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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 TABLE:	INZOFU 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. Moreso, 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;

- i. Inadequate transportation resources to handle emergencies and to transport students to extracurricular activities;
- ii. Lack of a comprehensive medical care centre;
- iii. Lack of solar panel heating and lighting systems;
- iv. Renovation of the kitchen and dining hall;
- v. Lack of overlocks and iron press for punch card knitting machines;
- vi. Lack of graduation tools and equipment for learners who have acquired vocational skills;
- vii. Need for fee sponsorship for learners;
- viii. Need for additional classes in the school;
- ix. Need for the construction of residential houses for teachers;
- x. Lack of standby school generator to caution regular power blackouts;
- xi. Lack of security perimeter wall to boost the security of the school;
- xii. 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 EduAfy 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 challenged, 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 ~~program~~ 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

ANNEXURE 1



**MINISTRY OF EDUCATION
STATE DEPARTMENT OF BASIC EDUCATION
DIRECTORATE OF QUALITY ASSURANCE & STANDARDS
SCHOOL ASSESSMENT REPORT**

1.0 PARTICULARS OF THE SCHOOL

- 1.1 NAME OF THE SCHOOL : KARATINA SPECIAL SCHOOL FOR METANLY
HANDICAPPED
- ADDRESS : P.O BOX 403- 10101 KARATINA
MOBILE : 0725400115
EMAIL : specialkaratina@yahoo.com
- 1.2 NAME OF THE PRINCIPAL : STEPHEN M GICHUKI
- TSC NO : 298048
MOBILE : 0725400115
JOB GROUP : C5
- 1:3 LOCATION
- ZONE : MATHIRA CENTRAL
DIVISION : KARATINA
SUB-COUNTY : MATHIRA EAST
COUNTY : NYERI
- 1.4 TYPE OF SCHOOL
- 1.5 REGISTRATION CERTIFICATE NO : 19S12000349
- APPROVED ENROLLMENT : 350
CURRENT ENROLMENT : 121
DATE OF REGISTRATION : 23/09/2019
- 1.6 SPONSOR : COUNTY EDUCATION BOARD
- 1:7 MANAGEMENT : B.O.M
- 1.8 DATE OF STANDARDS ASSESSMENT: 18/04/2024
- 1.9 PURPOSE OF STANDARDS ASSESSMENT : SCHOOL AUDIT
- 1.10 DATE OF PREVIOUS STANDARDS ASSESSMENT: 23/05/2022
- 1.11 PURPOSE OF PREVIOUS STANDARDS ASSESSMENT – MONITORING OF
SPECIAL SCHOOL

REPORT ON CHALLENGES FACED BY THE INSTITUTION IN SERVICE DELIVERY.

PREAMBLE

A team of eleven officers comprising of teachers, board of management members, the deputy head teacher and a sub-county education officer met to discuss the challenges being faced by the various stakeholders in the delivery of education to our special need learners.

The school was located in Mathira Central zone, Mathira East Sub-county of Nyeri county in central region. It was next to Mathaithi girls High school and approximately 2 km from the SCDE and TSC office at Karatina.

BRIEF HISTORY OF THE SCHOOL

Karatina Special school for mentally handicapped was started 10th June 1979 as a day school. The staff comprised of one peace corp teacher, M/s Ruth Synder, an assistant to facilitate communication and a cook.

The school was started to cater for all mentally handicapped children.

The school was initially accommodated at the Karatina Town council Nursery School (Karatina Urban primary school). It later acquired a four-acre land in 1980 and relocated in 1982.

In 1980 Mrs A.N. Gikonyo was posted as the head teacher of the school until 1983. The current head teacher was Mr Stephen Gichuki.

At the time of the meeting, the school had two dormitories with a capacity of 60 beds each where one hosted the boys and the other the girls. The learners at the time, were 121 and 400 learners had benefited from the institution since inception.

ENROLMENT

The school enrolment was as shown below:

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
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The school registered a rise in enrolment in 2024 with 121 learners as compared to 114 in 2023.

In March 2024, there were 153 students in the school's enrollment queue.

STAFFING

TEACHING STAFF

The school had eleven (11) teachers where four (4) were male and seven (7) were female employed by TSC.

NON-TEACHING STAFF

There were seventeen (17) members of the non-teaching staff. Nine were male and 8 were female. Some of them were previous students of the school.

ACHIEVEMENTS

At the time of the meeting, the school had accomplished several things:

- They were building a special unit for students with autism, thanks to support from the Kenya National Highway Authority. This unit would have classrooms and equipment for these students.
- They had gained an extra acre of land, which they used to grow vegetables for the students.
- Over the past five years, 13 students had exited:
 - Five became assistant teachers at the school.
 1. Four became hairdressers.
 2. One got a job as a marketing officer at Safaricom.
 3. One became a carpenter.
 4. Two started their own businesses.
- The school was planning to exit eight students soon, which was more than the four they exited in 2022.
- They had trained most students in everyday life skills to help them live independently.
- They had done well in extracurricular activities, participating in national music festivals, athletic games, and ball games for the past five years.

CHALLENGES




The school faced several challenges:

- A lot of students, totaling 153, would not enroll because there were inadequate physical facilities like classrooms, dormitories, dining halls, adapted bathrooms, play equipment, and a safe environment for them to move around easily.
- Inadequate teachers to handle the large number of students.
- The funding from the government was not enough to meet the needs of the students and there was no funding from well-wishers.
- The government used to give the school grants to support the non-teaching staff's needs, but they reduced these grants, and eventually stopped providing.
- The school lacked the means of transport to cater for emergencies or taking students to co-curricular activities.
- The school needed a perimeter wall to improve the safety and security of learners and school property.
- There was need for a permanent nurse and occupational therapist to handle health emergencies.
- They lacked enough teaching materials, especially those tailored to their students' needs.
- Some teachers had stagnated in grades despite attending interviews, which made them less motivated.
- The classrooms needed renovation to be learner friendly.
- Non-teaching staff were irregularly paid due to low funding, and many parents would not afford school fees.
- Even after retiring, the non-teaching staff have not been receiving benefits.

CONCLUSION AND RECOMMENDATION

The team felt that if the challenges were addressed the learners would get better services to enable them fit in the changing world.

PANEL OF ASSESSMENT

NAME	DESIGNATION	SIGN
1. ADERSON KIRUJA	SCDE MATHIRA EAST	
2. NDUNG'U N LABAN	SCQASO MATHIRA EAST & WEST	
3. ROBERT NJOROGE	ICT OFFICER MATHIRA EAST	

WANDUMBI SPECIAL SCHOOL FOR THE MENTALLY CHALLENGED LEARNERS
P.O. BOX 1337-10100
NYERI.

A) WANDUMBI SPECIAL SCHOOL IS:
MY SCHOOL

MY CHOICE

MY PRIDE

MY FOUNDATION

MY PRESENT

MY FUTURE

MY LIFE

B) BRIEF REPORT ABOUT THE SCHOOL.

