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RESEARCH ARTICLE

IMPLICATIONS OF SPECIAL EDUCATION POLICY ON ENROLMENT OF LEARNERS WITH MULTIPLE DISABILITIES IN SPECIAL PRIMARY SCHOOLS IN KISUMU COUNTY, KENYA.

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Abstract

The National Special Needs Education Policy in Kenya (NSNEP) is in place to guarantee educational access to learners with multiple disabilities up to the highest level. However, there are evidences from Educational Assessment and Resource Services (EARS) that educational needs of Learners with Multiple Disabilities (LwMDs) has remained largely unmet in Kisumu County, as out of 350 LwMDs assessed and recommended for placement in 2015, only 95 (27%) are enrolled in special institutions. It therefore remains unclear how the NSNEP contributes to enrolment of LwMDs in special schools in Kisumu County. This study investigated the implications of the NSNEP on the enrolment of LwMDs in special schools in Kisumu County, Kenya. Specific objectives were to determine the role of SNEP on assessment of LwMDs; explore the role of the policy on parental involvement during admission and placement of LWMDs; examine the role of the policy on service provision to LwMD, and to find out the role of the policy on school physical and curriculum adaptation for LwMD in Kisumu County. The paper was guided by incrementalism theory by Lindblom (1959) which view policy making as based on the previous ones focussing on incremental rather than wholesome future changes that consider both the means and ends simultaneously. Target population was 3 head teachers and 30 teachers from randomly selected 3 special schools. Census method was used to select 3 headteachers and 30 teachers. Questionnaire was used to collect data. Descriptive methods were used for data analysis. It was found that assessment of LwMDs positively aids enrolment by, among others, enabling early identification, screening, and educational needs assessment. However, the role of policy on parental involvement in enrolment of LwMDs has not been clearly outlined. Thus, most parents are not willing to pay for the learning of LwMDs or buy assistive devices. Equally, most parents do not even read or follow assessment reports of their disabled learners. Moreover, the policy seems to be providing little direction on service delivery to LwMDs. This is illustrated by inadequate training and motivation of special needs education teachers, and lack of adequate involvement of stakeholders in dissemination and formulation of policy guidelines

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Introduction:-

The right to education is expected to extend to all people; children, youth and adults with disabilities (UNESCO, 2015). However, persons with disability have for a long time been considered socially and physically less capable and have therefore been rejected and stigmatized even by their own families and communities (Erickson et al., 2009). In most cases, disability problems are compounded by the fact that most of the people with disabilities are extremely poor and live in areas where educational services are not available (Eleweke & Rodda, 2002). It is therefore important to establish whether or not policies meant to ensure that educational needs of this category of citizens are being implemented accordingly.

The World Disability Report (2011) affirms that persons with disability constitute 15% of the general population. This implies that more than 1 billion persons in the world have some form of disability. The number of persons with disability remains high and continues to grow due to aging populations and the increase in chronic conditions (World Report on Disability, 2012). Other factors like road traffic crashes, violence and disasters contribute to the growing numbers in certain contexts (World Report on Disability 2012). According to the European Commission (2013), approximately 800 million young children worldwide are affected by biological, environmental and psychosocial conditions that can limit their cognitive development European Commission (2013).

In January 2010, Kenya adopted the National Special Needs Education Policy (NSNEP) to ensure that learners with disabilities including those with multiple disability access barrier free education from primary school to university (National Special Needs Education Policy Framework, 2009). The successful implementation of NSNEP was expected to improve the quality and access to education provided to all learners with special needs. It was also meant to address issues of equity and improvement of learning environments in all schools and consequently improve the participation and involvement of people with special needs in national development in general (National Special Needs Education Policy Framework, 2009). However, despite the existence of the NSNEP, enrolment of LwMDs still remains low hence there's need to understand how NSNEP influences enrolment of LwMDs in special schools.

