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THE NATIONAL ASSEMBLY

THIRTEENTH PARLIAMENT- THIRD SESSION 2024

COMMITTEE ON NATIONAL COHESION AND EQUAL OPPORTUNITY

REPORT ON THE INSPECTION VISIT TO SPECIAL NEEDS SCHOOLS

THE NATIONAL ASSEMBLY PAPERS LAID	
DATE: 30 JUL 2024	DAY: TUESDAY
TABLED BY:	Hon. YUSUF ABDI (CHAIRPERSON)
CLERK AT	INZOFI MWALE

DIRECTORATE OF AUDIT, APPROPRIATIONS & GENERAL PURPOSE COMMITTEES
THE NATIONAL ASSEMBLY
PARLIAMENT BUILDINGS
NAIROBI

JULY, 2024

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LIST OF ABBREVIATIONS

BOM	-	Board of Management
CBC	-	Competency Based Curriculum
COK	-	Constitution of Kenya
EARS	-	Educational Assessment and Resource Service
INSET	-	In-Service Training
KCPE	-	Kenya Certificate of Primary Education
KCSE	-	Kenya Certificate of Secondary Education
KICD	-	Kenya Institute of Curriculum Development
KILEA	-	Kenya Inter-Mediate Level Education Assessment
KNEC	-	Kenya National Examination Council
KRA	-	Kenya Revenue Authority
KPSEA	-	Kenya Primary School Education Assessment
MoE	-	Ministry of Education
NCPWD	-	The National Council for Persons with Disabilities
PTA	-	Parents Teachers Association
TSC	-	Teachers Service Commission
SNE	-	Special Needs Education
UNICEF	-	United Nations Children's Fund

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CHAIRPERSONS FOREWORD

Article 54 (1) (b) of the Constitution of Kenya 2010 provides that any person with disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person. Moreover, section 44 of the Basic Education Act CAP.211 emphasizes that upon establishment of special education school, the Cabinet Secretary for the Ministry of Education should ensure that every special needs school is provided with appropriately trained teachers, non-teaching staff, infrastructure, learning materials and equipment suitable for special needs learner.

The global perspective has also played a vital role in eliminating discrimination especially to special needs of the learners. In the case of Austria, it embraced an educational policy that formally addresses the needs of students with disabilities through the establishment of special schools by the adoption of the School Organisation Act (Schulorganisationsgesetz) in 1962, which laid the foundation for a dual education system. This system consists of mainstream schools for the general student population and special schools specifically designed to serve students with various disabilities. The special school system aims to provide tailored education that addresses the unique needs of students with disabilities who were frequently separated from their peers in mainstream schools.

Given the above legal provisions, the mandate of the Committee, and the efforts that are being made globally to improve the lives of persons with disability, the Committee resolved to conduct an audit of special needs schools in the country to evaluate the level of compliance that supports learners to achieve their right to education in addition to assessing measures put in place towards eliminating all forms of discrimination

In that regard, the Committee embarked on conducting inspection visits to various special schools in Mombasa, Nyeri, Nakuru, Baringo, Homabay, Busia, Nyamira and Kakamega Counties to examine their facilities, programs and accessibility to identify areas of improvement and foster collaborative discussions for the benefit of the students.

From the discussions, meetings and visits that were conducted in the said counties, two major challenges were identified, among other findings as detailed in the report; there was evident slow pace in releasing of funds to schools by the Ministry of Education as well as low budgetary allocation, therefore, depriving the schools of acquiring good quality education.

Most schools also lacked enough teaching staff and caretakers, therefore there was no balance in the ratio of teacher to learner which should be commensurate to the ratio specified in the MoE policy on learner-teacher ratio. It is therefore upon the Ministry of Education and Teachers Service Commission to ensure that enough teachers are deployed to special schools and continuous training is conducted.

On behalf of the Members, I would like to express gratitude to the Speaker's and the National Assembly Clerk's offices for their help. I am pleased to bring to the House, the Committee's report on the Inspection visit to Special Needs Schools in accordance to Standing Order 199(6).



HON. YUSSUF ADAN HAJI, MP,

**CHAIRPERSON, COMMITTEE ON NATIONAL COHESION AND EQUAL
OPPORTUNITY**

1.0 PREFACE

1.1 Committee's mandate

1. The Select Committee on National Cohesion and Equal Opportunity is established under Standing Order 212 C. The Committee is mandated to: -
 - i. Monitor and promote measures relating to policy and program initiatives in pursuit of peace and national cohesion;
 - ii. Investigate, inquire into and report on all matters relating to inter-community cohesion;
 - iii. Monitor and promote measures designed to enhance the equalization of opportunities and improvement in the quality of life and status of all persons, including persons who are marginalised on the basis of gender, age, disability, health status, ethnic, racial, cultural or religious background or affiliation or any other such ground;
 - iv. Investigate, inquire into and report on all matters relating to discrimination or marginalization of persons referred to under sub-paragraph (c);
 - v. Make proposals to Parliament including legislative proposals for the protection, equalization of opportunities and promotion of the welfare of the groups referred to under sub-paragraph (c); and
 - vi. Examine the activities and administration of all state departments and statutory bodies in so far as they relate to the rights and welfare of the persons referred to under sub-paragraph (c).

