

FACTORS INFLUENCING ENROLMENT OF LEARNERS WITH DISABILITIES IN PRIMARY SCHOOLS WITH INCLUSIVE EDUCATION IN NANDI SOUTH DISTRICT KENYA

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Abstract: This study sought to investigate the factors influencing enrolment of learners with disabilities in primary schools with inclusive education in Nandi South district, Kenya. The study used a conceptual framework showing factors influencing enrolment in special needs education institutions such as finance, physical facilities and instructional material, teacher preparedness and curriculum relevancy. Objectives of the study were: to determine how physical facilities in institutions in Nandi South District are structured to accommodate learners with special needs; to determine how sufficient were teaching and learning resources for learners with disability in Nandi South; to determine preparedness of teachers to handle learners with disability in Nandi South; to determine how the available curriculum in institutions was relevant for learners with special needs; to determine adequacy of available funds in financing special needs education. The study used an ex-post facto research design and data was gathered using two questionnaires for head teachers and teachers. The sample consisted of 44 head teachers and 306 class teachers. The data was analyzed using descriptive statistics supported by tables, graphs, frequency, distribution and percentages. The same data was also analyzed using statistical package for social science (SPSS). It was found out that the factors under investigation influenced enrolment of learners with disability. Notably, there was a decrease in enrolment because most of the facilities were not structured to accommodate learners with disability; Secondly, though limited and delayed ,funds were availed to schools and basic requirements like exercise books, chalk and exam material were adequate in virtually all the schools. Other challenges included insufficient, inconsistent and delayed funding which affects planning of school, lack of adequate trained staff teaching and learning materials and physical facilities to match the increased learning enrolment was noted to be very low hence needed to be addressed. Therefore it was observed that all the education stakeholders should work together to address these problems. The recommendations were that government should allocate more funds, the physical facilities need to be structured, TSC should recruit more trained teachers and the curriculum should be structured.

Keywords: Disabilities, Enrolment, Inclusive education.

1. INTRODUCTION

Investment in primary education is a key element in the development process worldwide. This is because primary education plays a key role in catalyzing national development. A number of factors have contributed to improving the quality of primary education. These include considerable progress towards providing Universal Primary Education (UPE)

and a global economy that demands high level knowledge and skills for workers. Universal primary school enrolment has been achieved nearly in all industrialized countries of Western Europe and North America which have Gross Enrolment Rates (GERS) exceeding 100% Wachiye and Nasongo (2010).

Fee-free policies initiated by government to enhance universal primary education since 1830, when nearly universal primary education was limited to a few states in the United States. Even though free education initiatives enhance enrolment, a number of challenges are realized in the process of stagnating test scores and achievement gaps between the rich and poor. This led the congress to pass and to commit the nation to providing quality education to every child regardless of their age leading to high enrolment with problems related to discipline though primary schooling is universal in rich countries, it is a score luxury in much of the rest of the world Acedo (2002).

The United Nations Education, scientific and cultural Organization (UNESCO) world conference on special education held in 1994 at Salamanca, Spain, emphasized that education was human right persons with disability should be put in schools. Similarly Universal declaration of Human Rights UDHR(1994) states that education is a fundamental right and every child must be given an opportunity to achieve and maintain an acceptable level of learning. UNESCO (2003) thus, education systems should be designed and educational programmes implemented to take into account the unique characteristics, interests, abilities and learning needs of every child. Ogula (1996) defined schools as social organizations which have been set up purposively for the provision of learning experiences for the attainment of national goals of education. Allen & Schwartz (2001) asserts taht throughout the world, children who have mental disabilities and many others who experience difficulties in learning have been traditionally marginalized within or excluded from schools.

Providing education for children with special needs has not been easy in Sub-Saharan Africa. Hardest hit are those with severe disabilities, who are excluded from public education system all together. UNESCO (2003) noted that in situations where the children obtain opportunities, they are enrolled when they are at least 10 years old. They become adults before they complete primary education. The situation was bleak in rural areas where regular schools lack facilities to cater for the handicapped and schools were isolated.

The 2010 Education for All monitoring Report (UNESCO, 2010) argues that education systems in many of the world's poorest countries are now experiencing the aftermath of the global economic downturn. The report, argues that the crisis could create a lost generation of children whose life chances will have been irreparably damaged by a failure to protect their right to education (EFA, 2010). Ndurumo (1993) special education is important for human capital development as it prepares those who would otherwise be dependants to be self reliant. For a long time special needs education has been provided in special schools, special units attached to regular schools. However, special schools and units only cater for children with special needs of hearing, visual, mental or physical challenges. Republic of Kenya (2003) this leaves out other areas of special needs such as gifted and talented, psychological different, multiple handicapped, those with specific learning difficulties and communication disorders.

According to UNESCO (2006) special needs education refers to education and training programmes formally organized for children with learning and physical disabilities. The objective of special needs education is to assist those with special needs to develop so that they can realize their full participation in social life and development.

Special needs education in Kenya suffers from inadequate funding, lack of clear policy framework, low progress in assessing and placing children with disabilities, few qualified teachers, lack of teaching and learning resources among others. In this case Nandi south is not left behind. A number of special children in Nandi South suffer because they lack special schools to attend. A few schools that are there are far apart, they lack equipment and are made to cater for a particular disability. The same applies to Kemeloi division where there have been low enrolments in special institutions. The main reason for this study may be to investigate why there is low enrolment in special institutions in Nandi south district.

UNESCO (2003) the 1994 Jomtien conference called upon all governments and urged them to adopt as a matter of law and policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons to do otherwise. Inclusive education is an education provision that ensures all learners including those with special needs and disabilities receive appropriate educational services within their neighbourhood schools. MOE (2004) inclusive education modifies the school in terms of physical and social environments, the curricula, and teaching as well as the assessment of the learners. It goes further to avail the necessary human and material resources needed to facilitate learning.

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UNESCO (2005) notes that looking at education through an inclusive learning implies a shift from seeing the education system as a problem. Initial views, which emphasized that the source of difficulties in learning came from within the learner, ignored the environmental influences of learning. UNESCO (2008) it is now being strongly argued that recognizing ordinary schools, within the community through school improvement and a focus on quality, ensures that all children can learn effectively, including those categorized as having special needs.