Kisumu County has a 5.471% prevalence rate of PLWD higher than the national disabled percentage of 3.461. Among these, 86% have visual disability, 1.02% hearing disability, 0.64% speech disability, 2.11% physical and self care disability, 0.47 mental disabilities and 0.43% with other disabilities (KNBS, 2009). Furthermore, statistics from Kisumu County Educational Assessment and Resource Centre (EARS, 2015) indicate that in 2015 academic year, out of 350 LwMDs assessed and recommended for placement, only 96 were successfully enrolled to various special schools. Thus, more than 80% of LwMDs in Kisumu County are confirmed to be out of school. This is contrary to the provisions in the NSNEP. The Ministry of Education Policy for Special Education (2009) stipulates the responsibilities of the EARSs as; identification and assessment of learners with disabilities, guidance and counseling for parents of children with special needs, running courses for parents of children with special needs, establishment of special needs units in regular schools and making referrals of children with special needs to special schools, units and integrated programmes or medical examination and treatment, among many others not mentioned. Reasons for not enrolling these learners as provided by the policy remain unknown. Equally, whether or not lack of enrolment of this category of learners is due to lack of knowledge and understanding of teachers in regard to NSNEP is yet to be established. Other issue which could also lead to low enrolment of learners in special schools could be related to parental attitude with regard to allowing his/her child with multiple disabilities to join a special school away from home, although there is scanty information concerning this.

Statement of the problem:-

Kenya, like many nations across the globe, has adopted the National Special Needs Education Policy (NSNEP) to ensure that learners with disabilities including those with multiple disability access barrier free education from primary school to university. Despite the window of opportunity provided by the NSNEP, majority of LwMDs are not enrolled in schools after being assessed at the EARC in Kisumu County leading to a significant number largely excluded from educational opportunities for primary and secondary schooling. Statistics from Kisumu County Educational Assessment and Resource Centres (EARC) indicate that in 2015 academic year, out of 350 LwMDs assessed and recommended for placement, only 95 (27%) were successfully enrolled to various special schools: a clear indication that the goal of NSNEP related to enrolment of LwMDs is not being fulfilled. While it is the requirement of the policy that EARSs assess, and recommend LwMDs for placement into special schools, it has not

been established whether this mandate is being achieved. Furthermore, the expectation of NSNEP that teachers handling LwMDs understand the policy and are able to give instructions to these learners adequately in the county has not been established: these areas are related to direct instruction and competencies that allow teachers to fulfill many roles in the field of special education. Similarly, EARSs officers are also required to create awareness, offer guidance and counseling to parents of children with special needs so as to shape their attitude in regard to education of LwMDs. However, extent to which parents have acquainted themselves with NSNEP and contributed to enrolment of LwMDs in special schools in the county remains unknown. This study therefore intends to determine the implications of the NSNEP on the enrolment of LwMDs in special schools in Kisumu County, Kenya

Purpose of the study:-

The purpose of this study therefore is to determine the implications of the NSNEP on the enrolment of LwMDs in special schools in Kisumu County, Kenya. Specifically, the study intends to:

1. Determine the implications of assessment on enrolment of LwMDs in special primary schools in Kisumu County
2. Explore the role of the policy on the parental involvement during the admission and placement of LWMD in schools
3. Examine the role of the policy on service provision to LwMD in special schools in Kisumu county,
4. Find out the role of the policy on the school physical and curriculum adaptation for LwMD in Kisumu county

Literature Review:-

The outcome of Special Needs Education policy on enrolment of LwMDs into schools, whether inclusive or special has been studied by various scholars, although mixed results have been obtained. Farooq (2012) explored problems faced by students with special needs (SWSN) studying in general education schools/ordinary schools in Pakistan. SWSN, their parents and their teachers were source of information for this study. The number of SWSN who participated in this study was 89 from 72 different families. Out of these 89 students, 54 had physical impairments, 23 had hearing impairments and 12 visual impairments. Data were collected from the SWSN, their parents and teachers. Both parents and students indicated that general education schools are better places for SWSN than the special schools. All groups of participants agreed that there were structural problems faced by students with special needs in general education schools. Classmates of SWSN were found to have positive attitude towards them. However, implications that policy guiding special needs education has on challenges articulated in this study is overlooked.