1.2 Committee Membership

2. The Committee was constituted by the House on 27th October 2022 after the General Election pursuant to Standing Orders 177. The Membership comprises of –

	Name	Constituency	Party
1.	Hon. Yussuf Adan Haji, DSM, MP. (Chairperson)	Mandera West	United Democratic Movement (UDM)
2.	Hon. Liza Chelule Chepkorir, MP. (Vice-Chairperson)	Nakuru (CWR)	United Democratic Alliance (UDA)
3.	Hon. Yusuf Hassan Abdi, MP.	Kamukunji	Jubilee Party (JP)
4.	Hon. Harrison Garama Kombe, MP.	Magarini	Orange Democratic Movement (ODM)
5.	Hon. Charles Kamuren, MP.	Baringo South	United Democratic Alliance (UDA)
6.	Hon. Charles Ong'ondo Were, MP.	Kasipul	Orange Democratic Movement (ODM)
7.	Hon. Edward Oku Kaunya, MP.	Teso North	Orange Democratic Movement (ODM)
8.	Hon. Joseph Samal Lomwa, MP.	Isiolo North	Jubilee Party (JP)
9.	Hon. Martin Peters Owino, MPH, MP.	Ndhiwa	Orange Democratic Movement (ODM)
10.	Hon. Eng. Paul Nzengu, MP.	Mwingi North	Wiper Democratic Movement Kenya (WDM-K)
11.	Hon. Agnes Mantaine Pareyio, MP.	Narok North	Jubilee Party (JP)

	Name	Constituency	Party
12.	Hon. Duncan Maina Mathenge, MP.	Nyeri Town	United Democratic Alliance (UDA)
13.	Hon. Fredrick Lusuli Ikana, MP.	Shinyalu	Amani National Congress (ANC)
14.	Hon. Irene Nyakerario Mayaka, MP.	Nominated	Orange Democratic Movement (ODM)
15.	Hon. Jane Wangechi Kagiri, MP.	Laikipia (CWR)	United Democratic Alliance (UDA)
16.	Hon. Joseph Hamisi Denar, MP.	Nominated	Amani National Congress (ANC)
17.	Hon. Joseph Iraya Wainaina, MP.	Nominated	United Democratic Alliance (UDA)
18.	Hon. Mary Maingi, MP.	Mwea	United Democratic Alliance (UDA)
19.	Hon. Monicah Muthoni Marubu, MP.	Lamu (CWR)	Independent
20.	Hon. Onesmus Ngogoyo Nguro, MP.	Kajiado North	United Democratic Alliance (UDA)
21.	Hon. Teresia Wanjiru Mwangi, MP.	Nominated	United Democratic Alliance (UDA)

3. The Committee, in the execution of its mandates as stipulated in the National Assembly's Standing Orders is supported by a Secretariat as follows:

Ms. Angelina Naserian Lotuai

Clerk Assistant -Lead Clerk/Head of the Secretariat

Ms. Kathleen Nanzala

Clerk Assistant III

Mr. Alex Amwata

Hansard Reporter

Ms. Audrey Andala

Legal Counsel II

Mr. Peter Atsiaya

Media Relations Officer

Ms. Joanne Naneu

Research Officer III

Ms. Lilian Aluga

Public Communications Officer

Mr. John Ng'anga

Audio Officer

Mr. Luka Mutua

Sergeant-at-Arms

2.0 INTRODUCTION

4. In line with its mandate to monitor and promote measures designed to enhance the equalization of opportunities and improvement of the quality of life and status of all persons, the Committee undertook an audit of special needs schools in the country to evaluate the level of compliance to support learners to achieve their right to education. This is in addition to assessing measures put in place towards the elimination of all forms of discrimination.
5. The Committee undertook inspection visits to fourteen (14) public special needs schools in Mombasa, Nyeri, Nakuru, Baringo, Homabay, Busia, Nyamira and Kakamega Counties to examine their facilities, programs and accessibility to identify areas of improvement and foster collaborative discussions for the benefit of the students. The following schools were visited;
 - i. Mombasa Secondary School for the Physically Handicapped (Mombasa);
 - ii. Tom Mboya School for Children with Cerebral Palsy (Mombasa);
 - iii. Karatina Special School for the Mentally Handicapped (Nyeri);
 - iv. Wandumbi Special Unit Primary School (Nyeri);
 - v. Allomano Special School for the Mentally Handicapped (Nyeri);
 - vi. Kinunga School for the Blind (Nyeri);
 - vii. Ngala Secondary School for the Deaf (Nakuru);
 - viii. Nakuru Hills Special School for the Mentally Impaired (Nakuru);
 - ix. Marigat School for the Visually Impaired (Baringo);
 - x. Nyairicha Special School (Nyamira);
 - xi. Wire special school for the Mentally handicapped (Homa Bay);
 - xii. Mukhonje S.P for the mentally handicapped (Kakamega);
 - xiii. St.Jude Malaba Special School for the mentally handicapped (Busia); and
 - xiv. St. Catherine's Primary School and Technical Vocational Institute (Busia).

3.0 LEGAL PROVISIONS ON SPECIAL NEEDS EDUCATION

6. The following legislation govern special needs education in Kenya –

(i) The Constitution of Kenya 2010

7. The Constitution provides that;

- (1) Every person has a right to education under Article 43 (1) (f).
- (2) Article 53 of the Constitution provides that every child has the right to free and compulsory basic education.
- (3) A person with any disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person pursuant to Article 54 (1) (b).

(ii) The Basic Education Act, CAP. 211

8. The Basic Education Act Cap. 211 defines the following terms—

- a. Special education needs** means conditions physical, mental or intellectual conditions with substantial and long-term adverse effects on the learning ability (other than exposure) or the needs of those who learn differently or have disabilities that prevent or hinder or make it harder for them to access education or educational facilities of a kind generally provided for learners of the same age in the formal education system.
- b. Special needs education** includes education for gifted or talented learners as well as learners with disability and includes education which provides appropriate curriculum differentiation in terms of content, pedagogy, instructional materials, alternative media of communication or duration to address the special needs of learners and to eliminate social, mental, intellectual, physical or environmental barriers to learners.
- c. Special school** means a school established for the benefit of a particular class of children who require some special form of education, treatment or care.

9. Under section 28 (2) (d) of the Act, the Cabinet Secretary shall, in consultation with the National Education Board and the relevant County Education Boards, provide for the establishment of special and integrated schools for learners with disability.

10. The establishment and management of special institutions is provided for under section 44 of the Basic Education Act, Cap. 211.

11. Under section 44 of the Basic Education Act, the Cabinet Secretary shall establish and maintain public special schools. The Cabinet Secretary shall provide special needs education in special schools established under subsection (1) or in early childhood, primary and secondary schools suitable to the needs of a pupil requiring special education.

12. Further, children with special needs include —

- (a) intellectually, mentally, physically, visually, emotionally challenged or hearing-impaired learners;
- (b) pupils with multiple disabilities; and

(c) specially gifted and talented pupils.