Karanja (2003) in the USA the art of special schools was fronted by individuals like Horace and Mann Samwel Gridley Howe and Dorothea Dix. The first school on the deaf was opened in Connecticut in 1871 by Thomas Gall Deut. The Massachusetts school for idiots was established in 1859. The school provided education and individual protection through life. As asylums and poor houses were turned into residential special schools, later other residential schools also developed. Integration was fully embraced in 1900 through units within regular schools. Huseno, (1994), the federal law did not support the attempt towards integration until 1975 when president Gerald Ford (1974-1976) signed into law the education for all handicapped Act. This act followed free education to be given all handicapped in the USA. These efforts enabled learners with special needs to be included in mainstream education; receive access to educational opportunities and benefit from the available services in these institutions.

Oyugi (2010) contends that there are at least 700 million people living in countries with gross enrolment rate of less than 40%. A vast majority of the young people in Sub-Saharan Africa for example do not have access to primary education. In such developing countries challenges mostly related to funding primary education is characterized by low enrolment rates, which have been partly attributed to the high cost of rates in education. Among the factors constraining enrolment in primary schools is that of matching of primary schools and high schools. For instance by the end of 2008, primary schools in Kenya stood at 26,104 compared to 6485 secondary schools 12% of which are private.

Special needs education started in 1952 in Uganda. Following interests by the governor, there was need to start organizations for persons with disabilities was felt. Organizations for the blind, deaf and mentally handicapped were started. The government of Uganda was involved in the provision of special needs education through its ministries. Oyugi (2010) during independence Kenya had a handful of special schools such as Thika school for the blind, Nyangoma school for the deaf, Mumias school for the deaf, jacaranda school for the mentally handicapped, and Dagoreti unit for the deaf. Churches and voluntary charitable organizations pioneered these special schools and programmes. After independence, the government saw, the need to give free and quality education. To realize this several commission were set up to promote the education for all children. In 1964, for example the government appointed Ngala committee, which highlighted production oriented education for those with special needs, especially the victims of World War II (KISE, 2000).

The Ominde Commission (1964) was found to investigate among other things the formulation and implementation of national policies regarding the education needs and capacities of children. It was also to take into account the monetary and human resource requirement. Special education was given emphasis, the commission advocated for integration of children with special needs into regular schools. It also advocated for teacher training to include a component of special education for regular teaches to enable them to meet the needs of learners with special needs in regular classroom (Ndurumo, 1993).

The Koech report (1999) state that integration of children with special learning needs in normal schools face great constraints since such schools do not have the facilities necessary for accommodating particular disabilities. The requirement for schools does not take into consideration the need of the disabled learners and may not have the special learning equipment needed by learners. This report emphasized the need for early intervention in finding ways and means of improving accessibility, equity relevance and quality with special attention to early childhood, special and primary education as well as vocational and university education (ROK, 2003).

MOE (2004) noted that the main challenges relating to access, equity and quality in the provision of education to children with special needs include lack of clear guidelines on the implementation of an inclusive education policy, lack of reliable data on children with special needs, inadequate tools and skills in identification and assessment and curriculum not tailored to meet special needs. This means that special education has not been mainstreamed in all education sub-sectors and programmes. The situation is compounded by inappropriate infrastructure, inadequate facilities and lack of equipment which make it difficult to integrate special education in regular programmes (Gullford & Upton, G. 1982).

UNESCO (2006) notes that the demand for services with special needs at all levels in Kenya has increased as a result of the government's commitment to universal primary education. The implementation of FPE has created an opportunity for a large number of children to enroll in the already existing 22000 public primary schools, including those with special learning needs (Republic of Kenya 2003); even with implementation of FPE to ensure universal access for all, and with the recognition that education is a basic right for all children, children with disabilities still remain marginalized in their access to basic education.

The government therefore introduced programs geared towards enhancing access to quality education. The implementation of Free Primary Education would ease a burden to parents and prevent poor families from achieving affordable access to education. When FPE was rolled out in Kenya expectations were high that it would replicate the success in boosting literacy, improving transition, completion rates among the poor Kenya children. It was also a drive to address the social inequality exhibited through low transition to post primary education from poverty stricken areas (Oyaro, 2008).

According to World Bank (2005) even though the rationale for expanding opportunities for primary education is clear challenges experienced make the task of developing sustainable primary education strategies complex countries must deal with issues of financing, quality and relevance of teaching and learning curriculum and assessment, teacher training and managing equity and access. In sessional paper No. 1 of 2005 on education and training, the government of Kenya demonstrated its commitment to the development of education and training through sustained allocation of resources (Republic of Kenya, 2005). The Education Sector Support Programme (KESSP) is a government investment programme under implementation since 2005. Under KESSP specially targeted investment have been developed in order to ensure that vulnerable children e.g. those in ASALS, urban slums, pockets of poverty and those with special needs access education (Republic of Kenya, 2009).

FPE programme put in place by Kenya government in 2003) aimed at enhancing equity access and improved transition so as to meet EFA goals of universal access to education by 2015. Institutions however face quite a number of challenges in implementing the programme. Though many stakeholders including parents believe that students are guaranteed access to free education, the process of implementation is an uphill task that threatens to impede Kenyans development efforts to achieve Millennium Development Goals. Among the urban poor child labour, shortage of schools and teachers remain the greatest impediments. In addition lack of facilities a further problem. Many rural schools also lack even the most basic amenities like running water and electricity (Ramani, 2005).

Nandi South district is a typical district representative of a Kenyan rural sample opportunity in this region, a number of challenges have been noted. There is a low enrolment of girls, low transition rate, high dropout rate and understaffing in schools (MOE 2011). Enrolment level between majority of local people still hold to the belief priority in matters of development (UNESCO 2005). Boys also drop out of school to a business referred to as *BodaBoda*. Last statistics from the district education office also show declining standards of performance in KCPE (50% wastage grades Republic of Kenya 2012). This means that despite FPE primary education sector still faces many challenges relating to access, equity relevance and efficiency in management of educational resources. It was therefore necessary to carry out a study on factors influencing enrolment of learners with disabilities in an inclusive learning institution in primary schools in Nandi South District.