- (I) VISION: A NATIONAL SPECIAL SCHOOL OF CHOICE FOR INTELLECTUALLY CHALLENGED LEARNERS.
- (II) MISSION: TO PROVIDE BASIC ACADEMIC, SPIRITUAL, SOCIAL, ADL, PRE-VOCATIONAL AND VOCATIONAL SKILLS TO LEARNERS WITH INTELLECTUAL CHALLENGES IN ORDER TO MAKE THEM MORE SELF-RELIANT.
- (III) MOTTO: STRIVE FOR SELF-RELIANCE
- (IV) CORE VALUES:

LORDSHIP OF JESUS CHRIST

PROFESSIONALISM

RESPECT

LOVE

TEAMWORK

HARDWORK

PUNCTUALITY

HONESTY

INTEGRITY

AND

EXCELLENCE

KEY PILLARS:

- RESPECT FOR GOD
- RESPECT FOR HUMANITY
- SPECIAL RESPECT AND LOVE FOR I.C LEARNERS
- RESPECT FOR UNIQUE BASIC ACADEMIC SKILLS AND TALENTS DEVELOPMENT.

C) LOCATION:

KENYA
NYERI COUNTY
TETU SUB-COUNTY
TETU WEST DIVISION
WAMAGANA WARD
THEGENGE LOCATION
WANDUMBI SUB-LOCATION
WANDUMBI VILLAGE

It is 12kms WEST OF NYERI COUNTY HEADQUARTERS AND EAST OF THE SLOPES OF THE ABERDARE RANGES.

ROUTE: NYERI TOWN-OUTSPAN HOSPITAL-KAMAKWA-TETU-KAGUNDU-INI-KIGOGO-INI-WANDUMBI JUNCTION-WANDUMBI SHOPPING CENTRE-SCHOOL.

D) ENROLMENT:NO . OF STUDENTS.

Wandumbi Special School has a total of 171 students, 91 boys and 80 girls. Only three girls are day scholars as the rest are boarders.

The waiting list is long and enrolment can rise if additional facilities are availed.

E) SCHOOL LEARNERS MAIN CATCHMENT AREAS BY COUNTIES.

NYERI MURANG'A KIRINYAGA EMBU MERU KIAMBU NYANDARUA LAIKIPIA NAIROBI AND KAJIADO.

F) TYPE OF SPECIAL NEEDS PRESENT/CATERED FOR:

- Mild mentally challenged learners
- Moderate mentally challenged learners
- Severe mentally challenged learners

NB. The profound category of mentally challenged learners are bed-ridden at home.

- Out of the above types, other minor divisions emerge such as;
- Autism(neurological disorder)
- Cerebral palsy- deformity in the main limbs

- Down syndrome
- Hydrocephalus(big-headed/water in the brain)
- Microcephalus(small headed)
- EBD(Emotional and behavioural disorder)
- Epilepsy
- Speech disorder
- Multiple disabilities
- Breathing challenges & Phneumonic conditions

The learners are therefore prone to many diseases and infections that require urgent attention.

G) SKILLS TAUGHT

- Activities of Daily Living (ADL)
- Social skills
- Self-help skills
- Personal Hygiene
- Basic academic skills
- Spiritual skills
- Pre-vocational skills
- Vocational skills.

H) TEACHING STAFF ESTABLISHMENT

TSC Teachers - 07

County Govt. Caregivers -2

CBE = $171/10 = 17.1$ Teachers

Wandumbi special school is therefore a Public institution with 07 TSC Teachers and 2 caregivers employed by the County Government of Nyeri , hence the school has a shortage of 10 TSC teachers.

I) SUPPORT STAFF ESTABLISHMENT.

The school has 15 B.O.M Employees Including two integrated learners due to social inclusion of children and Youth with mental Disabilities. They are classified as follows;

- School secretary and Accounts clerk --1 .

- cooks	-- 4
- House mothers	-- 6
- School watchman	--1
- School groundsman	-- 1
-Integrated workers	-- 2
Total	15

J) P. A ESTABLISHMENT

The P.A is made up of 9 members,one for each class and the teachers are also represented. The P.A chairman is also a member of the B.O.M. where he articulates parents concerns during B.O.M meetingS.

K) SCHOOL MANAGEMENT

The school is managed by a Board of Management (B.O.M) appointed by County Education Board(C.E.B) as per the 2013 Basic Education Act Regulations in 2016, which took over from B.O.G that had governed the school since 24th August 2001.

L) BRIEF HISTORICAL BACKGROUND

-1984- The school was began by noble ideas from Rev. Robert Gibson Gichuki , the then Parish Minister of P.C.E.A Thegenge Parish and German friends and who are very active in supporting the school to date.

1985- The project was undertaken by the parish Woman's Guild Group who visited the sick and the less fortunate in the society where they provided food, clothes and knit wear. They received assistance from German Friends led by Mrs. Gisela Weber Rghidis. The project was began as it was common knowledge that there existed a number of mentally challenged children in the community and who could not fit well in the ordinary school with normal children as they cannot cope with the traditional teaching instruction methods normal schools offer.They therefore needed a special school where they could be taught and instructed at their own pace. The motive behind was to teach these children social,and self-help skills, basic academic skills and vocational training to enable them read and write and make them become self-reliant in one way or another or join formal schools, all these depending on their degree of impairment.The parish Woman's Guild manned the project until it was taken over by the Government in later years whereby the structure and functions of the school management changed in line with other public institutions of learning.

1987- Special Unit for Mentally Handicapped children was established at P.C.E.A Wandumbi Primary school.The unit had two TSC Teachers and 12 children who were all day scholars. The

establishment was through the assistance of the Ministry of Education, District Special Education office and Ministry of Culture and Social Services, Nyeri.

7/5/1987- The unit was commissioned by Rev. Muindi, the then Moderator of Nyeri Presbytery as the Parish Woman's Guild had built classes, teachers office, kitchen and latrines, all of which were temporary structures. At the time of commissioning, the enrolment of the learners had grown from 12 to 24 and who were recommended to become boarders.

30/11/1987- the special unit was recommended for up-grading into a special school and re-located from Wandumbi primary school to its present site.

11/7/1989- A school master plan for the future development of infrastructure was drawn through the Nyeri presbytery development committee.

-Today, the school has a total enrolment of ¹⁷¹~~124~~ students, 91 boys and 80 girls which is likely to ~~increase~~ increase due to construction of more accomodation facilities and who are accommodated in 9 classes namely; Pre-primary one(pp1), Pre-primary two(ppII), Primary 1A, Primary 1B, Primary II - equivalent to standard /grade I of normal primary school., Prevocational I, Prevocational II, Vocational I and Vocational II.