13. Additionally, the Cabinet Secretary shall ensure that every special school or educational institution with learners with special needs **is provided with appropriately trained teachers**, non-teaching staff, infrastructure, learning materials and equipment suitable for such learners.
14. Section 45 of the Basic Education Act provides for the regulations for special needs education.
15. The Cabinet Secretary may make regulations for the establishment and management of special schools and institutions offering special needs education to pupils with special needs.

(iii) The Persons with Disabilities Act, CAP. 133

16. Under section 18 of the Persons with Disabilities no person or learning institution shall deny admission to a person with a disability to any course of study by reason only of such disability if the person has the ability to acquire substantial learning in that course.
17. Learning institutions shall take into account the special needs of persons with disabilities with respect to the entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements and other similar considerations.
18. Special schools and institutions, especially for the deaf, the blind and the mentally retarded, shall be established to cater for formal education, skills development and self-reliance.

(iv) The Special Needs Education Policy (2009)

19. This policy provides guidelines for the implementation of special needs education in Kenya. It emphasizes the need for inclusive education and outlines strategies for the identification, assessment, and support of learners with special needs.

4.0 COMPARATIVE ANALYSIS

AUSTRIA

20. Austria has a deep-rooted history on matters special needs schools that are integral to the country's educational system. The development of special schools is linked to historical perspectives on disability and the progression of educational policies over the years.¹
21. In the 1960's, Austria's educational policy began to formally address the needs of students with disabilities through the establishment of special schools. This era was marked by the adoption of the School Organisation Act (Schulorganisationsgesetz) in 1962, which laid the foundation for a dual education system. This system consisted of mainstream schools for the general student population and special schools specifically designed to serve students with various disabilities. The special school system aims at providing tailored education that addressed the unique needs of students with disabilities who were frequently separated from their peers in mainstream schools.
22. The expansion of special schools necessitated the development of specialized teacher education programs and in 1968, teacher training colleges began offering courses specifically designed for future special education teachers. These programs focused on preparing teachers to work in special schools with an emphasis on understanding and addressing the medical and educational needs of students with disabilities.
23. Today, special schools remain a significant part of Austria's educational system through efforts to promote inclusive education and following Austria's ratification of the United Nations (UN) Convention on the Rights of Persons with Disabilities in 2008. Teacher education reforms and policy initiatives have continued to evolve, aiming to create a more inclusive environment while addressing the diverse needs of all students.
24. Special schools in Austria have evolved from a segregated approach rooted in the 1960s to a more integrated and inclusive educational framework.

¹Tandfonline. Available at: <https://www.tandfonline.com/doi/cover-img/10.1080/02619768.2019.1604668>

5.0 SPECIAL NEEDS SCHOOLS SUBMISSIONS

The Committee inspected the following schools for the mentally challenged learners in various regions;

5.1 Mombasa Secondary School for the Physically Handicapped

25. Mombasa Secondary School for the Physically Handicapped is a public boy's day and boarding school, designed to cater for learners with physical and multiple disabilities. The integrated school accommodates students with conditions such as muscular dystrophy, brittle bones, spina bifida, dyslexia, cerebral palsy, speech difficulties, kyphosis, scoliosis, lordosis, sickle cell anemia, heart problems, asthma, epilepsy, HIV/AIDS, hearing difficulties and low vision among others.
26. The school began in 1983 and was officially inaugurated in January 1985 by the late President Mwai Kibaki, exclusively for students without physical disabilities. In 1994, the school launched its integration program, allowing students with special needs to interact and learn alongside their able-bodied peers, fostering mutual learning and understanding.
27. The school started with an enrollment of forty (40) students and has grown to accommodate three hundred and fifty-seven (357) students, of which two hundred and four (204) have special needs and one hundred and fifty-three (153) are regular students.
28. The school is managed by a Board of Management (BOM) consisting of fifteen (15) members and a Parents Teachers Association (PTA) committee with eight (8) members. Since inception, it has developed infrastructure such as thirteen (13) classrooms, four (4) dormitories, twenty (20) student toilets and four (4) water tanks with a total capacity of thirty-nine thousand (39,000) litres.
29. The school has a teaching staff of fifteen (15) members, comprising of ten (10) males and fifteen (15) females, including one (1) visually impaired teacher and one (1) teacher with a physical disability. Additionally, the school has employed fourteen (14) non-teaching staff comprising of eleven (11) males and three (3) females.
30. The school requires the following additional resources to support the learners;
 - i. A pathway from the road to the office;
 - ii. A school bus;
 - iii. Levelling of the playfield;
 - iv. A Biology laboratory (The School currently uses one laboratory for Biology and Chemistry);

- v. A solar system;
- vi. Gym equipment;
- vii. Additional support staff including medical officers (physiotherapists, nurses, speech therapists, teachers' aides, caregivers etc.;
- viii. Assistive devices;
- ix. Need for adapted exams for Special Needs Education (SNE) learners; and
- x. Reinstatement of the Edu Afya programme.

5.2 Tom Mboya School for Children with Cerebral Palsy

31. Tom Mboya School initially began as a unit at Spark Primary School in 1995, funded by parents in collaboration with Danida, with an enrollment of five (5) students. In 1998, the school relocated to its current location, increasing its enrollment to fifty-five (55) learners.
32. Currently, the school serves one hundred and fifty-six (156) students comprising of ninety-five (95) boys and sixty-one (61) girls. It has a teaching staff comprising of (8) eight female teachers. Additionally, the school employs one (1) county worker and eight (8) support staff, of whom two (2) are female and six (6) are male.
33. The students come from various parts of Mombasa County that is; Kisauni (55), Likoni (13), Jomvu Kuu (14), Nyali (24), and Mvita (26), and are transported by a twenty-six (26) seater school bus.
34. The school has eight (8) classrooms, divided into two (2) foundation classes, three (3) intermediate classes, (two (2) prevocational classes and one (1) ICT room.
35. In the last three (3) years and this current year, Tom Mboya School for Children with Cerebral Palsy has been receiving funding from various sources such as Government capitation, grants, school fund account and donations as outlined in the table below;

Year	Grants in Aid	FPE	SIMBA
2021	Kshs. 1,447,495.00	Kshs. 89,570.00	Kshs. 58,125.00
2022	Kshs. 1,063,537.00	Kshs. 65,527.00	Kshs. 34,764
2023	Kshs. 1,154,291.65	Kshs. 18,603.00	Kshs. 40,497.40
2024	Kshs. 837,162.10	Kshs. 40,188.00	-

36. Tom Mboya School for Children with Cerebral Palsy is facing the following challenges;

- i. Need for renovation of classes;
- ii. Lack of budget for the school bus fuel;
- iii. Shortage of support staff;
- iv. Need for repairs around the school;
- v. Shortage of teaching staff;
- vi. Need for modification of the playground;
- vii. Need for a bigger disability-adapted school bus; and
- viii. Stagnation of SNE teachers.