1.1 Statement of the problem:

Low enrolment and completion rates over the years have presented considerable challenges to policy makers. The wastage and low enrolment rates have been attributed to the numerous costs imposed on the parents such as tuition fees. To ensure that all school age children go to school, the Kenya government introduced FPE in January 2003. Since then, the exchequer allocates money at annual rate of Kshs. 1020 per student to all public schools. This was aimed at improving enrolment to primary schools to at least 70% and enhancing retention. The other concern is providing equitable access so that marginalized groups, particularly the disable child gains access to primary education (Oyugi, 2010). In addition, other efforts to improve primary participation include constituency development funds (CDF) and government grants given to improve school infrastructure.

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However, despite these efforts, participation rates in Nandi South district are still not impressive and continue to suffer. For instance in 2011, enrolment at primary was 39,424 with 4132 candidates presented for KCPE. In 2012 with those admitted in form one being 2,349, showing low transition to secondary school in the district. Institutions also continue to face a number of challenges related to allocation and management of available resources. These challenges therefore affect the enrolment of learners with disability in terms of availability of physical facilities, teacher preparedness, space, the funds with which to provide the teaching and learning resources. Based on this background this study sought to investigate the factors affecting of learners with disabilities in Nandi South district.

1.2 Purpose of the study:

The purpose of the study was to investigate the factors with disability in inclusive education, in Nandi-South district.

1.3 Objectives of the study:

- i) To determine how physical facilities in institutions in Nandi South District are structured to accommodate learners with special needs.
- ii) To determine how sufficient were teaching and learning resources for learners with disability in Nandi South.
- iii) To determine preparedness of teachers to handle learners with disability in Nandi South.
- iv) To determine how the available curriculum in institutions was relevant for learners with special needs.
- v) To determine adequacy of available funds in financing special needs education.

1.4 Research questions:

- i) To what extent does physical facilities in SNE institutions were structured to accommodate learners with disabilities?
- ii) How does provision of teaching and learning resources adequate for learners with special needs in SNE institutions?
- iii) To what extent are teachers prepared to handle special needs learners?
- iv) In what ways curriculum is suitable to learners with special needs?
- v) To what extent are funds adequate in financing special needs education?

1.5 Significance of the study:

The information would be useful to parents and teachers in counseling and assessment of learners for placement to enable learners compete education and enjoy benefits of education and enjoy benefits of education. It forms basis for further research. The study sought to provide useful information to MOE policy makers and educational planners on ways and means of improving accessibility and participation rates of learners with special needs in institution. The study sought to also provide an objective assessment of the adequacy of school inputs and therefore planners can set more realistic targets, making more accurate estimates and allocations for the various requirements of SNE education. This would influence the enrolment into public primary special institutions and improve the standard of life of the learners in the schools.

1.6 Limitations of the study:

This study had some limitations in the sense that, as a survey it relied on 'self-report' data that is, it depended on respondents to truthfully and accurately report on occurrences in their institutions. Therefore information unknown to the participants may not have been tapped in the survey. The researcher made efforts to follow up where possible and sought clarifications to enhance accuracy of the findings.

1.7 Delimitation of the study:

This study covered primary education level only. The research was carried out in Nandi South district, a region with Semi-Arid Lands and relatively high poverty indices. The focus was on the factors affecting enrolment of learners with disabilities in an inclusive education in primary schools in Nandi south district.

1.8 Basic assumptions of the study:

- i) That teachers, school administrators, educational officers and students volunteered reliable facts and public information concerning factors affecting enrollment.
- ii) That school administrators of public primary schools were well trained to manage school physical facilities, supervise curriculum implementation and manage finances appropriately.

2. LITERATURE REVIEW

2.1 Special Needs Education in Schools:

Historically Kenya, Africa and in the world, societies have responded in various ways towards disabled persons. Ndurumo (1993) stated that the treatment of the disabled has been received with different programmes. In USA apart from isolation, the programme that existed there was small such that only a few students were served. Many of those students were not served hence they remained at home. Some children were kept in private institutions where parents paid heavily for them. Some children with mental retardation and sensory deficit reserved services in residential programmes (UNESCO, 2004). According to the report task force on special needs education, MoE, (2004) inclusive education ensures that all schools and centres of learning are open to all children. To do this, teachers are empowered with the necessary resources to modify curriculum, the school's physical facilities and social systems are also modified so as to fully accommodate learners with diverse needs. This inclusive education requires proper planning and adequate support in terms of resources. Full participation and equality should be encouraged for the special child. This is because children's learning does not only take place in schools: they learn from their families through contact with peers and friends and through participation in all the diverse activities that occur in communities (UNESCO, 2008).

2.2 Teachers as a resource for SNE institutions:

MOE (2004) notes that introduction of FPE in January 2003 resulted in a significant increase in enrolment in public primary schools, rising from 5.9 million in 2002 to 7.2 million in 2003. However, this phenomenal increase has presented primary education in class size of 100 students and more. Furthermore, the new policy of inclusive education, particularly for vulnerable children and children with special education needs, means teachers need skills to help them to continue to provide relevant and supportive services to all children.

Karanja (2003) assert that shortage of competent teachers, school psychologists, curriculum supervisors and administrators affect the implementation of SNE education. Even with the best facilities, the education of children cannot be better than the personnel doing the work. The abilities of many children will continue to go unidentified much less well provided for, until society recognizes the importance of well educated and competent school staff and give the necessary financial support to school.

Republic of Kenya, (2003), the government through TSC should provide schools with qualified teachers in special education, and include such teachers in all teacher development programmes. ROK, (2008) the professional role of a teacher is a demanding one and ranges from teaching, curriculum, development, examination processing, pedagogical material preparation and evaluation to modeling the behavior of the students.

2.3 Physical facilities and learning resources:

MOE (2004), the government recognizes that over time there has been a major backlog of infrastructure provision and shortage of permanent classrooms, particularly in poor communities. At the same time, existing infrastructure was generally in poor condition due to lack of investment capital, poor construction standards and inadequate maintenance. The result of the sharp rise in number was poor conditions and overcrowding that are not conducive to good learning environment. Marked progress has been made in getting new buildings, classrooms, and teachers for a rapidly increasing child, population. KISE, (2000) this in itself is a highly significant accomplishment. However, in planning of new buildings and in securing of school facilities and equipment, the tendering has been to make only minor changes from the arrangements of the past, on the assumption that the same equipment and institutional materials would serve equally well for the nurturance of all forms of abilities in all children. Children with special needs often need specialized aids to move about, to read and write and to hear. Thus a comprehensive package of facilities would be provided to all disabilities.