In yet another study, Sunardi, Yusuf, Gunarhadi, Priyono, and Yeager (2011) assessed the implementation of inclusive education for students with special needs by focusing on the institutional management, student admission/identification/assessment, curriculum, instruction, evaluation, and external supports in Indonesia. The results showed, in terms of institutional management, that the majority of inclusive schools had developed strategic plans (for inclusion), legally appointed coordinators, involved related and relevant parties, and conducted regular coordination meetings. However, there were still many schools that had not restructured their school organizations. In terms of student admission/identification/assessment, 54 percent of schools set a quota for SEN students. Only 19 percent applied a selection process in student admission, half of which used different procedures for SEN candidates. Approximately 50 percent of inclusive schools had modified their curriculum, including a variety of standards. In terms of instruction, 68 percent of inclusive schools reported that they modified their instructional process. Only a few schools, however, provided special equipment for students with visual impairment, physical impairment, speech and hearing problems, and autism and gifted and talented students. In a student evaluation, more than 50 percent reported that test items, administration, time allocations, and students' reports were modified. For the national exam, this number decreased dramatically. Finally, external supports in the forms of funding, coaching, and facilities were mostly provided by provincial governments and by the Directorate of Special Education. Yet the contribution of special needs education policy is kept silent in Sunardi, et al's study.

Curriculum delivery to LwMDs has also attracted attention of scholars. For instance, Omede (2015) did an assessment of trends of service delivery to persons with disabilities in India, Brazil, Kenya, Malaysia and Nigeria. Individuals with disabilities, who are the subjects of special education, encounter difficulties that prevent or make it strenuous to use a part of their body completely or easily or that they cannot learn easily. The assessment identified challenges in the areas of teacher-pupil ratio, funding, failure of parental instruction, individualized education

programme, special facilities, equipment and assistive technology, poor rehabilitation services, inclusion, attitudes to persons with disability amongst others that must be tackled to enable efficient service delivery for persons with disability. However, focus on how SNE policy guide service delivery to LwMDs still remains elusive.

Kipkosgei (2013) investigated the factors influencing enrolment of learners with disabilities in an inclusive education in primary schools in Nandi South district, Kenya. The objectives of the study were to determine how physical facilities are structured to accommodate learners with special needs, determine sufficiency of teaching and learning resources, teacher preparedness to handle learners with disability, relevancy of curriculum to meet needs, aspirations and expectations of special learners, and to determine adequacy of available funds in financing special needs education. It was found that pupils' enrolment has been hindered by straining of physical facilities, increase in teacher workload which ultimately contribute to decline in standards of education. But the contribution of SNE policy towards enrolment is still not focused upon here. Lack of information on the implications of SNE policy on enrolment of LwMDs still remains glaring.

Educational reforms have prescribed the involvement of parents to enhance enrolment, support diverse needs of individual learners and to provide additional resources (Wong, Poon, Sarinajit, and Ng, 2013). Consequently the same reforms the Kenyan government has ratified, stipulate the need for parents to be involved in assessment and placement of LwMDs. Yet studies covering the role played by parents on enrolment of this category of learners are limited. Ncube and Hlatywayo (2014) explored the issues, realities and challenges regarding the provision of special needs education in Zimbabwe. Specific constructs studied were parental involvement, the nature and scope of the curricula and the general strengths of specialist teachers. The results showed that parents are fairly involved in school activities. However, parents were mainly involved in administrative issues rather than in making decisions about the education of their children. While the curriculum for learners with disabilities was found to be satisfactory, it lacked components that ensure the smooth transition of learners with disabilities into adulthood and employment.

Yet another study by Kimu (2012) investigated existing programmes and models of parental involvement in schools as well as legislation as pertaining to parental involvement in Kenya. A qualitative design utilising Epstein's model of parental involvement was used to examine parental involvement practice in public primary schools in Kenya. Accordingly, a qualitative approach within purposefully selected schools study was conducted. The findings suggested that parental involvement activities in the study sample fitted Epstein's typology comparatively well. However, the roles played by parents to ensure that enrolment is enhanced to LwMDs in special primary schools still seem to elude researchers. These roles therefore need to be empirically investigated, as is intended in the current study.