5.3 Karatina Special School for the Mentally Handicapped

37. Karatina Special School for the mentally handicapped was established on 10th June, 1979, initially functioning as a day school. The founding staff included one peace corp teacher, an assistant to aid in communication and a cook.
38. The school originally operated out of the Karatina Town Council Nursery School which is now the Karatina Urban Primary School. In 1980, the school acquired a 4-acre piece of land and relocated there in 1982.
39. Currently, the school has two (2) dormitories each with a capacity of sixty (60) beds, one for boys and one for girls. The school has one hundred and twenty-one (121) students and it has benefited a total of four hundred (400) students since its inception.
40. It has a teaching staff comprising of eleven (11) teachers where four (4) are male and seven (7) are female employed by the Teachers Service Commission (TSC). Additionally, it has employed seventeen (17) non-teaching staff where nine (9) are male and eight (8) are female, some of whom are former students of the school.
41. In 2024, the school registered an increase in enrolment with one hundred and twenty-one (121) students compared to one hundred and fourteen (114) students in 2023. There are currently one hundred and fifty-three (153) students on the waiting list for enrolment. The table below shows the current school enrolment;

Table 2: School Enrolment

CLASS	BOYS	GIRLS	TOTAL
Foundation 1	1	6	7
Foundation 2	14	0	14

Foundation 3	5	7	12
Foundation 4	6	8	14
Intermediate 1	2	10	12
Intermediate 2	8	8	16
Pre-Vocational 1	12	0	12
Pre-Vocational 2	1	15	16
Pre-Vocational 3	5	0	5
Pre-Vocational 4	4	9	13
TOTAL	58	63	121

42. The school has made the following achievements;

- i. Construction of an autism unit with the support from Kenya National Highway Authority;
- ii. Additional acre of land utilized to cultivate vegetables for the students;
- iii. Over the past 5 years, thirteen (13) students have graduated, with 5 becoming assistant teachers, four (4) hairdressers, one (1) marketing officer at Safaricom, one (1) carpenter and two (2) starting their own businesses;
- iv. Preparation of the school to graduate eight (8) students soon;
- v. Training students in everyday life skills to help them live independently; and
- vi. Participation in extracurricular activities such as national music festivals, athletic and ball games for the past five (5) years.

43. Karatina Special School is facing the following challenges;

- i. Insufficient facilities such as classrooms, dormitories, dining halls, adapted bathrooms, playing equipment and a secure environment for easy mobility;
- ii. Inadequate teachers to manage the students effectively;
- iii. Insufficient funding from the Government and lack of financial support from well-wishers;
- iv. The Government eventually reduced school grants and eventually ceased providing this support for the non-teaching staff;
- v. Inadequate transportation resources to handle emergencies and to transport students to extracurricular activities;

- vi. Need for the construction of a perimeter wall to enhance the safety and security;
- vii. Need for permanent nurse and occupational therapist to handle health emergencies;
- viii. Shortage of adequate teaching materials, especially those designed to meet the unique needs of their students;
- ix. Stagnation of teachers in their grades;
- x. The school has a waiting list of students seeking enrolment;
- xi. Need for renovation of classrooms; and
- xii. The non-teaching staff receive their salaries irregularly and have not been provided with retirement benefits.

5.4 Wandumbi Special School for the Mentally Challenged Learners

- 44. Wandumbi Special School currently accommodates one hundred and seventy-one (171) students, comprising of ninety-one (91) boys and eighty (80) girls. Out of the eighty (80) girls, only three (3) attend as day scholars, while the remaining seventy-seven (77) are boarders.
- 45. The school has employed seven (7) teachers provided by the TSC and two (2) caregivers funded by the County Government, resulting in a shortage of ten (10) TSC teachers. Additionally, the school has fifteen (15) support staff employed by the Board of Management (B.O.M) including two integrated learners, as part of its commitment to the social inclusion of children and youth with mental disabilities.
- 46. The school faces a high demand for enrollment, evident from its long waiting list. This enrollment figure has the potential to increase significantly if additional facilities are provided.
- 47. Wandumbi Special School provides education and care for students with various special needs including those with mild, moderate and severe cases of mental challenges. Students with the most severe cases of mental challenges, where they are bedridden are typically cared for at home.
- 48. The primary regions from which the school's learners are drawn include the counties of Nyeri, Murang'a, Kirinyaga, Embu, Kiambu, Meru, Nyandarua, Laikipia, Nairobi and Kajiado.
- 49. The school provides instruction in a wide range of essential skills such as activities of daily living, social skills, self-help skills, personal hygiene, basic academic skills, spiritual development, pre-vocational and vocational training.