The task force (2003) on implementation of FPE highlights a description of some of the modifications need for SNE education such as:- provision of barrier free environment within compounds used by children. Secondly building adopted toilets, bathroom and bars to assist the children to hold into while bathing, showering and toileting. Thirdly to avoid doorstep instead have ramps with recommended gradient, dormitories and playgrounds. Fourthly, all schools should be spacious well lit and well ventilated. These are aimed at ensuring SNE learners are put in a conducive learning environment free from difficulties and complexities. More children will be enrolled if these are provided (ROK, 2003).

2.4 Developing curriculum for SNE:

Hannu (2000), the success of SNE education in SNE institutions which serves all children depends on a flexible and relevant curriculum that can be adapted to the needs of each learner. All learners cannot reach the same level of competence and do not learn at the same pace. ROK (2008) an appropriate curriculum is broad-based, it includes physical, social, emotional and intellectual goals. Children will progress at different rates, thus individualized planning and instruction are important parts of a developmentally appropriate SNE institutions curriculum. Therefore, one goal of the primary curriculum should be to establish a foundation for lifelong learning and create a positive experience for the child.

Allen & Schwarts (2001), activities that help children increase self esteem and help increase their confidence and competence are also important curricular goals. For instance an examination system that does not restrict any disabled learners chance of promotion and completing school was also a quality factor. Hann (2000) noted that a learner with an intellectual impairment disability should be allowed to show acquired skills even if they lie outside the core curriculum for the majority of learners. Thus if the curriculum is learner friendly, there is a likelihood that more learners will enroll in these institutions.

2.5 Financing special education in Kenya:

UNESCO (2006) notes that the government policy measures and investment in education in order to alleviate household costs burden, to increase access to ensure adequate and learning inputs and ensure internal efficiency. UNESCO (2010) also noted that the available government resources were inadequate in meeting the current demands of quality in education with continuous improvement of aspect of the education to increasing numbers of students therefore means first expanding resources based beyond government sources to fill up costing gaps, utilizing the available resources more efficiently, establishing outcomes funding system strategizing the allocation of funds and providing strategies for quality improvement in all competent of education.

2.6 Theoretical framework:

This study was based on the theory of education production function. The production function is used by Psacharopolous (1985) to determine the maximum product which can be derived from a given combination of inputs. The output of the education process, which is the achievement of individual pupils is directly related to the series of inputs (Hanusheck, 2007). According to Psacharopolous and Woodland (1985) the term refers to the process by which inputs were converted into outputs. A sample production function for education, would be

$$A = f(T, B, E, \dots \text{ and so on}),$$

Where A = chievement

B = Books and other material

T = Teacher Pupil ratio

E = Equipment and so on

For the purposes of this study, the determinants include relevant curriculum (c), physical facilities and resource materials (P), support services from sectors (s) and teacher trained special education (T). F which is a constant is an estimated co efficient which denotes the level to the optimized for each of the inputs. Economists use production function approach when focusing on the relationship between school outcomes and measurable inputs into the educational process.

In line with this study, the researcher posits that availability of teachers who are professionally trained, provision of teaching and learning facilities to meet SNE learner's needs and provision of equipment and SNE education may provide an opportunity to increase enrolment of learners in SNE institutions. The results of increased enrolment is increased access and equity and attaining benefits accrued from inclusive education.

2.7 Conceptual Framework:

Orodho (2005) defines conceptual framework as a model of representation where a researcher represents the relationships between variables in the study and depicts them diagrammatically. For SNE institutions to be successful, various inputs must be put in place. The government, donors and other stakeholders have a significant role to play financing schools through provision of funds, facilities and other services. The government should also consider equipping all schools with physical facilities and learning resources and make constant checks and follow ups to ensure that these equipment are well maintained and sufficient (ROK, 2003).

The KIE has the responsibility of developing a curriculum that is suitable to learners with special needs, TSC should recruit and deploy teachers and to improve their competence in meeting special children needs they should undergo professional development. The head teacher manages and controls all the available resources to benefit the learners without being discriminative or subjective to learners.