Appropriate services to be provided to LwMDs are also emphasized by SNE policy, yet there exist limited information as to whether such services are availed or not. Hayes (2014) sought to determine the level of experience obtained by classroom teachers located in Columbus, Ohio in the area of the educating LwMDs. Other areas of interest in the survey included the additional education regarding hearing loss in children and the willingness to make accommodations for children with hearing loss. Results indicated that a significant minority of respondents reported having formal education about hearing loss. In contrast, many respondents reported they had classroom experience with teaching children with hearing loss. Similarly, Akakandelwa and Musanje (2011) carried out a study to determine the provision of learning and teaching materials for pupils with visual impairment in basic and high schools in Zambia. A survey approach utilizing a questionnaire, interviews and a review of the literature was adopted for the study. The findings demonstrated that most schools in Zambia did not provide adequate and suitable learning and teaching materials to pupils with visual impairment. Further, many schools did not have resource rooms for storage and use of learning and teaching materials for these pupils.

Equally in Kenya, Mwiti and Mburugu (2014) investigated attitudes of public primary school teachers from central region of Kenya towards inclusion of children with hearing impairment. This study employed a descriptive survey research design, and multistage sampling method to select 400 public primary school teachers from four counties. The results indicated that males and females differed significantly on their attitudes toward inclusion of learners among teachers in regular primary schools. The study concludes that despite teachers' positive attitude towards inclusion they are not ready to adopt this change without prior training on how to teach the hearing impaired. These studies (Akakandelwa & Musanje, 2011; Hayes, 2014; Mwiti and Mburugu, 2014) have fallen short of examining the role of the policy on service provision to LwMDs. Furthermore, these studies have not paid attention to

education service providers handling LwMDs within special schools. This shortage in knowledge therefore begs for a study which could cover the role of policy on service provision.

Although managing SNE requires adaptation of physical resources and suitable curriculum as outlined in the SNE policy, most studies have not focused on establishing the role of SNE policy on school physical and curriculum adaptation for LwMD in Kisumu County. Talbott, Fleming, Karabatsos and Dobria (2011) examined the extent to which race and gender of 1,394,024 students, alone and nested within 2,104 schools, predicted identification in the special education categories of mental retardation (MR), emotional retardation (ED), and learning disabilities (LD). The study used student enrollment, race, gender, and disability status in the state of Illinois from the 2004-2005 to create the individual level data file. Results revealed that, alone, student race and gender significantly predicted identification in all three categories. Similarly, Safder, Akhtar, Fatima and Malik (2012) used a qualitative study which was conducted to identify the problems faced by students with hearing impairment studying in inclusive education at the university level. The sample of the study consisted of all the four deaf students studying in Department of Special Education, University of the Punjab, Lahore, Pakistan. It was found that students with hearing impairment were facing many difficulties regarding mode of instruction used by the teachers in class room; lack of sign language interpreters, and teachers' (inability to use) sign language during instruction.

Another study by Muiti (2010) aimed at investigating factors hindering effective learning of children who are hearing impaired and visually impaired in one special primary school and units in Meru North District in Eastern Province of Kenya. One special primary school and 22 units were sampled for the study, which presents 30% of the total population. The results showed that parents preferred their children to be enrolled in residential special schools; lack of many trained teachers in Special Needs Education affect learning of pupils with hearing and visual impairment in special schools and units, inadequate teaching and learning resources impede learning of pupils with hearing and visual impairment and lack of inspection of special schools and units by the Ministry of Education officers will affect effectiveness. Similarly, Nyakundi (2015) examined placement options for learners with hearing impairment, factors influencing placement of learners with hearing impairment, qualifications of the assessors and equipment and tools used in the assessment for placement decisions of learners with hearing impairment. A descriptive study design was used. Random sampling technique was used for sampling the special trained teachers and learners with hearing impairment. Factors such as; parental preference, availability/locality of the school, cost, communication barrier and lack of special trained personnel for learners with hearing impairment influenced placement of learners with hearing impairment. The study further found that there were no personnel in the Educational Assessment Resource Centre (EARC) who were trained in audiological assessment, or specialized in the area of hearing impairment, a situation that greatly undermined their effectiveness in the assessment for placement decisions. These studies (Muiti, 2010; Talbott, et al., 2011; Akhtar, et al. 2012) have failed to highlight on challenges faced in implementing NSNE policy expected to enhance enrolment of learners in special schools.