50. The Parents Teachers Association (PTA) consists of nine (9) members, with each class having a representative and teachers are also included. The Chairman of the PTA holds a position on B.O.M where he voices the concerns of parents during meetings.
51. The school is overseen by a B.O.M appointed by the County Education Board in accordance with the 2013 Basic Education Act Regulations.
52. In the last three (3) years, Wandumbi Special School has been receiving funding from various sources such as Government capitation, grants, school fund account and donations as outlined in the table below;

Table 3: Capitation

Year	Government	School Fund Account	Donations
2021	1 st : Kshs. 86,812.05 2 nd : Kshs. 2,480,386.65	Kshs. 2,142,334.15	Kshs. 868,478.20
2022	1 st : Kshs. 56,088.00 2 nd : Kshs. 2,363,991.20	Kshs. 2,202,718.20	Kshs. 99,539.00
2023	1 st : Kshs. 77,413.35 2 nd : Kshs. 2,383,358.75	Kshs. 2,977,708.55	Kshs. 732,832.70

53. Wandumbi Special School is facing the following challenges;
- Inadequate transportation resources to handle emergencies and to transport students to extracurricular activities;
 - Lack of a comprehensive medical care centre;
 - Lack of solar panel heating and lighting systems;
 - Renovation of the kitchen and dining hall;
 - Lack of overlocks and iron press for punch card knitting machines;
 - Lack of graduation tools and equipment for learners who have acquired vocational skills;
 - Need for fee sponsorship for learners;
 - Need for additional classes in the school;
 - Need for the construction of residential houses for teachers;
 - Lack of standby school generator to caution regular power blackouts;
 - Lack of security perimeter wall to boost the security of the school;
 - Land shortage;

- xiii. Shortage of teachers and support staff;
- xiv. Need for a centralized ablution block; and
- xv. Shortage of learning resources and tools.

5.5 Allamano Special School

54. Allamano Special School currently has an enrollment of ninety-four (94) students, consisting of forty-four (44) boys and fifty (50) girls. The school has employed seven (7) teachers, all of whom are female and six (6) non-teaching staff, where five (5) are female and one (1) is male.
55. The school comprises a total of seven (7) classrooms however, to accommodate more students, three (3) of the classrooms have been subdivided into sections each, resulting in a total of ten (10) functional classes.
56. The school engages in various economic generation programs such as beadwork, weaving and fish farming. In the area of agriculture, students are trained to care for both livestock and crops on the school grounds. These activities contribute to the learners' abilities to interact socially and develop self-independence skills.
57. Additionally, the school's sports teams have achieved success at the national level and the students have consistently participated in music festivals, reaching the national stage for several years.
58. In the last three (3) years, Allamano Special School has been receiving funding from various sources such as Government capitation, grants, school fund account and donations. The National Council for Persons with Disabilities (NCPWD) made a substantial contribution of Kshs. 2 million to the school to support the construction of a new dormitory. The table below shows the capitation received from the Government.

Table 4: Capitation

Year	Amount
2021	1 st : Kshs. 52,400.35 2 nd : Kshs. 382,975.15
2022	1 st : Kshs. 29,848.00 2 nd : Kshs. 1,258,030.35
2023	1 st : Kshs. 37,717.55 2 nd : Kshs. 938,492.00

59. The school has made the following achievements;

- i. The school has nurtured graduates who are now actively engaging in various economic projects;
- ii. Construction of a perimeter wall to enhance security;
- iii. Construction of a new dormitory to accommodate more students;
- iv. Construction of more ablution blocks;
- v. Construction of a pavement behind the classrooms for easier movement
- vi. Construction of a physiotherapy room;
- vii. Construction of a laundry room;
- viii. Construction of a water reservoir and borehole; Participation in extracurricular activities such as national music festivals.

60. Allamano Special School is facing the following challenges:

- i. Understaffing in both teaching and non-teaching staff;
- ii. No gender balance as it has no male teacher;
- iii. Insufficient funding from the Government;
- iv. Inadequate transportation resources to handle emergencies and to transport students to extracurricular activities;
- v. Need for the construction of an administration block for the teachers;
- vi. Lack of necessary equipment in the physiotherapy room;
- vii. Challenge in acquiring learning resources such as tapestry, rocking chairs, musical instruments, trampoline, dummies, blow-dry, shaving machine etc., which are essential;
- viii. Recreational park is in poor condition;
- ix. Inadequate classrooms;
- x. Inadequate ablution blocks;
- xi. Most parents are also mentally challenged limiting their capability to provide support for their children's educational and personal development;
- xii. Need for workshops and seminars aimed at equipping teachers with skills and knowledge required to effectively manage and support their students;
- xiii. Need for assistive devices such as wheelchairs and reduction of VAT on these items for the benefit of the children;

- xiv. The school has a waiting list of students seeking enrolment; and
- xv. No system in place to replace teachers who have retired.

5.6 Kinunga School for the Blind

- 61. Kinunga School for the Blind has been non-operational since 2010 and has since been transformed into a rescue centre for street children. This transformation has allowed the facility to provide shelter and care for twenty-eight (28) children where two (2) are girls and twenty-six (26) are boys.
- 62. The rescue centre operates with only two (2) non-teaching staff, which limits its capacity to provide comprehensive support and services to the children.
- 63. The rescue centre has not received any financial support from the Government, posing significant challenges to its sustainability. To maintain its operations, it relies on occasional donations from churches and generous contributions from well-wishers.

5.7 Ngala Secondary School for the Deaf

- 64. Ngala Secondary School for the Deaf was established in 2009 and officially registered in 2012 by the Ministry of Education.
- 65. The school currently has one hundred and twenty-six (126) students and thirteen (13) teachers.
- 66. The school has 6 classes, a library, a dining hall, a kitchen and an administrative office.
- 67. The school adheres to the standard curriculum but deviates by teaching Kenya Sign Language instead of Kiswahili to accommodate the special needs of its students. This strategy guarantees that the students receive an education that is customized to their requirements.

School Achievements

- 68. Ngala Secondary School excels in sports, showcasing the talent and dedication of both the students and the teachers in promoting a well-rounded education.
- 69. The school has a 100% transition of students to higher education.

Challenges

- 70. Ngala Secondary School is facing the following challenges;
 - (i) **Financial Constraints:** While the transition of students to higher levels is almost 100%, some students drop out due to financial constraints. This is a significant challenge that affects the continuity of education for some students. Additionally, the

school relies heavily on government support and donations from well-wishers, indicating a need for sustainable funding sources.