Facilities present include:

- (i) An administration block which houses the office of the principal, Deputy principal, secretary/school A/C Clerk, store, staffroom and vocational classrooms.
- (ii) 7 stone-built classes including the two newly constructed classrooms.
- (iii) 3 Dormitories- 2 for boys and 1 for girls. A 4th one is under renovation.
- (iv) A dining Hall and a kitchen with furniture and assorted equipments.
- (v) Sanitary facilities in the name of pit latrines and a recently constructed sewage system.
- (vi) A 45,000 litre ground water tank which needs repair.
- (vii) A 60,000 litres storage water tank.
- (viii) 4- 4000 litres lotto tanks for water storage and distribution in addition to a one -2000 litre plastic tank.
- (ix) One zero grazing unit.
- (x) One poultry house.
- (xi) A laundry room with two small washing /drier machines to caution cold weather when clothes do not dry.
- (xii) A notice board.
- (xiii) A permanent living house.

(xiv) A perimeter fence.

(xv) A computer strong room with laptops provided by the government of Kenya.

(xvi) A posho mill house with a posho mill donated by the Central Bank of Kenya, Nyeri Branch.

M) BOARDING FEES.

Over the years the up-keep of children and maintenance of the school facilities comes partly from boarding fees paid by parents/ guardians, donors, children sponsors and other well-wishers. Children with mental disabilities up-keep covers feeding, medical care, co-curricular activities and other special needs as per the level of disability, whether mild, moderate or severe.

Some learners are fully sponsored while others are partly sponsored. The sponsors are local people, churches, organizations and even from overseas such as FORDERKREIS WANDUMBI (children help children) led by Mr. Uli Vorlauf where learners in school forego breakfast, lunch or supper and money saved /raised is used to sponsor learners in Kenya) and Liliane Foundation of the Netherlands through Chesire Disability Services of Kenya (CDSK) which envisions an inclusive society where persons with disabilities are respected, empowered and develop their full potential to lead quality life. Currently, the Boarding fees, Equipment and stores is Kshs. 7,000 per child per term which leaves some deficits as some parents/ guardians are unable to fully pay and have huge fee arrears.

The school being a public institution greatly benefits from FPE Funds for the Instructional and Learning materials and Government Subsidy Funds for food ration and workers salaries, without which the school cannot run smoothly. The school greatly thanks the Government of Kenya through the Ministry of Education, science and Technology for its immense financial support that forms the live blood of the school and hence its continued existence.

N) DONATIONS AND ACHIEVEMENTS

The achievements made so far have been as a result of the combined spiritual, material and financial support of the ministry of Education and Government of Kenya, Organisations, donors and individuals specified as follows;

- Government of Kenya thro' FPE, Government Grants in Aid and Special provisions channelled through the Ministry of Education Science and Technology.
- Parish Woman's Guild –Both P.C. E. A Thegenge & Wandumbi Parishes & church groups.
- Central Committee of Woman's Guild (P.C.E. A)
- P.C.E.A Board of Social Resposibiity.
- Nyeri presbytery & Church groups.
- Wandumbi Parish Kirksession
- Presbytery of West Virginia, U.S.A
- National Fund for the Disabled of Kenya.
- Presbyterian Hunger programme of the U.S.A
- The American Embassy in Nairobi

- The Red cross Society.
- County Council of Nyeri.
- Municipal Council of Nyeri.
- Fremont Presbyterian church, Nebraska, U.S.A
- Mr. Uli Vorlauf and Forderkreis Wandumbi- Germany.
- Liliane Fonds Foundation & Chesire Disability Services of Kenya (CDSK) -Netherlands.
- Central Bank of Kenya.
- Local community and well-wishers.
- Metropolitan Sanctuary, Kamakwa , Nyeri
- Rware Welfare Group, Nyeri.
- CABS Association. Nyeri.
- Mt. Kenya Bottlers Ltd.
- Afya II (Hope Today), Nyeri.
- Gathuthi Tea Factory.
- Naivas Supermarket , Nyeri.
- Kagumo Teachers Training College
- Kiganjo Police Training College.
- Gideons International, Nyeri branch.
- 4NTE Nissan Sacco , Kenya
- TEAWASCO , Nyeri.
- Nyeri Paralegal Group.
- KASTURI Supermarkets, Nyeri.
- Michuki Technical Training Institute.
- Othaya Teachers Training College
- Wandumbi Dispensary
- Nyeri County Referral Hospital (P.G.H), Nyeri.
- Nyeri County Women Rep's office
- Consolata Hospital Mathari, Nyeri.
- TETU MP'S Office
- Nyeri Central MP'S Office
- Outspan Hospital , Nyeri.
- Provincial Administration
- Neighbouring Secondary schools in Nyeri County.
- Faulu Bank, Nyeri Branch.
- K.C.B , Nyeri Branch
- Mt. Kenya University, Nyeri Branch.
- Tetu Catholic Parish Young Parents Association
- National Council for Persons with Disability (NCPWD)
- Young Mothers, Nyeri.
- Redeemed Gospel Church, Kangemi, Nyeri.

NB: The above are among many other individual and family partners and groups who visit the school for birthday parties and other ceremonies and who also donate foodstuffs and clothing to the school while some pay boarding fees for the learners while others have offered leadership to enable the school reach its present status.

O) PRINCIPALS/HEADTEACHERS SINCE INCEPTION

MR. FERDINARD GATHAMBIRI WAITHAKA	-- 1989	-----2000
MRS. GRACE WAMBUI NDUNG'U	-- 2000	----- MARCH 2015
MR. MWANGI MICHAEL HENRY	-- MARCH 2015	----- MAY 2015
MR. WACHIRA JOHN S.T	-- MAY 2015	----- TO DATE

P) DEPUTY PRINCIPALS/HEADTEACHERS SINCE INCEPTION

MRS. GRACE WAMBUI NDUNG'U	1989	----- 2000
MR. MICHAEL HENRY MWANGI	2001	---- 2020
MR. DANIEL GACHIHI TUCHURA	2022	----- TO DATE

Q) B.O.G/B.O.M CHAIRMEN SINCE INCEPTION

MRS. HELLEN W. MARANGA	1987	-----2000
MR. PETER NDIRITU GOKO	2001	-----2009
MR. FELIX MUGO MATU	2009	-----2016
MR. PATRICK KAMUNYA WAMBUI	2016	----- 2018
MR. FELIX MUGO MATU	2019	-----2022
MR. DAVID WANGAI GITONGA	2022	----- TO DATE.

R) CHALLENGES /MAIN AREAS OF NEED IN THE SCHOOL

1. MODE OF TRANSPORT—NISSAN MATATU/BUS.

The school does not have an institutional vehicle. The learners frequently get sick and need to be urgently taken to the dispensary/ hospital. Some of the learners are physically challenged besides being mentally challenged. Others are autistic, others have cerebral palsy, others are downsyndrome, others are epileptic taking medical drugs in the morning and in the evening and others have chest and breathing challenges. Therefore, an institutional vehicle is very necessary to frequently take learners to hospital, mobilization activities to create awareness, reduce stigma and discrimination and allow social inclusion for learners self-esteem, school tours and publicity campaigns despite them being mentally challenged. Mobilization activities are very important in enlightening the public about mentally /intellectually challenged children some of whom are still chained at home due to no-acceptance/ denial of the disability.