Reviewed studies illustrate that enrolment of LwMDs following guidelines of SNE policy still lack serious focus, yet these learners have the right to education like other normal learners. It was therefore prudent to assess the contribution of the NSNE policy towards enrolment of LwMDs.

Materials and Methods:-

Study Area:-

The study was conducted in Kisumu County. Kisumu is a port city in western Kenya, coordinates 0°6'S 34°45'E at an altitude of 1,131 m (3,711 ft), with a population of 968,909 (2009 census). Kisumu County has a 5.471% prevalence rate of PLWD higher than the national disabled percentage of 3.461. Among these, 86% have visual disability, 1.02% hearing disability, 0.64% speech disability, 2.11% physical and self care disability, 0.47 mental disabilities and 0.43% with other disabilities (KNBS, 2009). The rate of poverty (adult equivalent poverty head count) is 46.8% higher than the national rate of 45.9% and its ranked 21st out of 47 counties. Furthermore, statistics from Kisumu County Educational Assessment and Resource Centre (EARC) indicate that in 2015 academic year, out of 350 LwMDs assessed and recommended for placement, only 95 (27%) are enrolled in special schools. Kisumu County has a total of 11 special schools, of which 3 are secondary schools (EARS, 2015), hence leaving 8 primary special schools. This area was deemed desirable for this study given that enrolment of learners into special schools as espoused by NSNEP seemed not to be successful.

Research Methodology:-

A cross sectional descriptive design is used to determine prevalence of phenomena and describes any existing significant relationship between variables at a given point in time. It suits studies aimed at finding out situations, problem or issues from a range of diverse respondents in a population at a given time (Krathwohl, 1993).

This study targeted head teachers and teachers from 3 special primary schools in Kisumu County. Thus the respondents comprising target population was 3 head teachers and 30 teachers. For sample size, the researcher selected all the head teachers and 30 teachers in the special schools under study for questionnaire administration using census sampling method. Questionnaire was used to collect quantitative data on biographical information; the role of policy on the enrolment of LwMDs; role of the policy on the parental involvement during the admission and placement of LWMD; role of the policy on service provision to LwMD, and the role of the policy on the school physical and curriculum adaptation for LwMD in Kisumu county. The respondents were left with the questionnaires by the researcher after which the researcher collected them after one week, and cleaned them for the purpose of data analysis. Quantitative data was analysed through the aid of Statistical Package for Social Sciences (SPSS) version 20. Section I of the study (demographic background of respondents), the first objective (NSNEP and enrolment), the second objective (teachers' knowledge and understanding of NSNEP) as well as the third objective (challenges faced in implementing NSNEP) was analysed using frequency counts and percentages.

Study Findings:-**Background information of head teachers and teachers:-**

The researcher was able to collect 28 out of 33 questionnaires which were distributed to head teachers and teachers. This was a return rate of 84.85%. The gender distribution was that 53.6% of respondents who participated in the study were females, while 46.4 were males. Majority (71.4%) of head teachers and teachers had stayed in their respective schools for over 5 years, while 28.6% had been in the schools for between 3 and 5 years. Equally, most (50%) of the sampled respondents held diploma level of education, with another 35.7% of the teachers holding degree level of education; 10.7% of the respondents had certificate level of education, and the remaining 3.6% of the respondents stating that they had masters level of education.

Implications of assessment on enrollment of LwMDs in special primary schools:-

The first objective assessed the implications of assessment on enrolment of LwMDs. Nine items were presented to the sampled respondents to which they were required to express their agreement as 1=STRONGLY Disagree (SD); 2=DISAGREE (D); 3=Un Decided (UD); 4=Agree (A); 5=Strongly Agree (SA). Table 4.1 presents the findings.

Table 4.1:- Implications of assessment on the enrolment of LwMDs.