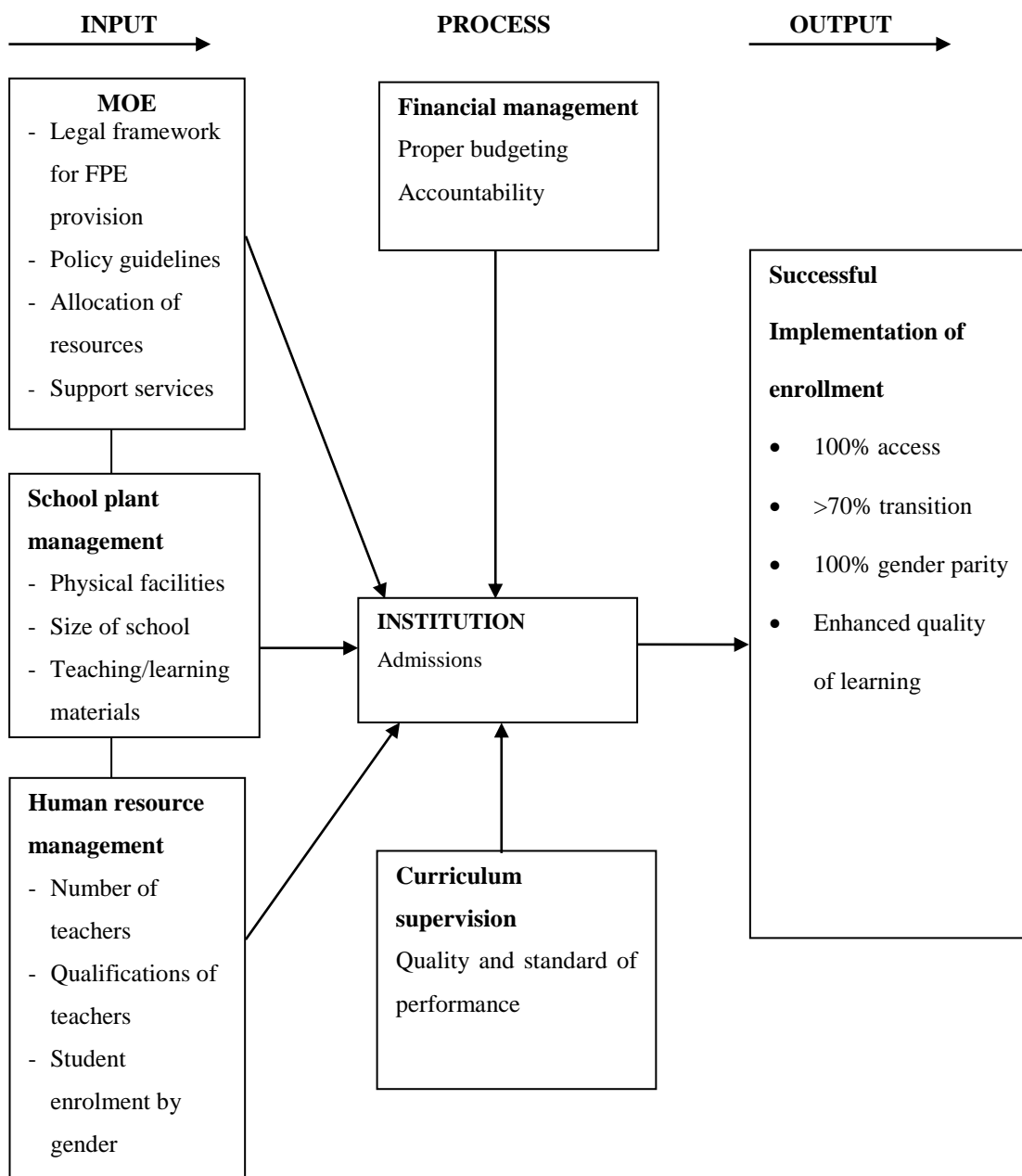


Fig 2.1: Conceptual framework for the factors influencing enrolment of learners with disabilities in an inclusive education

Orodho (2005) defines a conceptual framework as a model of representation where a researcher represents the relationships between variables in the study and depicts them diagrammatically. A number of elements registered as factors are interrelated and contribute to the eventual success of high enrollment. In Kenya major yardstick used to measure educational output is the exit behaviour of the study. This is manifested in improved access retention and completion rates. The successful completion of secondary education is further assessed by performance in examinations. This output however is achieved after the various inputs in the educational system undergo what is referred to as the educational production process. The inputs include students, teachers, necessary educational resources and programs. Thus the educational output in this case denoted by successful implementation of enrollment is a function of how these inputs interact. If the interaction is healthy, then the output should be good and vice versa. This study sought to establish the kind of interaction taking place in institutions with regard to factors influencing enrollment.

2.8 Summary of literature review:

The study sought to cover factors influencing enrolment of learners with special needs in educational institutions in Nandi South. Such studies had not been conducted in Nandi –South district. It was also important to note that studies done earlier like Orangi (2010), on factors affecting enrolment of learners on FPE aided schools in Kisii District, found on that teaching and learning resources are not adequate to learners, and teachers were not well prepared to handle large class. The study did not specify learners with disability.

Hongo (2008) presented an analysis of education transition in public secondary schools in Nyando district. Findings included high opportunity costs contributing factors to low transition. Most of those dropping out of school are disabled learners. Jagero (1999) evaluated factors affecting the quality of day secondary schools in Kisumu district. He combined different variables including teacher student ratio, teachers qualifications with her pupil expenditure in a regression model.

Considering the dynamism of society this study is necessary to address recent development in education particularly concerning increase in learners with disability in our institution there is need to address the factors affecting their enrolment and the ways of planning our education system to improve their access, equity and participation rates.

3. RESEARCH METHODOLOGY

3.1 Research design:

The research design adopted for the study was descriptive survey design. This design is used to obtain information concerning the current status of the phenomena under study and to describe what exists with respect to variables or conditions in a situation (Cohen and Manion, 1994). The design was deemed suitable for this study due to its ability to elicit a wide range of baseline information about factors affecting enrolment. It was hence suitable to facilitate smooth sailing of operations that would have made the research as efficient as possible, yielding maximal information with minimal expenditure of effort, time and money.

3.2 Target population:

Mugenda and Mugenda (1999) define population as an entire group of individuals, events or having common observable characteristics. In other words, population is the aggregate of all that conforms to a given specification. Beil (1996) defines target population as a large population from which a small proportion is selected for observation and analysis. The target population for this research was 132 headteachers, 39,431 learners, 4 education officers and 1056 teachers in public primary schools in Nandi south district.

Population	10	20	30	40	50	250	300	400	1500
Sample Size	10	19	28	35	44	162	169	306	320

2000	3000	4000	5000	10,000	20,000	50,000
341	351	357	370	377	381	384

Krescie and Morgan (1973) table

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The study population were 132 head teachers were sampled to give 44 head teachers and a population of 1056 were sampled to give 306 class teachers were used the study.

3.3 Sample size and sampling techniques:

To sample schools the researcher used the Krejcie and Morgan (1970) formula.

$$S = \frac{x^2 N p (1 - p)}{d^2 (N - 1) + x^2 p (1 - p)}$$

Where S = sample, N = population size, p = population proportion (0.5), d = degree of accuracy (0.05) and x^2 = table value for chi squared for 1 degree of freedom at 95% confidence level (3.841).

Out of 132, 44 schools were selected. From these 44 head teachers were selected (one from each sampled school). Mugenda and Mugenda (1999), states that a range of between 20-30% is reasonable enough to draw generalizations about a targeted population. Therefore to represent 30 percent, 317 class teachers were selected (two from each school). Four schools according to categories of boarding boys, boarding girls, mixed day and mixed boarding, were randomly selected from the sampled schools for focus group discussions with students. Thirty students from upper primary from each school were identified for the purpose. This gave a total of 120 respondents. In mixed schools boys and girls were evenly distributed in the sample.

3.4 Research instruments:

Hannusheck (2007), questionnaires was used for this study because they are much more efficient in that they permit collection of data from a much larger sample. Mulusa (1990), questionnaires also allow respondents to give frank answers to sensitive questions if they are not required to disclose their identity. In this case, two categories are used, those for head teachers and those for teachers.

The head teacher's questionnaires elicited information from head teacher's in what they perceive as factors influencing enrolment of SNE in primary schools in Nandi South district. The questionnaire for teachers helped to get information on factors influencing enrolment of SNE in primary schools.