2. COMPREHENSIVE MEDICAL CARE CENTRE.

This will act as a sick bay for learners and school workers. This will be a small physical building structure with facilities such as a consultation room a room for the nurse or matron, an admission room for boys and girls separately and a pharmaceutical store/ room for keeping medical drugs.

3. SOLAR PANEL HEATING AND LIGHTING SYSTEMS.

This will greatly help to heat bathing water which is currently done using firewood, make dormitories warmer during the cold weather and reduce electricity bill by lighting the dormitories.

4. **KITCHEN & DINING HALL RENOVATION.**

This renovation will be on the floor, roof, furniture and energy saving jikos to reduce firewood consumption/ use and smoke in the kitchen.

5. **OVERLOCK AND IRON PRESS FOR PUNCH CARD KNITTING MACHINE.**

The knitting machine is available but does not have the Overlock and iron press to make it fully operational.

The overlock is meant for the machine for automatic punchcard knitting estimated to cost from between Kshs.70,000(seventy thousands) to 100,000 (one hundred thousands). And an iron press at an estimated cost of between kshs. 50,000 – 60,000. These will enable the school to produce pullovers on a large scale between 25- 30 pcs per day on the lower side which will help the school to earn some revenue.

6. **GRADUATION TOOLS & EQUIPMENTS FOR LEARNERS WHO HAVE ACQUIRED VOCATIONAL SKILLS..**

Elderly learners who have acquired vocational skills need to be graduated and hence require tools and equipments in order to help them perfect the skills and be more self-reliant after school.

7. **FEE SPONSORSHIP FOR LEARNERS.**

Out of the school total learners enrolment, only 43 learners are sponsored. The rest are not sponsored in paying the boarding fees. Some of the learners hail from families that are poor while others are orphaned and vulnerable children under poor guardian and well-wishers and therefore have very huge arrears of fees. Sponsorship per term is Kshs. 7,000 totalling to Kshs. 21,000 annually. The school therefore wishes to request well-wishers to plant in the Lord's Garden by sponsoring one or more learners to help them be retained in school where they are not vulnerable to insecurity and abuse as when they are at home. Otherwise, all children are welcome to school, including those with mental disability.

8.ADDITIONAL CLASSES IN THE SCHOOL.This will help to take care of the increasing enrolment, given the diversity of conditions for learners with mental disability.

9..**MODERN OFFICE COMPUTER (THREE IN ONE : PRINTER, PHOTOCOPIER & SCANNER.**

This machine will enable the school to be able to print, photocopy and scan documents with ease. A good three in one computer costs approximately Kshs. 100,000 or slightly more. The computer will also be able to accommodate website/internet programmes and make the school a global village centre of information and communication.

10. **WATER HARVESTING AND STORAGE IN THE SCHOOL.**

The school uses over 8,000 litres of water per day in cleaning, washing clothes, cooking and drinking. Water harvesting & storage will therefore assist the school to reduce the cost of electricity which is used to pump water from the shallow wells.

11. CONSTRUCTION OF RESIDENTIAL HOUSES FOR TEACHERS.

Currently, the school has only one residential house and more are required to enable 24/7 monitoring of the learners and school by the teachers housed in the school.

12. PURCHASE OF A STANDBY SCHOOL GENERATOR

This will help the school to caution power blackouts.

13. ROOFED CORRIDORS AND PAVEMENTS FOR LEARNERS.

This will enable the learners to move from the dormitories to the dining hall, classes and toilets without being rained on during the rainy and foggy cold weather.

14. SECURITY STONE WALL ROUND THE SCHOOL WITH A MODERN GATE AND SENTRY BOX.

This will boost the security of the school and reduce attempts by learners to sneak out of the school.

15. SHORTAGE OF LAND

The school needs more land for future expansion and is available in the neighbourhood.

16. SHORTAGE OF TEACHERS

The school has a shortage of 10 TSC Teachers and lacks funds to employ B.O.M. teachers.

OTHERS

17. A centralized ablution block with sewerage systems in the school.

18. Swings play facilities.

19. Construction of a toilet for challenged members of the society.

20. Painting and repainting of the school.

21. Shortage of learning resources/ tools.

22. Shortage of support staff—24/7

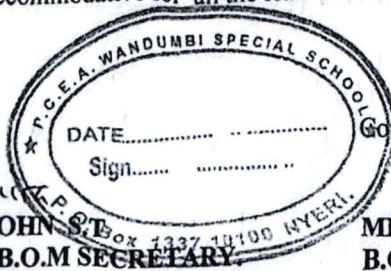
NB. The needs of a school with mentally challenged learners are very diverse and the above are some of them. Others emerge in the day-to-day running of the school.

The school looks forward to partnering with all and sundry in order to make it more inclusive and accommodative for all the learners with mental/intellectual disabilities in Kenya.

Prepared by;

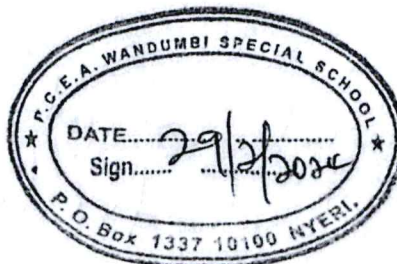
Wachira John S.T.

WACHIRA JOHN S.T.
PRINCIPAL/B.O.M SECRETARY



Confirmed by;

MR. DAVID WANGAI GITONGA
B.O.M CHAIRMAN.



ALLAMANO SPECIAL SCHOOL

VISION

To be the best special institution in imparting life inclined skills to children with special needs

MISSION

To produce a learner who has adequate life adjustment skills through establishment of focused staff and quality programmes in a conducive learning environment

MOTTO

Education Chance for a better life.

CORE VALUES

Integrity

Love

Responsibility

Respect

Unity

Peace

Patriotism

Social Justice

CORE COMPETENCES

Communication Collaboration

Critical thinking & problem solving

Imagination and Creativity

Citizenship

Digital Literacy

Self efficacy

Learning to Learn

~~_____~~

JANE MWANGI

HEADTEACHER

ALLAMANO SPECIAL SCHOOL
(For Mentally Challenged Children)
P. O. Box 1102 - 10100,
NYERI - KENYA

Vision

To be the best special education program in the state

Mission

To provide a quality education for all students with disabilities through the establishment of focused staff and programs in a continuous learning environment

MOJIS

Education Change for a better life

Core Values

- Integrity
- Love
- Respect
- Unity
- Patience
- Service

Core Competencies

- Communication Collaboration
- Critical Thinking & Problem Solving
- Imagination and Creativity
- Discipline
- Digital Literacy
- Self efficacy
- Learning to Learn

ALABAMA SPECIAL EDUCATION
 FOR Mentally Challenged Children
 P. O. Box 1102 - 10101
 TALLAHASSEE, FLORIDA