No	Items	Mean	1	2	3	4	5
1	It enhances early identification of LwMDs	4.43	3.6	7.1	0.00	39.3	50.0
2	It enables adequate screening of LwMDs	4.25	16.2	7.1	00	39.3	50.0
3	It identifies functional levels of LwMDs	4.21	3.6	7.1	00	42.9	46.2
4	It reveals educational needs of LwMDs	4.0	3.6	10.7	3.6	46.4	35.7
5.	It enables placement of all LwMDs	4.0	00	21.4	00	35.7	42.9
6	Assessment enables amelioration of problems faced by LwMDs	3.64	3.6	10.7	21.4	46.4	17.9
7.	It adequately guides pre-referral of LwMDs	4.18	29.4	24.6	12.9	18.4	14.7
8.	Parents/guardians of LwMDs are often involved in assessment process	3.75	00	10.7	00	50.0	39.3
9	Has helped to develop SNE professionals cope up with emerging trends	3.89	14.3	10.7	7.1	50.0	28.6

Table 4.1 shows that the sampled head teachers and teachers either strongly disagreed or disagreed that: the assessment adequately guides pre-referral of LwMDs (53%). Similarly, the sampled respondents also strongly agreed or agreed that: the assessment enhances early identification of LwMDs (89%); enables adequate screening of LwMDs (89%); identifies functional levels of LwMDs (88%); reveals educational needs of LwMDs (81%); enables placement of all LwMDs (77%); assessment enables amelioration of problems faced by LwMDs (63%); parents/guardians of LwMDs are often involved in assessment process (89%); and that assessment has helped develop SNE professionals cope up with emerging trends (78%).

Findings in this section conform to expectations of NSNEP of Kenya, although Nyakundi (2015) revealed otherwise in a study done in Kajiado, Kenya. In the study, placement options for learners with hearing impairment, factors influencing placement of learners with hearing impairment, qualifications of the assessors and equipment and tools used in the assessment for placement decisions of learners with hearing impairment were examined. This study found that there were no personnel in the Educational Assessment Resource Centre (EARC) who were trained in audiological assessment, or specialized in the area of hearing impairment, a situation that greatly undermined their effectiveness in the assessment for placement decisions.

Role of policy on parental involvement during admission of LwMDs:-

The second objective assessed the role of NSNE policy on parental involvement during admission of LwMDs in special schools. The respondents were presented with statements relating to the role of parents on enrolment of LwMDs, and were requested to state the extent to which such roles affect enrolment of LwMDs as: **1-** To a very small extent; **2-** To small extent; **3-** Neither small nor large extent; **4-** Large extent **5-** Very large extent. Table 4.2 illustrates the findings.

Table 4.2:- Distribution by role of policy on parental involvement.

No	Items	Mean	1	2	3	4	5
1	Most parents take their children for assessment and abide by intervention measures.	2.8	14.3	35.7	17.9	21.4	10.7
2	Most parents are willing to pay school levies for LwMDs	2.4	32.1	28.6	7.1	28.6	3.6
3	Most parents often buy assistive devices for LwMDs	2.0	46.4	28.6	7.1	14.3	3.6
4	Few parents allow disabled children to be in schools away from home	3.4	3.6	25	17.9	39.3	14.3
5.	Educated mothers prefer participating in assessment processes	4.0	3.6	7.1	10.7	46.4	32.1
6	All parents often participate in assessment processes (to second slot)	2.4	32.1	32.1	7.1	25	3.6
7.	Most educated parents hardly consent to participating in assessment	2.4	28.6	32.1	10.7	25	3.6
8.	Results of assessment procedures are hardly read by parents	3.0	10.7	32.1	10.7	35.7	10.7
9	Few parents do encourage their disabled children to yearn for better grades	3.0	10.7	35.7	7.9	39.3	7.1

As Table 4.2 illustrates, the sampled respondents stated that the roles of the policy on parental involvement affect enrolment either to a very small extent or small extent in the following ways: most parents are willing to pay school levies for LwMDs (60%); most parents often buy assistive devices for LwMDs (74%); all parents often participate in assessment processes (64%); most educated parents hardly consent to participating in assessment (60%). On the other hand, the sampled respondents indicated that roles of the policy on parental involvement affect enrolment of LwMDs either to very large extent or a large extent in the following ways: educated mothers prefer participating in assessment processes (78%); Few parents allow disabled children to be in schools away from home (63%); results of assessment procedures are hardly read by parents (46%); few parents do encourage their disabled children to yearn for better grades (46%).

