. East African publishers.
- Kombo, D. K. (2006). *Proposal and Thesis Writing: An introduction*. Nairobi, Paulines publications Africa.
- MoE, (1999). *Guidelines for early childhood development in Kenya*. Nairobi. Government printer.
- MoE, (2003). *Guidelines for pre-school Education in Kenya*. Nairobi. The Jomo Kenyatta Foundation.
- MoE, (2007). *Education statistics and Indicators Fact sheet (2002-2006)* Nairobi. Government printer.
- MoE, (2007). *Elimu News: A newsletter of the Ministry of Education Issue NO, 1. 2007*. Nairobi: Education Sector programme-UNESCO.
- MoEST, (2003). *National Action Plan on Education for All, 2003-2015: Expanding opportunities for quality Education to all Kenyans*. Nairobi. Government printer.
- MoEST, (2005). *Sessional paper No.1 of 2005 on A policy Framework for Education, Training and Research, 44*. Nairobi. Government printer.
- Mugenda, O. M. and Mugenda, A. G. (1999). *Research methods: quantitative and qualitative approaches*. Nairobi, Kenya: Acts press.
- Mwanje, J. (2001). *Qualitative Research process: social science research methodology series Module 2*. Ethiopia. OSSREA.
- Obonyo, D. (2006). *The Educator. A Journal of school of Education*. Moi University Press.
- Orodho, J. A, (2005). *Techniques of writing Research Proposals and Reports in Education and Social sciences*. Nairobi, Kanezja H.P. Enterprises.
- RoK, (2006). *Early Childhood Development Service Standard guidelines for Kenya*. Nairobi. Government printer.

RoK, (2003). UNESCO, (2003). *“Primary Education for All”*: An assessment Report. Nairobi. Government printer.

RoK, (2005). *Kenya Education Sector support Programme (2005-2010)*. Nairobi. Government printer.

RoK, (1964). *Kenya Education commission Report (1964)*. Nairobi. Government printer.

UNESCO, (2005). *Challenges of implementing Free Primary Education in Kenya: Assessment Report*. Nairobi. Government printer.

Were, (2007). Children’s Rights, an article in the Sunday Nation August 19th 07.

*Advised by Laima Railienė,
Siauliai University, Lithuania*

Maiyo K. Julius Lecturer, Department of Educational Planning and Management, Masinde Muliro University of Science and Technology.
P.O. Box 190, Kakamega, Kenya.
E-mail: maiyokip2004@yahoo.com
Phone: +254-721-223-154.
Website: <http://www.wust.ac.ke/>

Joan Owiye Lecturer, Department of Educational Planning and Management, Masinde Muliro University of Science and Technology.
P.O. Box 190, Kakamega, Kenya.
E-mail: joanowiye@yahoo.com
Website: <http://www.wust.ac.ke/>