ALAMANO SPECIAL SCHOOL
 (For Mentally Challenged Children)
 P.O. Box 1102 - 10100,
 NYERI - KENYA

HEAD TEACHER
 JANE MWANGI



SUPPORT STAFF:

JANE	GATHERERD	SECRETARY/HOUSEMOTHER
JANE	WAMAHGA	LAUNDRESS
JOAN	MUCHEMI	LAUNDRESS
MARGARET	NDONGE	COOK
WINFRED	WATHONI	COOK
ISAAC	MUGO	TR. AIDE

TEACHING STAFF:

JANE W. MWANGI	38774	TSC NO
SR. DIANA N. WAMARU	462309	
ANNE W. WATHOME	437226	
ANOMI W. MATHENGE	235181	
BETRIECE W. MWANGI	405431	
SR. ANN N. NYAGA	448628	
ANGELA K. NJAGI	496089	

ESTABLISHMENTS:

PREVOCATION	4	5	9
INTERMEDIATE	15	25	40
FOUNDATION	25	20	45
BOYS	44	50	94
GIRLS			
TOTAL			

STAFF LIST

Principal: Mr. J. B. ...
Vice Principal: Mr. ...
Assistant Principal: Mr. ...
Counselor: Mr. ...

Teacher: Mrs. ...
Teacher: Mr. ...
Teacher: Mrs. ...
Teacher: Mr. ...
Teacher: Mrs. ...
Teacher: Mr. ...
Teacher: Mrs. ...
Teacher: Mr. ...

SUPPORT STAFF

Director: Mr. ...
Assistant Director: Mr. ...
Clerk: Mrs. ...
Clerk: Mr. ...
Clerk: Mrs. ...
Clerk: Mr. ...
Clerk: Mrs. ...
Clerk: Mr. ...

ALABAMA SPECIAL SCHOOL
For Mentally Retarded Children
P.O. Box 1100 - 1100
MONTGOMERY, ALABAMA

ACHIEVEMENTS

- We have produced graduates who are currently involved in various economic projects in their localities
- We have started economic generating programmes such as bead work, weaving, fish farming
- On agriculture the learners are able to care for livestock and crop husbandry in the school.
- Most learners are able to interact socially and have acquired self independence skills.
- On sports the learners have reached national level.
- On Music Festivals the learners have participated up to national level for several years.
- In the infrastructure we have achieved the following
 - Construction of a perimeter wall to enhance security of the learners.
 - Construction of a new dormitory to accommodate more learners making a total of three dormitories.
 - We have constructed 7 toilets for girls, 4 toilets for boys and urinal for boys, and 4 teachers toilets
 - Construction of a pavement behind the classes for easier movement of learners to the ablution block.
 - Construction of two raised fish ponds and one ordinary fish pond
 - Construction of cowshed, pig sty etc

- Construction of a physiotherapy room,
- Constructed a laundry room.
- Installation of solar panels.
- Constructed a water reservoir. ~~fed~~
- Dug a borehole.
- The school has a convent to house sisters of Mary Immaculate who take care of the boarding section.
- The school has a total of seven normal classes but three are subdivided into two making a total of 10 classes so as to accommodate more learners.
- The school has a hall, dining and school kitchen.

~~He~~
JANE MWANGI
HEADTEACHER

ALLAMANO SPECIAL SCHOOL
(For Mentally Challenged Children)
P. O. Box 1102 - 19100,
NYERI - KENYA.

CHALLENGES


- Under staffing (both teaching and support staff)
- Lack of adequate funding
- Inadequate facilities like hostels and physiotherapy equipment.
- Short of personnel such as the physiotherapists, nurses, social workers and other support staff and teacher Aids
- Swimming pool for hydrotherapy
- Transport: - The school would require a bus for transporting children on educational tours
- Not able to purchase some of the learning resources like tapestry, rocking chairs, musical instruments, trampoline, dummies, blowdry, shaving machine
- Purchasing of some of the learning resources are difficult since are not available in the bookshop.
- A fun park which is well equipped is required for the learners to release their energy.
- We need an administration block.
- We also need assistive devices like wheelchairs
- Some classes require wash rooms to cater for toilet training.
- Paths needs to be sheltered.
- More toilets especially the board area.
- Some of the parents are Mentally Challenged and therefore taking care of the learners becomes a problem.
- Transition - planning and facilitating. Some

~~SPECIAL~~
transition for learners in special needs
require co-ordination and support especially
after graduation.

→ Teacher training support to stay
updated on new research, emerging
trends in the field of special need
(workshop, seminars).

→ Technology Integration :- We need
assistive devices to enhance learning,
communication and mobility (TV, Radio)

→


JANE MWANGI
HEADTEACHER.

ALLAMANO SPECIAL SCHOOL
(For Mentally Challenged Children)
P. O. Box 1102 - 10100,
NYERI - KENYA.



NGALA SECONDARY SCHOOL FOR THE DEAF

P.O. BOX 12197 TEL. 0722702087

NAKURU - KENYA

Email : nsecdeaf14@gmail.com

NGALA SECONDARY SCHOOL FOR THE DEAF

P.O BOX 12197-20100

NAKURU

SCHOOL REPORT

SUBMISSIONS TO THE

PARLIAMENTARY COMMITTEE

TABLE OF CONTENT

1. HISTORICAL BACKGROUND
2. REGISTRATION
3. GEOGRAPHICAL LOCATION
4. INFRASTRUCTURE
5. ACHIEVEMENTS
6. CHALLENGES FACED BY THE SCHOOL
7. CONCLUSION

NGALA SECONDARY SCHOOL REPORT

1. HISTORICAL BACKGROUND

The school is located within Nakuru Municipality, along Mburu Gichua Road towards Lake Nakuru, about 1 km from Nakuru Main Bus terminus. The school started in 2009 with seven students (three girls and four boys), as a wing to the Primary Section (Ngala Primary and Vocational School for the Deaf) to improve on Primary / Secondary School transition, after KCPE examination. This was after realization by stakeholders of the enormous Student wastage after primary school education cycle. A minimal number of KCPE Candidates were getting vacancies in the few secondary schools outside the province and majority of them would experience challenges securing even Vocational Training Vacancies. The school is the very 1st secondary for the Deaf in Rift Valley Region. It is the only one of its kind in Nakuru County.

2. REGISTRATION

The school was fully registered by the Ministry of Education in March 2012 (SP/ED /222/12) as a public mixed boarding secondary school for the deaf with a double stream status. The school has been given a code by the teachers' service commission (T.S.C).

3. GEOGRAPHICAL LOCATION

COUNTY: NAKURU

SUB COUNTY: NAKURU EAST

DIVISION: NAKURU MUNICIPALITY

LOCATION: AFRAHA

ZONE: CENTRAL

ESTATE: NGALA FLATS

The school is located within Nakuru Municipality, along Mburu Gichua Road towards Lake Nakuru, about 1 km from Nakuru Main Bus terminus.