Findings revealed in this section indicate that parents of LwMDs seem not to understand the role that NSNE policy bestows upon them. These revelations concur with a study by Wong, Poon, Kaur and Ng (2013) who examined the experiences and perceptions of parents whose children with disabilities are attending mainstream secondary schools in Singapore. This study found that there were dichotomies in parents' understanding of disabilities, expectations of school support, and expectations for their child with disabilities

Role of policy on service provision to LwMDs:-

The other section of the questionnaire assessed the role of policy on service provision to LwMDs.

Serving educational needs of LwMDs is the key motive behind the formulation of NSENP in 2009. Respondents were presented with statements which relate to service provision by teachers and other educators to LwMDs, where

as they were requested to respond by stating the level of their agreement or disagreement as: 1=STRONGLY Disagree; 2=DISAGREE; 3=Un Decided; 4=Agree; 5=Strongly Agree. Table 6.3 illustrates the findings

Table 6.3:- Distribution by role of policy on service provision.

	Item	Mean	1	2	3	4	5
1.	All head teachers and teachers are proper skills in serving LwMDs	2.9	14.3	42.9	00	28.6	14.3
2.	Teachers are adequately motivated to provide services to LwMDs	2.6	21.4	42.9	00	25	10.7
3.	Teachers are aware of curriculum requirements for LwMDs	3.1	10.7	28.6	00	10.7	42.9
4.	There is proper in-service training for teachers who handle LwMDs	2.7	17.9	39.3	10.7	21.4	10.7
5.	Performance evaluation of teachers is based upon NSNE policy	2.8	3.5	50	17.9	17.9	10.7
6.	Promotion of teachers for LwMDs is based on their services to LwMDs	2.2	35.7	32.1	10.7	17.9	3.6
7.	NSNEP guidelines are often disseminated to teachers in time	2.2	21.4	50	7.1	3.6	10.8
8.	Sections in the NSNEP are discussed adequately by head teachers, teachers, EARS officers, and parents/guardians	2.2	28.6	35.7	10.7	21.4	3.6

Table 6.3 illustrates that the sampled respondents either strongly disagreed or disagreed that: head teachers and teachers have proper skills in serving LwMDs (57%); Teachers are adequately motivated to provide services to LwMDs (63%); there is proper in-service training for teachers who handle LwMDs (57%); Performance evaluation of teachers is based upon NSNE policy (53%); Promotion of teachers for LwMDs is based on their services to LwMDs (67%); NSNEP guidelines are often disseminated to teachers in time (71%); and Sections in the NSNEP are discussed adequately by head teachers, teachers, EARS officers, and parents/guardians (63%). On the other hand, the sampled respondents either strongly agreed or agreed that teachers are aware of curriculum requirements for LwMDs (52%).

The foregoing findings suggest that while there is policy provision for service delivery to LwMDs, special needs teachers seem not to be conversant with the articulations of the policy. This was similar to what Ncube and Hlatywayo (2014) found in Zimbabwe when they explored issues and challenges in the provision of special need education. They found that there are challenges faced in the recruitment of specialist teachers; shortage of trained teachers; refusal by trained teachers to teach special classes; centralized recruitment system; and poor incentives. Talbott, et al (2011) found that teacher education, adequate yearly progress, and size and locale of the district were also significant predictors.

Role of policy on physical and curriculum adaptation to LwMDs:-

The last section of the study looked at the role of SNE policy on physical and curriculum adaptation. The National Special Education Policy spells out the specific physical resources and curriculum for adaptation so as to suit requirements of SNE learners. Respondents were requested to respond to the statements by stating the level of their agreement or disagreement as: 1=STRONGLY Disagree (SD); 2=DISAGREE (D); 3=Un Decided (UD); 4=Agree (A); 5=Strongly Agree (SA). Table 4.4 summarizes the findings.