- (ii) **Insufficient E-Learning Materials:** The school lacks adequate e-learning materials and relies mostly on visual aids.
- (iii) **Accommodation Challenges:** The boys' dormitories are full, leading to some students sleeping in classrooms. Similarly, the girls' dormitory is also full and has only one floor. The construction of the other dormitories in the school has stalled due to financial constraints.
- (iv) **Security Concerns:** The school has over time faced insecurity with thieves gaining entry through the fence. The school, with support from the area MP, has built a section of the perimeter wall around the school. Further, the CCTV cameras around the school are obsolete.
- (v) **Staffing Needs:** the school does not have enough support staff to help take care of the special needs' learners.
- (vi) **Examination Marking:** The marking of exams for special needs students is done in the same way as regular students, leading to potentially unfair outcomes. This highlights a need for a more tailored approach to assessment that considers the unique needs of special needs students.
- (vii) **Infrastructure Deficiencies:** Ngala Secondary School faces various infrastructure challenges, including the lack of staff quarters, a school bus, and lighting concerns.
- (viii) **Water Shortages:** The school experiences water shortages, highlighting the need for a borehole.
- (ix) **Kitchen Renovations:** The school's kitchen requires renovations, including roofing and dining area improvements. This is essential for ensuring food safety and adequate dining facilities for the students.

5.8 Nakuru Hills Special School

- 71. Nakuru Hills Special School is a public mixed boarding school. It's a school for learners with mental and multiple disabilities between 8-29 years old.
- 72. It is located about 3 kilometres from the town Centre in Nakuru West Constituency, London Ward in Nakuru County.

73. The school was started in 1978 as a classroom of 13 learners provided by the Catholic Diocese of Nakuru. In 1978 the Municipal Education officer provided a classroom at St Mary's Primary School and more children were admitted. In 1980 the commission of lands provided a 5-acre piece of land where the school now stands.
74. The school's current population is 228, including 114 boys and 104 girls. It has 21 TSC teachers.
75. Due to the developmental challenges faced by the learners, the school uses a stage-based rather than an age-based education system. The learners are examined with the Kenya Intermediate Level Education Assessment (KILEA) exams rather than the Kenya Primary School Education Assessment (KPSEA).
76. Nakuru Hills Special School has 3 boys' dormitories and 2 girls' dormitories. It has 14 permanent classes, an administration block and a Centre of Kenya Intermediate Level Education Assessment.

Challenges

77. The School faces the following challenges –

- (i) **Insufficient Workforce:** The school faces the challenge of an insufficient workforce, especially in classes for autism and junior secondary students. These classes require about 8 additional support staff to meet the needs of the students effectively.
- (ii) **Healthcare and Low Immunity:** the termination of the EduAfyra insurance scheme has greatly affected the school since the students have low immunity in need of constant healthcare and medication. The school also lacks nurses to support the students during emergency cases.
- (iii) **Insufficient Funding:** Nakuru Hills Special School faces financial constraints. The school requires more funding to support its programs and address various needs such as infrastructure development, provision of teaching materials, and staff welfare.
- (iv) **Lack of Teaching and Learning Resources:** The school lacks sufficient resources such as adapted chairs, ICT gadgets, and play materials for foundational levels that are suitable for learners with disabilities. The absence of these resources hinders the effectiveness of the teaching and learning process.

- (v) **Attacks on teachers:** Teachers in the school face threats from learners and parents, leading to injuries example, one teacher lost a tooth after being hit by a mentally challenged student.
- (vi) **Inadequate Infrastructure:** Some of the school's structures are old and do not suit learners with multiple disabilities. There is a need for renovation to create a more conducive environment for the students.
- (vii) **High Demand and Limited Infrastructure:** The school receives a high number of applicants, but due to limited infrastructure, many cannot be accommodated.
- (viii) **Taxation Challenges:** Some well-wishers who are interested in helping the school face challenges due to high import taxes and taxes on equipment to support the learners. This makes it difficult for them to provide support, and there is a need for exemptions to facilitate their contributions.
- (ix) **Limited Disability Assessment:** There is a scarcity of assessors for persons living with disabilities in the county, with the available assessors serving the whole county. There is a need for every sub-county to have an assessor.

5.9 Marigat Special School for the Visually Impaired

- 78. Marigat Special School for the Visually Impaired was registered under the Ministry of Education in September 2017.
- 79. Before registration, it had been operating as a unit within the Marigat Integrated Day and Boarding Primary School.
- 80. The school is still situated in the same compound as the primary school, with the Visually impaired students learning in separate classes but using the same playground and halls as learners from the other school.
- 81. The school has a student enrolment of 62 students, 32 girls and 30 boys spread from ECDE to Grade 8.
- 82. It has 10 teachers trained in special needs and who can read and write Braille. There are 5 support staff in the school.
- 83. The school conducted its first KCPE class in 2021, achieving a mean score of 244. The top-performing student scored 307 marks.

Challenges

84. The school faces the following challenges –

- (i) Shortage of resources, particularly books and braille machines. These resources are essential for facilitating learning among the visually impaired.
- (ii) Insufficient Classrooms and Resource Centers: The school requires eight additional physical classrooms and resource centres to accommodate its growing student population.
- (iii) Currently, the school shares dormitory facilities with a day and boarding school, leading to security concerns, especially since the washrooms are outside the dormitory.
- (iv) The school lacks essential infrastructure such as an administration block, dining hall, and kitchen.
- (v) The Special Needs Education teachers in the school have not been promoted due to lack of job groups.

5.10 Wire Special School for Mentally Challenged

95. Wire Special School is located in Nyanza region, Homa-Bay County with a total of 100 learners, boys being 57 and girls 4. It began in 2017 being a fully registered school with mixed Boarding School for the mentally challenged. The school has 9 teachers and 8 support staff with a full board of management.

85. The school has 8 improvised classrooms, five pit latrines, two-door -dormitories, a makeshift kitchen and 3 water tanks. Being funding from the National Council for Persons With Disability, Safaricom Foundation, NG-CDF and Ministry of Education.

86. The school provides theoretical and practical academic work ranging from autism classes to pre-vocational training. The school participates in co-curricular activities such as sports of which eight learners participated in the regional championships in Nakuru County. Upon successfully completing their levels, learners transit to technical vocational centres, and regular schools and some indulge in money-generating activities such as tailoring.