The school is built on three acres of land at Ngala flats estate next to Bondeni slums where majority of the people are low income earners. They don't have any formal employment as they entirely depend on casual work.

4. INFRASTRUCTURE

The school has the following structures:

1. Two dorms
2. Six classes
3. One office
4. One laboratory
5. One library
6. One dining hall
7. Two modern toilets

5. ACHIEVEMENT

We appreciate the achievements of the school due to the funding from the ministry of education.

We acknowledge the construction of the dining hall, classes and ongoing twin-lab. We also acknowledge that the ministry pays almost 80% of the school fees for the learners with disability.

We also appreciate that the government has posted qualified graduate teachers with special needs skills.

6. CHALLENGES FACED BY THE SCHOOL

i. Infrastructure;

- a) **Incomplete Perimeter wall-** the school is situated at Bondeni location and with the volatile security issues surrounding the neighboring slum, the perimeter wall will enhance the safety of the learners with hearing impairment, teachers and the support staff.
- b) **Boarding facilities-**The dormitories are done up to the slab. Due to increased enrolment the current dorms are full to capacity. Some of the learners sleep in classes.
- c) **Teachers' houses-** the nature of the school demands that teachers be within the school 24/7. Unfortunately, the only modification that has been done is having a room within the school library where a bed has been put for the principal to sleep there. The deputy shares a room with the head cook.

- d) **Staff offices-** though there is teachers' staffroom, the room and the toilet facilities within the office need a facelift to enhance a conducive environment from which the teachers can plan their work and execute their duties from.
- e) **Science laboratory-** there is no science lab. Within the school despite the existing curriculum offering pure sciences, a makeshift has been put in place to enable the learners get the concepts and also do their end of form four exams (KCSE). Currently the school is constructing a twin lab and classes which is done up to first phase remaining finishing and equipping and doing floor.
- f) **Home science Room-** there is need for an adequate and equipped home science room as majority of the learners are well oriented in technical subject

ii. Space for co-curricular activities;

There is inadequate space that can accommodate the necessary structures and playing fields. Our learners are much talented in co-curricular activities and Agricultural activities so they need adequate facilities to nurture the talents as they exhibit much potential. The school has proposed to share a field with the neighboring National Youth Service (NYS) which has a relatively adequate space and can benefit both communities.

iii. Academics;

The curriculum administered is the same with regular learners apart from Kiswahili language that they don't do. The exams are tested in English leading to very poor performance. The KCSE exam marking is done by regular teachers who are not Kenya sign language oriented and learners tend to answer in sign language.

iv. Inadequate staffing of teachers;

The school still needs more teacher's from the Teachers' Service Commission to increase the current workforce. A class requires 12 to 15 students but now the class holds over 30 learners. This is culminated by lack of enough workforce and infrastructure.

v. ICT Equipment;

The school had benefited from 20 computers from the government when the enrolment was 24 learners. Some of the equipments are obsolete. With the enrolment being 146 deaf learners, there is need for equipping the school with ICT equipment such as Computers, Projectors, Cameras and Television Set.

vi. School Bus;

There is dire needs for a school bus that can ease the organization of academic trips, co-curricular activities and emergency like sickness so as to rush the learners to hospital. Normally we hire taxis and at times the principals car is used.

vii. Solar System/Power Generator;

This is necessary to keep the operations of the school running when there is power outage as 99% of the communication is visual. When the lights go off we use chargeable lamps that are not long lasting. On the same when the electricity bills are not paid on time, the power is disconnected or added fine on delayed payment.

viii. Water Tanks & Water Harvesting System;

The school needs to harvest water to reduce the expenses on water bills.

ix. A School nurse. The school requires a nurse who is domiciled in school especially for the emergencies at night

7. CONCLUSION

In conclusion the running of the school has been affected by the cost of commodities especially food and building materials. The delayed and inadequate capitation has contributed greatly to the operations of the school. For example: in 2013 the school enrolment was 76 and was funded with Ksh 2, 152,000. In 2024, the school enrolment is 148 learners and funded with Ksh. 2,052,000. Meaning we are funded less despite the increased enrolment and the inflation.

Attached find documents on capitation and the deficits over the year

Report compiled by:



Pauline W. Kimani
PRINCIPAL/ BOM SECRETARY

**NGALA SECONDARY SCHOOL FOR THE DEAF
2022/23 FDSE AND SNE GRANTS INCOME SUMMARY**

	TERM 1	TERM 2	TERM3	TOTAL RECEIVE	TOTAL EXPECTE	BALANCE /DEFI	REMARKS
1 FDSE TUITION	96,346.25	109,342.50	132,128	337,816.75	563,584.00	225,767.25	UNDERFU NDED
2 FDSE OPERATION	339,585.30	379,937.30	779,986.85	1,499,509.45	2,448,000.00	948,490.55	UNDEFUN DED
3 SNE GRANTS	0	0.00	924,160.00	924,160.00	4,872,880.00	3,948,720.00	UNDEFUN DED
TOTAL	435,931.55	489,279.80	1,836,274.85	2,761,486.20	7,884,464.00	5,122,977.80	

N/B.ABOVE TABLE HAS BEEN CALCULATED WITH AN ENROLMENT OF 136 STUDENTS.
SPECIAL NEEDS GRANTS FOR 136 STUDENTS AT THE RATE OF KSHS.35,830=4,872.880.00
FDSE GRANTS EXPECTED PER STUDENTS IS KSHS.22,144.00.(TUITIONAT KSHS.4,144.00 AND OPERATION AT KSHS.18,000.00)

A circular official stamp from Ngala Secondary School for the Deaf. The text around the perimeter reads "NGALA SEC. SCH. FOR THE DEAF". In the center, the word "PRINCIPAL" is printed above the date "03 MAY 2024". A handwritten signature is written across the stamp.



NGALA SECONDARY SCHOOL FOR THE DEAF

P.O. BOX 12197 TEL. 0722-702087

NAKURU - KENYA

Email : nsecdeaf14@gmail.com

RE: FDSE GRANTS RECEIVED SUMMARY FROM 2010 TO 1ST TERM 2024

Ngala Secondary School for the Deaf FDSE Grants summary from 2010 to 1ST TERM 2024 as per tabled below:-