Table 6.4:- Distribution by Role of Policy on physical and curriculum adaptation.

	Item	Mean	1	2	3	4	5
1	Stair cases have been replaced by ramps	2.4	10.7	25	7.1	28.6	28.6
2	Toilets, etc, have been constructed to suit special needs of LwMDs	3.4	14.3	28.6	7.1	39.3	10.7
3	Assistive devices have been appropriately procured	3.0	14.3	46.4	14.3	17.9	7.1
4	Teachers have been trained to use assistive devices appropriately	2.6	7.1	42.9	21.4	14.3	14.3
5	Teachers monitor the usability of the adapted infrastructure	2.9	3.6	28.6	7.1	53.6	7.1
6	Teachers conform to the best practices when using assistive devices.	3.3	00	32.1	17.9	42.9	7.1
7	Period of lessons have been designed to suit LwMDs	3.3	10.7	39.3	7.1	35.7	7.1
8	Evaluation tests have been designed to suit LwMDs	2.7	14.3	46.4	00	35.7	3.6
9	Specific syllabus has been designed to suit LwMDs	2.3	28.6	42.9	7.1	17.9	3.6
10	There are special national examinations for LwMDs	1.9	46.4	35.7	3.6	10.7	3.6

Table 6.4 illustrates that head teachers and teachers either strongly agreed or agreed that: Teachers monitor the usability of the adapted infrastructure (60%); Stair cases have been replaced by ramps (56%); Toilets, etc, have been constructed to suit special needs of LwMDs (50%); Teachers often monitor the usability of the adapted infrastructure (60%), and Teachers often conform to the best practices when using assistive devices (50%). However, respondents either strongly disagreed or disagreed that: Assistive devices have been appropriately procured (60%); Teachers have been trained to use assistive devices appropriately (50%); Evaluation tests have been designed to suit LwMDs (60%); Period of lessons have been designed to suit LwMDs (50%); Specific syllabus has been designed to suit LwMDs (71%); and There are special national examinations for LwMDs (82%).

These findings point at the little consideration that has been given to the provision of resources for the benefit of LwMDs. Similar findings were found by Akakandelwa and Musanje (2011) in Zambia. The study sought to determine the provision of learning and teaching materials for pupils with visual impairment in basic and high schools in Zambia. They found that budgetary allocations for the procurement of learning and teaching materials are usually too small or non-existent. Consequently, most children with visual impairment appear to perform poorly in their studies and are required to drop science and mathematics subjects due to lack of teaching and learning materials. Equally, Safder, et al (2012) also found that students with hearing impairment were facing many difficulties regarding mode of instruction used by the teachers in class room; lack of sign language interpreters, and teachers' (inability to use) sign language during instruction in Lahore, Pakistan.

Conclusions and Recommendations:-

By using descriptive statistics to investigate implications of National Special Needs Education policy on the enrolment of LwMDs, this study noted that majority of teachers and head teachers in special needs primary schools are females with diploma level of education. Most of the teachers have also stayed in their work stations for 5 years and above. This study also revealed that assessment of LwMDs positively aids enrolment by, among others, enabling early identification, screening, and educational needs assessment. However, the role of policy on parental involvement in enrolment of LwMDs has not been clearly outlined. Thus, most parents are not willing to pay for the learning of LwMDs or buy assistive devices. Equally, most parents do not even read or follow assessment reports of their disabled learners. Moreover, the policy seems to be providing little direction on service delivery to LwMDs. This is illustrated by inadequate training and motivation of special needs education teachers, and lack of adequate involvement of stakeholders in dissemination and formulation of policy guidelines.

The researcher recommends that teachers handling LwMDs be trained and retrained periodically to enhance their skills. Similarly, parents should be sensitized to support the learning of their children who have multiple disabilities. Moreover, the curriculum for teaching LwMDs should be streamlined to reflect their special needs. Finally, the physical infrastructure in special schools should be improved continuously to enhance enrolment of LwMDs.

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