87. The majority of the students currently enrolled at Wire School have benefited from the school's initiative to raise parental awareness on the value of enrolling their children who need special education.

Challenges

Inadequate funding

88. The school's operations have been severely slowed down by the government's inadequate budget and the exchequer release delay. It was observed that the school's employees are demoralized by the pay disparity and delays.

Understaffing

89. In a typical classroom, there would be one instructor for every forty-five students. In special education classrooms, however, each student must have one teacher attend to them individually due to their special needs. However, there are only nine school teachers caring for one hundred students, which is excessive work and inadequate staffing.

Promotion of Teachers

90. It was brought out in the meeting that SNE teachers tend to stay in one job group for extended periods of time.

Textbooks for mentally challenged learners

91. The Committee was informed that the Ministry of Education's textbooks do not adhere to the standards of learning that the students at the school need. Since most students struggle to understand textual material, they need to learn through hands-on, visual activities.

Health care for the learners

92. It was observed that the school lacks a clinic or school nurse. Since the majority of the care that the students need is medical in nature, it is essential that a medic be assigned to schools for mentally disabled students.

Capitation

93. On funding the school was allocated the shown below amount in various financial years.

94. The School has received capitation in the following order:

	Financial Year 2022	Financial Year 2023	Financial Year 2024
Simba Account	Ksh.31, 727.50	Ksh.36,099	Ksh.34,278
GPA Account	Ksh.1, 095,461	Ksh.904,881	Ksh.771,609

5.11 Nyairicha Special School

95. Nyairicha Special School started in the year 2000 as a unit for learners with mental challenges at Nyairicha DEB primary school. Due to the need for a fully-fledged special school, it was elevated to its current status in the year 2004 with 10 learners and two teachers.
96. It was registered by the Ministry of Education, Science and Technology as a primary special school for mentally challenged school in the year 2005. It has grown over years with improvement in enrolment every year. Due to its proximity to Nyamira town, residents who come as workers in government and private sector and others in the neighbourhood have been parents and guardians of the school. The school has a total learner population of 134 with 5 teachers employed by the teachers Service Commission and 4 ECDE/County teachers.
97. The following school's achievement are as follows;
- a) Increased enrolment due to sensitization of parents through home visits and use of media.
 - b) Enrolled learners for KNEC examination; KILEA since its inception two years ago.
 - c) Improved though inadequate infrastructure.
 - d) Internet accessibility courtesy of UNICEF/airtel.

107. The meeting was informed that the school faces a number of challenges ranging from infrastructure, curriculum delivery and learner welfare as follows:

Infrastructure

- i. Incomplete storey that has administration within and pre and vocation workshops (The building has overstayed and rained on hence weakening)
- ii. Incomplete dormitory.
- iii. Inadequate water – the school depends on rain water only.
- iv. Kitchen and dining hall to cook and eat from.
- v. Electricity only a few classes are connected with.
- vi. No ICT room (mentally challenged learners upload exams hence need own computer, printer and photocopier (to prepare hardcopies to present to education offices to reduce costs).
- vii. Perimeter wall (for security) and room for security.
- viii. School bus/van to help transport learners to the school or to a hospital for treatment.

Curriculum delivery

98. Acute shortage of teachers the school has five employed by the Teachers Service Commission teachers as opposed to 12 as per the enrolment (we have less than half of required teachers. Inadequate funding for SNE learners especially pre-vocational learners as well as delayed disbursement of grants to schools. No textbooks for mentally challenged learners from KICD
99. The school is missing teacher aids / teacher assistants given the critical role and high demand of learners.
100. The teacher promotion for special teachers is not well structured (Many SNE teachers have opted to transfer services to regular schools.

5.12 St. Catherine Primary and Technical /Vocational

101. St. Catherine's Primary and Technical/ Vocational Institute for Mentally Handicapped is situated in Butula Sub-County of Busia County. It is purely a school for intellectually challenged learners who have varied disabilities including Down Syndrome, Autism, Hydrocephalus, Microcephallus, Celebral palsy, Perpetual disorders and behavior maladjustment and physical impairment.
102. The school was started by the late Rev. Fr. John Erp by then at Butula Catholic Parish Church and it was 1st registered in 1989 as a special school for the mentally handicapped. It was then re-registered in the year 2021 as a Primary and technical/vocational institute for the mentally handicapped. The school has an enrolment of 315 learners, 146 girls and 169 boys.
103. Teachers are paid KShs10,000 per month which is a demotivating factor and the Teachers Service Commission has not replaced retired teachers hence the shortage of teaching staff in the school.
104. In co-curricular activities, special learners of the same discipline to compete at the same intellectually challenged.
105. Inadequate grants from the Ministry of Education, therefore the institution struggles to pay the support staff, support feeding program as well as cover critical curricula such as woodwork and dressmaking. Stalled school projects due to lack of adequate resources.

5.13 St. Jude Malaba Special School for Mentally Challenged

106. St. Jude Malaba Special School is a Public Special Primary School in Teso North Busia County, It started as special unit under Malaba Primary School, by the community of Malaba

and Ministry of Education Department granted permission to operate as a school in 2011. First classrooms were built by parents and community from the annex Malaba Primary School to accommodate pupils with special needs. The school was fully registered in the year 2013 M.O.E RG NO: SP/ED/289/13.

107. The school caters for learners who are mentally challenges, Autism Spectrum Disorder, Cerebral Palsy, and epilepsy through year-round, high-quality early childhood education and specialized care. Our mission is to nurture these learners in safe, inclusive and supportive environments through education and community acceptance.
108. The school has sensitized the parents, community and the stakeholders at large on special needs education. Most parents are developing positive attitudes toward special needs children. The community has benefited from the school through employment of workers, supply of food items and other material resources. The learners have also benefited from the school through;
- a. Qualified teachers from Teachers Service Commission
 - b. M.O.E grants for food and accommodation
 - c. 3 Class rooms by M.O.E at a cost of **KShs2.3M**
 - d. NG-C.D.F through education bursaries of KShs **1M** for the purchase of land
 - e. Donations from well-wishers like Teachers, B.O.M, Catholic Church, Ambassadors of Christ Stakeholders Giant group of Africa through food and other material items
109. The school uses curriculum based learning stage based pathway which accommodates all learners irrespective of their age. The learners participate according to their abilities. Learners also have the opportunity to participate in the annual games, sports scouting and music up to regional level.
110. The financial management of the school is guided by the Public Finance Management Act has so far received a total of Ksh.448, 508 for FY 223/24.