YEAR	ENROLMENT	TERM 1	TERM 2	TERM 3	TOTAL
2024	146	83,608.05 455,341.75 83,608.50 455,341.75			
		1,077,900.05			1,077,900.05
2023	139	73,444 378,739.25	58,684 401,247.60	69,993.60 276,782.45	202,121.60 1,056,769.30
TOTAL		452,183.25	459,931.60	346,776.05	1,258,890.90
2022	136	133,426.20 375,259.60	96,346.25 339,585.30	109,342.50 379,937.30	339,114.95 1,094,782.20
TOTAL		508,685.80	435,931.55	489,279.80	1,433,897.15
2021	131	41,745 411,103.55	73,953.75 157,932 256,578 44,206 173,352 44,206 173,352 68,620 423,000	85,400 433,551.40 1,400 7,107.40 16,790 103,500 59,272 257,138	201,098.75 1,002,586.95 257,978 51,313.40 190,142 147,706 232,624 325,758 423,000
TOTAL		452,848.60	1,415,199.80	964,158.80	2,832,206
2020	120	188,700 808,350	60,000	450,725	188,700 1,319,075.0
TOTAL		997,050	60,000	450,000	997,050
2019	98	124,012 673,380	NIL	65,302.30 221,858.50	189,314.30 895,238.50
TOTAL		797,392	0	287,160.80	1,084,553
2018	96	267,401 534,000	63,342 354,012.40	153,792 273,312	484,535 1,161,324.40
TOTAL		801,401	417,354.40	427,104	1,645,859.40
2017	91	206,213 348,702	121,129 434,322	82,503 146,583	409,845 929,607
TOTAL		554,915	555,451	229,086	1,339,452
2016	89	160,740 313,120	105,716 187,720	288,716 485,285	555,172 986,125
TOTAL		473,860	293,436	774,001	1,541,297
2015	87	140,448 249,584	62,472 110,960	91,884 164,388	294,804 524,932
TOTAL		390,032	173,432	256,272	819,736
2014	76	140,068 248,900	36,936 65,664 84,132 47,348	49,248 106,780	226,252 421,344 84,132 47,348
Top - up Laboratory		152,000	-	-	152,000
TOTAL		540,968	234,080	323,228	1,098,276
2013	76	134,831 239,805	26,600 13,224 45,220 25,384 44,536	56,620 100,472	218,051 353,501 45,220 25,384 44,536



		-	79,116	-	79,116
Top - up		146,000	-	-	146,000
TOTAL		520,636	234,080	157,092	911,808
2012	73	35,516	71,175	75,628	182,319
		118,976	126,582	75,263	320,821
		-	66,138	-	66,138
		-	117,676	-	117,676
Top - up		-	146,000	-	146,000
TOTAL		154,492	527,571	150,891	832,954
2011	52	51,356	11,433	38,272	101,061
		91,353	75,920	68,016	235,289
		-	134,940	-	134,940
Laboratory		-	142,292	-	142,292
TOTAL		142,709	364,585	106,288	613,582
2010	37	NIL	NIL	71,706	71,706
				118,178	118,178
TOTAL		0	0	189,884	189,884
GRAND TOTAL		7,865,072.10	5,171,051.95	5,151,221.45	18,187,345.50

NB/ Dormitory infrastructure fund received from the Ministry of Education during the Year 2012 was kshs. 1,301,730 (one million three hundred and one thousand seven hundred and thirty only)

INFRASTRUCTURE GRANTS received in the year 2016 was kshs.1,000,000.00(one million shillings only)

T.I.G For Special School received in the year 2017 was kshs.10,000,000.00(ten million shillings only.)

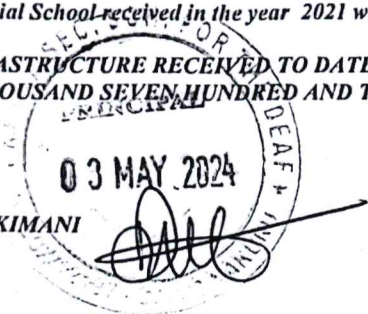
T.I.G For Special School received in the year 2020 was kshs.2,000,000.00(two million shillings only.)

T.I.G For Special School received in the year 2021 was kshs.5,000,000.00(5 million shillings only.)

TOTAL INFRASTRUCTURE RECEIVED TO DATE IS KSHS.19,301,730.00 (NINETEEN MILLION THREE HUNDRED AND ONE THOUSAND SEVEN HUNDRED AND THIRTY ONLY)

Yours,

PAULINE W.KIMANI
PRINCIPAL





NGALA SECONDARY SCHOOL FOR THE DEAF

P.O. BOX 12197 TEL. 0722-702087

NAKURU - KENYA

Email : nsecdeaf14@gmail.com

RE: SNE GRANTS RECEIVED SUMMARY FROM 2013 TO 1ST TERM 2024

Ngala Secondary School for the Deaf SNE Grants summary from 2013 to 1ST TERM 2024

YEAR	ENROLMENT	TERM 1	TERM 2	TERM 3	TOTAL
2024	146	1,026,310			
		1,026,310			
TOTAL		2,052,620			2,052,620
2 ND OCTOBER 2023	139			829,584.00	829,584.00
12 TH JULY 2023	139		1,054,776.00		1,054,776.00
TOTAL			1,054,776.00	829,584.00	1,884,360.00
23 RD NOVEMBER 2022	136			933,427.20	933,427.20
5 TH OCTOBER 2022	136	0	0	898,239.60	898,239.60
TOTAL		0	0	1,831,666.80	1,831,666.80
8 TH DECEMBER 2021	131	0	0	994,234.50	994,234.50
8 TH DECEMBER 2021	131	0	0	946,890	946,890
13 TH JULY 2021	95		1,286,280	0	1,286,280
16 TH MARCH 2021	120	2,143,800	0	0	2,143,800
TOTAL		2,143,800	1,286,280	1,941,124.50	5,371,204.50
5 TH OCT 2020	120	0		857,520	857,520
7 TH JULY 2020	120	0	1,286,280	0	1,286,280
7 TH JULY 2020	120	0	625,275	0	625,275
14 TH APRIL 2020	120	0	1,518,525	0	1,518,525
TOTAL		0	3,430,080.	857,520	4,287,600
4 TH OCT 2019	98	0	0	528,804	528,804
9 TH JULY 2019	98	0	793,206	0	793,206
5 TH FEB 2019	98	1,715,040	0	0	1,715,040
TOTAL		1,715,040	793,206	528,804	3,037,050
10 TH SEP. 2018	96		0	686,016	686,016
14 TH FEB. 2018	96	1,607,850	0	0	1,607,850
TOTAL		1,607,850	0	686,016	2,293,866
16 TH MAY 2017	93	0	1,841,175.90	0	3,923,175.90
16 TH MAY 2017			2,082,000		2,082,000
TOTAL		0	3,923,175.90	0	3,923,175.90
5 TH AUG. 2016	89	0	2,085,666.80	0	2,085,666.80
TOTAL		0	2,085,666.80	0	2,085,666.80
24 TH FEB. 2015	87	2,089,680			2,089,680
26 TH JUNE 2015			2,146,050		2,146,050
15 TH DEC. 2015				2,146,050	2,146,050
TOTAL		2,089,680	2,146,050	2,146,050	6,381,780
26 TH JUNE 2014	76	0	2,152,000		2,152,000



TOTAL		0	2,152,000	0	2,152,000
31 ST DEC. 2013	76			2,152,000	2,152,000
TOTAL		0	0	2,152,000	2,152,000
GRAND TOTAL		9,608,990.00	16,871,234.70	10,972,765.30	37,452,990.00

Yours,



PAULINE W. KIMANI
PRINCIPAL



NAKURU HILLS SPECIAL SCHOOL

P.O. BOX 3424 NAKURU

Cell: 0721 879 782

E-mail: nakuruhillsspecialschool@gmail.com

Website: www.nkspecialschool.org

Our Ref:

Your Ref:

Date **19/04/2024**

NATIONAL COHESION ON PARLIAMENT COMMITTEE HELD AT NAKURU HILLS SPECIAL SCHOOL ON 19/04/2024

SCHOOL PRESENTATION

BRIEF HISTORY OF OUR SCHOOL

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

The school was started in 1978 in a classroom of 13 learners provided by the Catholic Diocese of Nakuru. In 1978 the Municipal Education officer provide 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. The current population is 228, boys are 114 and girls are 104.