Best and Kahn (1998), the researcher visited the sampled institutions to observe the environment as it exists. The observation schedule was used to collect information not obtained by items in the questionnaire. The observation schedule gathered detailed information including that which would be given by respondents. Study schedule for education officers was also used to get information and focused group discussion for the learner's elicited information on factors affecting enrolment of learners with disabilities.

3.5 Validity of instruments:

Mugenda and Mugenda (1999) defined validity as the accuracy and meaningfulness of inferences based on research results. It is the ability of instruments to measure what they are intended to measure. A pilot study was conducted prior to the actual research. Mugenda and Mugenda (1999) said 1% of population is enough for piloting to enable researcher to determine whether there is any ambiguity in any of the items and ensured that the instruments elicited the type of data anticipated to answer research questions. The instruments are reviewed by the supervisors who are experts in the area of study. Those failed to measure the variables intended are either modified or discarded.

3.6 Reliability of instruments:

(Mugenda and Mugenda, 1999) noted that reliability is a measure of the degree to which a research adds consistent results or data after repeated trials. Ogula (1996), an instrument is reliable to the degree that it consistently measures the characteristic of interest over time. The researcher will administer questionnaires after four days the same questionnaires will be re-administered. The scores are calculated and correlation co-efficient determined Pearson product moment coefficient between the two scores computed using the following formula;

$$r = \frac{7(126) - 90}{\sqrt{7(148) - (30)^2} \sqrt{7(148) - 90}}$$

$$r = 882$$

$$\frac{882}{\sqrt{894916}} = \frac{882}{946} = 0.9323$$

The instrument is reliable because the person product moment coefficient is 0.9323

$$r = \frac{n\sum xy - (\sum x \sum y)}{\sqrt{(n\sum x^2 - (\sum x)^2) (n\sum y^2 - (\sum y)^2)}}$$

where x = x scores (1st administration of instruments)
 y = y scores (2nd administration)
 r = Pearson product moment coefficient

$\frac{y}{2}$	$\frac{y}{3}$	$\frac{x^2}{4}$	$\frac{y^2}{9}$	$\frac{x^2}{6}$
3	5	9	25	15
6	8	36	64	48
5	6	25	4	30
7	2	49	9	14
3	3	9	9	9
4	1	16	1	4
30	30	148	148	126

3.7 Data collection procedures:

The administration of research data collection instruments was done by the researcher both in pilot and main study. A research permit was obtained from National Council for Science and Technology (NCST). A copy of the permit and an introductory letter was presented to DC and DEO Nandi South District.

The researcher administered the research instruments to the head teachers and teachers of the sampled schools. The respondents were given four days to fill in the questionnaire which was collected at an agreed date. All respondents was assured of confidentiality and security.

3.8 Data analysis techniques:

Data was edited to identify incomplete questions and internal consistency of the recorded data checked. Data was coded, where numbers were given to represent responses on questions such as that of gender to reduce the size of the data. Qualitative data was analyzed thematically by classifying data into major topics or themes from which opinions from respondents are coded and tabulated in frequency distributions. Quantitative data analyzed using descriptive statistics supported by tables, graphs, frequency, distribution and percentages. Data was analyzed using Statistical Package for Social Science (SPSS).

4. FINDINGS AND DISCUSSION

4.1 Factors influencing enrolment of learners with disabilities in inclusive institutions:

Enrolment of learners with disabilities in primary schools are affected by many factors as cited in the literature review some of the factors cited are physical facilities, sufficient teaching and leaving resources, teacher preparedness of curriculum and availability of funds.

Physical facilities:

The study sought to establish whether there were adequate facilities which have been structured to accommodate learners with disabilities in the schools. The table 10 presents adequacy of physical facilities and structured to accommodate learners Head teachers responses.

Table 4.1: Adequacy of physical facilities

	Desks		classrooms		Staffroom	
	Frequency	Percentage	Frequency	percentage	Frequency	percentage
Strongly agree	17	38.6%	3	6.8%	7	15.9%
Agree	8	18.1%	17	38.6%	8	18.1%
Disagree	10	22.7%	15	34.1%	14	31.8%
Strongly disagree	5	11.3%	2	45%	11	25%
Undecided	4	9.1%	7	15.9%	2	4.5%
Total	44	100%	44	100%	44	100%

Table 4.1 indicates that the majority of schools strongly agree that there are adequate desks and agree that there are adequate classrooms to promote quality leaning. This shows that desks and classrooms are not major problems in the classrooms are of the schools had inadequate staffroom for head teachers deputy head teachers and senior teachers because 56.7 of the respondents disagreed. This is one of the factors affecting the enrolment.

Table 4.2: Structured physical facilities to accommodate learners with disabilities

	Desks		Classrooms		Staffroom	
	Frequency	Percentage	Frequency	percentage	Frequency	percentage
Strongly agree	1	2.27	1	2.27	2	4.54
Agree	2	4.54	3	6.81	3	6.81
Disagree	10	22.72	13	29.54	27	61.36
Strongly disagree	27	61.36	25	56.81	10	22.72
Undecided	2	4.54	2	4.54	2	4.54
Total	44	100	44	100	44	100

The table indicates that majority of the schools had desks, classrooms and staffrooms are not structured to meet standards needed by some disable learners about 93.18%. This explains that many disable learners may not be willing to be enrolled in public primary schools because of lack of adequate structured physical facilities.

Adequate teaching and learning resources

Table 4.3: Adequacy of teaching and learning materials

	Textbooks		Exercise books		Teaching aids		Support materials	
	Frequency	%	frequency	%	frequency	%	frequency	%
SA	18	40.90	19	43	10	23	20	45
A	16	36.36	15	34	12	27	14	32
DA	5	11.36	4	9	8	18	5	11
SD	3	6.81	4	9	8	18	3	7
V	2	4.54	1	2	6	14	2	6
Total	44	100	44	100	44	100	44	100

Table 4.3 majority of the respondents had adequate textbooks exercise books and support materials 77.27%. The book ratio is 1:3 in almost all schools. This adequacy of the books affects quality of learning as textbooks are indispensable to the quality of education and students academic performance.