5.14 Mukhonje Special School for mentally handicapped

111. The school started as a special unit in Mukhonje Primary School in 2004. It gradually grew and received provisional registration in 2017. The school got fully fledged registered by the Ministry of Education in 2020 with registration No.: 375120001170. It is registered as a Boarding/Day mixed school offering special education to learners who are Mentally Handicapped (IntellectuallyChallenged).

112. The school has a board of management that is complete and currently serving. It has 14 members and a Parents' Association is also in place. The school is staffed with 7 teachers, three male and 4 female all employed by TSC and well trained in Special Needs Education.
113. The school is almost well staffed with 7 teachers against 80 learners. The ratio of teacher to learners in an M.H school is 1:10. Learning goes on well.
114. The community (through Mukhonje Primary School) has allocated the school two acres of land.
115. The school has an ICT room equipped with ICT gadgets donated to the school by the Thika Alumni Trust. On the allocated land, the school has a one complete classroom and another under construction ~~and~~ by NFDK.
116. The land at the school is used for farming where several food crops are grown to cater for the feeding ~~programme~~ of the learners, though the produce is not enough. Learners take part in curriculum activities 15 learners participated at Sub-County level, 9 learners at the County level, learners at the regional level and one learner the National Championships.
117. The school follows the stage-based pathway of Competency Based Curriculum (CBC). The learners are placed in; Foundation level; Intermediate level; Home based (severe at home) Integrated
118. The school has an enrolment of 80 learners; 45 boys and 35 girls placed in the different levels. The learners in intermediate level when ready sit for Kenya Intermediate Level Education Assessment before being promoted to pre-vocational level.

6.0 GENERAL OBSERVATIONS

119. The Committee made the following general observations; That

1. On provision of resources for the learners, most schools that host mentally handicapped learners do not operate efficiently and effectively due to delayed disbursements of funds and the low amount of budget allocated to it.
2. The existing curriculum and extracurricular activities provided to mentally challenged students do not significantly contribute to their development since the students lack the ability to understand the textbooks that KICD supplies to the school.
3. The administration of exams for special needs learners and the adaptation of the curriculum should be regulated by legislation.
4. There is stagnation of special needs teachers in the same grade due to the lack of a specialized structure of promotion and career progression by the Teachers Service Commission as well shortage of the same teachers in most schools visited.
5. Teachers in mentally handicapped schools are at risk of injury due to the nature of the learners they handle, and no provision of risk allowance by the TSC.
6. Most parents of special needs learners do not understand the importance of empowering the said learners through education hence sensitization is required.
7. There is no tax exemption on donor equipment and assistive devices, hence it become unaffordable by parents and the learning institutions. Given the high prices of purchasing the said devices.
8. Due to the nature of learners, it was observed that there is need to deploy physiotherapists in each school with mentally challenged learners for assistance and growth purposes as well as construct physiotherapy rooms.
9. There is a pressing need for workshops and seminars to equip teachers with the skills and knowledge necessary to manage and support their students effectively;
10. There is no system in place to replace the teachers who have retired which causes the staffing shortage and impacting the continuity and quality of education provided.

7.0 GENERAL RECOMMENDATIONS

120. Arising from the observations, the Committee made the following recommendations;

1. Within the next financial year, the Ministry of Education should significantly increase funding allocations for special schools to ensure they have the necessary resources to provide high-quality education and support services for students with disabilities. The funding increase should be implemented with a comprehensive review and adjustment of allocations every three (3) years to address evolving needs and ensure sustained support for special schools;
2. Within six (6) months of the adoption of this report, the Ministry of Education should establish a dedicated repair and maintenance service unit within each Educational Assessment and Resource Service (EARS) centre to ensure that special schools have the necessary financial resources to maintain and repair essential devices and learning materials;
3. Within six (6) months of the adoption of this report, the Teachers Service Commission (TSC) should ensure the deployment of teachers trained in Special Needs Education (SNE) to all schools that enroll learners with disabilities in accordance with the Ministry of Education policy on learner-teacher ratios;
4. The Ministry of Education should on a yearly basis, conduct in-service training (INSET) courses for teachers on a semi-annual basis to equip them with the necessary skills, ultimately enhancing the learning experience for the students;
5. Within six (6) months of the adoption of this report, the Ministry of Education should develop comprehensive guidelines for adapting school environments to be disability friendly and accessible. This will ensure that all educational environments are inclusive and supportive of learners with disabilities;
6. The Ministry of Education should improve home-based programs for children with disabilities who are unable to access institutional services due to the nature and severity of their disabilities. The program should include the allocation of adequate resources, training for service providers and the establishment of a monitoring and evaluation framework to ensure effectiveness and sustainability; and

7. Within six (6) months of the adoption of this report, the Ministry of Education should develop comprehensive guidelines with specific adaptations to the curriculum evaluation for students with disabilities. This includes the provision of additional time during examinations based on the type and severity of the disability and a framework for alternative evaluation methods.
8. Kenya Revenue Authority should establish a mechanism of exempting tax on special needs devices, in the next Financial Year as well as the caretakers of learners, this is upon verification and identification and approval by the provincial administration that the tax-exempted persons are certainly caretakers.

SIGNED:  DATE: 30/07/2024

HON. YUSSUF ADAN HAJI, MP

CHAIRPERSON

COMMITTEE ON NATIONAL COHESION AND EQUAL OPPORTUNITY

 THE NATIONAL ASSEMBLY PAPERS LAID	
DATE: 30 JUL 2024	
DAY: TUESDAY	
TABLED BY:	Hon YUSSUF ADAN (CHAIRPERSON)
CLERK-AT-THE-TABLE:	INZOPU MWANE