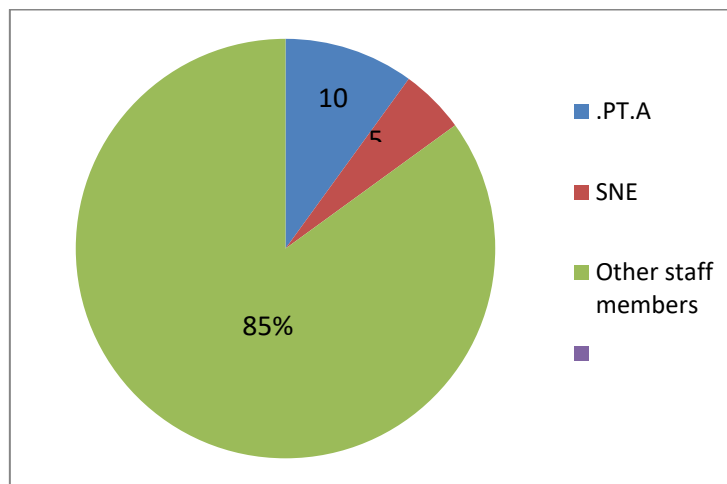


Figure .1: Teacher preparedness

In the figure the findings revealed some schools do not have head teachers who are trained in special education only 5% of the head teachers are social education teachers. Majority of the schools had shortage of teachers which significantly lowered the quality learning. According to Sodium (1998) human resources had a significant effect on students in school. It is important to note that without teaching and learning materials, class learn insightfully. The study revealed that most of the head teachers are undergoing in-service training on special education to better their skills on handling learners.

Table 4.4: Curriculum Relevancy

	Frequency	Percentage
SA	20	45
A	14	32
DA	5	11
SD	4	10
V	1	2
Total	44	100

It can be observed that majority of the respondents agreed that the curriculum is relevant to the needs of the learners 77.27%. This implies that due to the relevant curriculum low achievements are leaders when asked whether there were over age learners and young mothers admitted to their schools.

Table 4.5: Adequacy of funds

	Frequency	Percentage
SA	2	5
A	3	7
DA	20	45
SD	10	23
V	9	20
Total	44	100

From the table it can be observed that head teachers sighted that lack of funds affects enrolment of learners with disability forming 88.63%. They suggested that the issue of funding should be addressed by the government.

Table 4.6: Class teachers' Responses on adequacy and structured Physical facilities

	Desks		Classrooms		Staffroom	
	Frequency	%	Frequency	%	Frequency	%
Strongly agree	41	13	39	13	42	14
Agree	52	17	53	17	51	17
Disagree	113	37	114	37	110	36
Strongly disagree	71	23	70	23	74	24
Undecided	29	9	30	10	29	9
Total	306	100	306	100	306	100

Majority of the class teachers felt that physical facilities were inadequate and not sufficient. They are not structured to accommodate the learners with disabilities Desks, classrooms and schools in Nandi South thus affecting the enrolment of learners negatively 60% of the class responses supports the above statement

Generally the study established that according to the head teacher and class teachers the physical facilities were not structured to accommodate learners.

Table 4.7: Preparedness of teachers to handle learners with disability

	Frequency	Percentage
Strongly agree	121	40
Agree	94	31
Disagree	21	7
Strongly disagree	53	17
Undecided	17	6
Total	306	100

Majority of the class teachers agree that most of the schools have a shortage of teachers who are trained in a social education to handle special learners. The shortage significantly lowered the enrolment negatively. According to Sodium (1998) human resources had a significant effect on student's academic performance. It is important to note that without trained personal it may lead to poor enrolment.

The class teachers' responses majority agree that 70% in service training or school based programs in colleges and universities have been rolled out relevant government to equip teachers on relevant skills attitudes and knowledge.

Table 4.8: Relevance of curriculum

	Frequency	Percentage
Strongly agree	60	20
Agree	30	10
Disagree	116	38
Strongly disagree	98	32
Undecided	2	7
Total	306	100

On the above table majority of responses from class teachers indicate that disagree that the curriculum is not relevant to the needs of the disable learners. The curriculum need to be reviewed to meet individual needs aspirations and expectations of the special learners.

Table 4.9: Financing special education

	Frequency	Percentage
Strongly agree	97	32
Agree	118	39
Disagree	61	20
Strongly disagree	18	6
Undecided	12	4
Total	306	100

It can be observed that class teachers also felt that there is need to increase the allocation for special education to cater for training and development of staff and provide basic needs like lunch for learners other suggestions include timely and consistent disbursement of funds and enhances information technology services in record keeping.

Table 4.10: Observation checklist

	Facility	Availability	Adequate
1	Teaching and learning resources	✓	Not adequate
2	Textbooks	✓	Adequate
3	Hearing aids	×	Not available
4	Visual aids	×	Not available
5	Ramps leveled doorsteps	×	Not available
6	Adapted desks/furniture	×	Not available
7	Adapted toilets and latrines	×	Not available
8	Well structured play ground	×	Not available
9	Wheel chairs	✓	Not adequate
10	Walking sticks	✓	Not adequate

Teaching and learning materials, textbooks, wheel chairs and walking sticks were available in some schools but were not enough for learners with disabilities most of those available were improvised and were not comfortable to learners. Hearing aids, Visual aids, Ramps leveled doorsteps, Adapted desks/furniture, Adapted toilets and latrines and play grounds were not available. Therefore make learners not to attend schools thus lowering the enrolment and quality of education.

5. SUMMARY, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of the study:

The study sought to find out the factors influencing enrolment of learners with disabilities in inclusive institutions. In chapter one of the project, the background information was well outlined. It covered historical evolution globally, notion of factors influencing enrolment in schools in developed and developing countries, in Kenya, and singled out to Nandi south Kenya and singled out to Nandi South.

The statement of the problem was well stated. The purpose of the study was well outlined and objectives to guide study were developed. These were to determine how physical facilities were structured to accommodate special learners, establish whether there resources, to determine teacher prepare to handle special learners, determine how relevant is the curriculum and adequacy of available funds. Research questions were derived from the objectives of the study. The significance of the study were well outlined. Limitations were well stated and delimitations.

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The basic assumptions, definitions of significant terms and organization of the study were well outlined. Literature was reviewed in chapter two under the following sub-topics special needs education in school, teachers as are source for SNE institution, physical facilities and learning resources, developing curriculum for SNE, financing special education in Kenya, theoretical framework, conceptual framework and summary of literature.

Chapter three presented an exposit fact research design to the study it investigated cause and effect relationship. The target population was 132 head teachers and 1056 teachers in public primary schools in Nandi-South district.

Descriptive statistics were used to analyze data using statistical package for social sciences (SPSS). The research questions were answered. Frequencies and percentage were used to show the relationship between depended variables such as enrolment and independent variables such teaching and learning resources and funds. The researcher tried to answer the following questions. In what ways physical facilities are structured to accommodate special learners? Are there sufficient teaching and learning resources? Are teachers prepared to handle special needs: what is the suitability of curriculum for special learners? And are the available funds adequate influencing special education?

The findings of the study revealed that schools engage form four leavers who were students in the same school the previous year. The findings are in support of the Hamburg Background report (2003) which established that shortage of teachers in areas like Mathematics and sciences resulted to part time employment with significant limitations on hiring. Majority of the schools had shortage of teachers with shortfalls ranging to as high as 7 teachers. This gave teacher-student ratios of 1:>40 which significantly lowered the quality of learning. According to Sodimu (1998) human resources had a significant effect on students' academic performance. It is important to note that without teaching and learning materials, classes will be teacher-centered and students will not learn insightfully. This study therefore concurs with the report by Ruto (2011), for Uwezo initiative, which said that rural areas in Kenya are the hardest hit with an average teacher shortage of 4 teachers in every school that affects pupils performance. However, with reference to curriculum based establishment, the study found out that there were teacher shortfalls in most schools in the district. The quality of learning is hence compromised as studies by Adeogun and Osifila (2008) established that there was a significant relationship between pupils' academic performance and physical, material, financial and human resources. Majority of schools face low entry behaviour and strain on facilities as major challenges during admission. These formed 65%. This implies that due to the open admission policy low achievers are enrolled in school most of which are slow learners. When asked whether there were over age students, majority of the head teachers had over-age head teachers in handling such pupils included poor performance, absenteeism/truancy indiscipline negative influence and low morale. Similar observations were made by UNESCO (2005) for EFA Global monitoring report. The study further sought to establish the extent to which the student enrolments affected the implementation of the FPE program. However, on further analyzing enrolment trends by gender using document analysis, the study established that gender parity index (GPI) still stood at an average of 0.64. Just like in the study findings in Rwanda by UNESCO (2007), girls remain lowly represented in overall enrolments. Free Primary education is yet to significantly narrow the gender disparities in access to education. The study findings revealed an improvement in enrolment of girls, though the number of boys is still higher in majority of mixed schools. The gender parity index (GPI) increased from 0.60 in 2007 to 0.64 in 2010. It is considered that a GPI of 0.97 and 1.03 indicates that gender parity has been attained. (EFA global monitoring report, 2003). Gender parity in Nandi South district primary schools is therefore yet to be realized. As such, FPE has had a significant influence on gender parity. Other challenges in relation to teacher management included low morale amongst teachers, huge wage bills and high staff turnover. The teaching and learning resources are not adequate and sufficient for special learners, most teachers are undergoing in-service training on how to handle learners and most of them are not qualified on special education. The curriculum is not fully meeting the needs of the learners and the funding not adequate to handle special learners.

It was the general view that all education stakeholders all these factors influencing enrolment in schools and efforts need to be made to increase enrolment.

5.2 Conclusion of the study:

From the study it is observed that the above name factors have affected the enrolment of learners with disability. Notably there has been a decrease in enrolment because most of the facilities are not structured to accommodate learners with disability. Secondly though limited and delayed funds were availed to schools and basic requirements like exercise books chalk and exam material were adequate in virtually all the schools other challenges include insufficient, inconsistent and

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delayed funding which affects planning of school lack of adequate trained staff teaching and learning materials and physical facilities to match the increased learning enrolment was noted to be very low hence needed to be addressed. Therefore the feeling was that all the education stakeholders the work together to address problems.

The following conclusions were arrived at based on the findings of the study first over 70% of the teachers felt that teaching and learning resources were inadequate for quality and learning most schools had insufficient and not structured facilities such as classrooms desks and staffroom most of the respondents agree that the curriculum to be structured and reviewed to accumulates learners with disability in services training carried out by the government to teachers on the relevant knowledge skills and. The government should increase budgetary allegation for every learner to cater for the basic needs in the schools was noted to be very low hence needed to be addressed. Lack of adequate structured facilities relevant curriculum, trained personnel teaching and learning resources and adequate funding are factors contributing to enrolment in Nandi South District. Therefore it would be considerate for all education stakeholders to work together to address the problem.

5.3 Recommendations:

- i) The government should make efforts to allocate more funds to special education under inclusive education to enable learners be enrolled in large numbers to school.
- ii) The physical facilities need to be modified in all primary schools to accommodate more learners with special needs be enrolled in those institutions.
- iii) The Teacher Service Commission (TSC) should recruit more trained teachers and balance them to enhance gender parity. This is to cover for the shortfall in the district that rate at 8 teachers per school. School management committee should also employ only trained teachers to cover for the shortcomings from TSC. Data management should be enhanced by introducing Information and Communication Technology (ICT). For instance ICT should be used as an administrative tool in Education Management Information system (EMIS) to update data on student enrolments on line. This would facilitate accurate, prompt and sufficient provision of subsidy.
- iv) The government and all education stakeholders should jointly provide for expansion of facilities in already established schools. This would accommodate new enrolments and reduce the acute shortage of teachers resulting from newly established schools having only one or two teachers. Guidance and counseling should be strengthened both by the schools and community based organizations. This is to help reduce cases of drug abuse, indiscipline, unplanned pregnancies and early marriages, which threaten access, regardless of primary education subsidized. Pupils should take advantage of the subsidized education and attend classes regularly, do their assignments and produce quality grades that would enable them meet entry requirements of career courses. This would subsequently provide opportunities for them to positively contribute to national development, Inter-sectorial co-operation should be forged. This would ensure that all stakeholders in education plus key players from other sectors are well coordinated to enhance the success of the enrolment policy and its eventual self sustenance.
- v) Capacity building should be facilitated by the Ministry of Education to students and teachers on improvisation to address cases of shortages in facilities and materials. On-line programs also need to be introduced to cater for staff shortages and insufficient reference materials.

5.4 Suggestions for further research:

The researcher suggests the following for further research.

- i. Factors influencing participation rates among learners with disability
- ii. Factors affecting transition of special education learners in primary schools
- iii. The impact of free primary education on enrolment of the learners with disability in inclusive institution.
- iv. Accessing education by special education learners in primary schools.

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