STRENGTH OF THE SCHOOL

1. The school is registered by Ministry of Education (2004)
2. Has 21 TSC teachers
3. A 5 acre piece of land
4. 14 permanent classes
5. 3 boys dormitories and 2 girls dormitories
6. An administration block
7. A centre of Kenya Intermediate Level Educational Assessment



OUR SCHOOL MOTO: - "TOGETHER WE CAN MAKE IT"

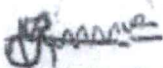
CHALLENGES

1. Insufficient funds to run special schools programmes – more funding to be allocated
2. Acute understaffing in school – more teachers to be deployed especially in Pre-vocational Level where non has been employed and no replacement of retiree or those faced by natural attrition.
3. More resources on learning and teaching materials that can suit learners with disabilities e.g adapted chairs, ICT gadgets and play materials for Foundational Levels.
4. Motivational of teachers to enhance their burn out energy when handling learners with mental disability.
5. Enact laws to protect teachers in special schools who face threats from learners and parents. Most teachers are injured in school by mentally challenged learners and no action is taken eg One of our teacher was hit by a big boy and he lost one of his tooth.
6. Renovation of old structures that do not suit learners with multiple disability.
7. Provision of drugs and other medication in school as most of learners have low immunity.
8. Employ trained nurses in school as school budget cannot allow their payment. Nurse can support in administering drugs and during emergency cases.

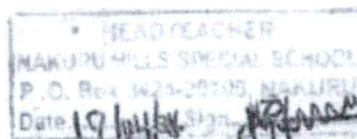
WAY FORWARD

1. Employee more teachers
2. More funding in special schools
3. Look upon salary of special school teachers
4. Teaching and learning materials to be disseminated from a certain area e.g KISE.
5. Subsidized drugs used by special need learners.
6. Regular assessments for our learners by creating more assessment centres and preferable in each constituency.
7. Employment of nurses by County Government or National Government in schools.
8. More awareness campaign to our parents who still hide their children with disabilities back home.
9. Exemption of taxes on goods imported to school to cater for learners with special needs e.g washing machines dries etc.

Your's faithfully,


WACHANIA RICHARD

HEAD TEACHER



MARIGAT SPECIAL FOR V.I

SCHOOL PROFILE

Marigat special school for visually impaired is a public, mixed primary school for visually impaired learners. It takes care of boys and girls who have low vision and totally blind.

It is newly registered school under the ministry of education vide registration No.30/5/2000/1174 September 2017.

The school has been operating as a unit within Marigat integrated day and boarding primary school. The unit started in 1989 with 4 students and grew upto over 37 students in 2017.

The ministry of education officials visited the school in 2017, and found out that Marigat integrated had a student population of 1087. They found that the visually impaired were not getting quality education.

This was because of the following.

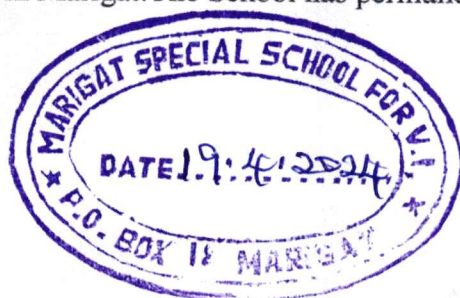
1. High population of students in the integrated school each class was having over 60 students. Due to this the subject teachers were not having time for the V.I learners. They could not undertake individualized educational programme (I.E.P) to the V.I Children.
2. Most of teachers in the school did not know Braille and so could not mark the V.I children work which was in Braille.
3. Out of staff of 26 teachers were not having adequate learning materials, they were lacking key text book-in major subjects.
4. The V.I learners were not having adequate learning materials, they were lacking text books in major subjects.

LOCATION OF THE SCHOOL

Marigat special school for V.I is located within Marigat town. It is in Mogoswok zone, Marigat sub-county of Baringo county. The school is situated in the same compound with Marigat integrated primary school. The visually impaired children will be learning in separated classes and sleeping in their dormitories, but socially they still be together with the other sighted children of Marigat integrated primary school. They will be using the same play ground, same halls e.t.c

INFRASTRUCTURE

At the moment the school has one dormitory, build and completed by the national fund for the disabled of Kenya. It also has three door, toilet build courtesy of the school's long friend Sr. Ann of the Catholic church in Marigat. The School has permanent class build by Safaricom M-pesa foundation.



The School requires the following infrastructure in order of priority.

1. Classroom 8.
2. An administration Block.
3. Girl's dormitory 1.
4. Dining hall and kitchen.
5. Library quarters.
6. Staff toilets.
7. More braille machines.
8. More braille text books especially grade 8.
9. More play equipment.
10. Strong and secure resources room.

ENROLMENT

The School has student enrollment of 32 girls and 30 boys totaling to 62 students. These are spread from ECDE to Grade 8. The catchment area has many children that have not been assessed and admitted. The teachers are working with the curriculum support to carry out this assessment soon.

The School has 10 Teachers trained in special needs and can read and write Braille.

OTHER ACTIVITIES

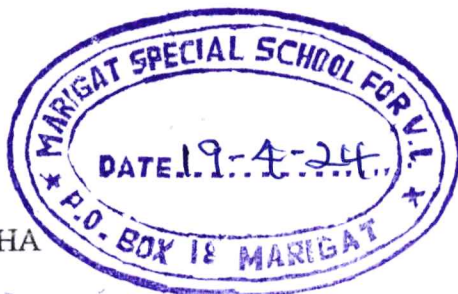
Not all children can benefit from school set up academically. We have other children who have multiple disabilities and require stage based curriculum. I therefore request Teachers service Commission to send us two teachers trained in intellectual challenges (MH).

I humbly request our government, NGOs, and well-wishers to help us solve the above listed challenges to enable our children receive quality education.

Yours faithfully


JOITHAM MAKOKHA

HEAD TEACHER.



Signed copy.

WIRE SPECIAL SCHOOL FOR M.H

P.O. BOX 37 – 40222,

OYUGIS

EMAIL : wiressmh@gmail.com

BACK GROUND

Wire special School is in Kenya Nyanza Region, Homa – bay County, Rachuonyo South Sub – County Kasipul Constituency, Oyugis Town location, Obisa Sub location West Kamagak Ward,

Wire Special school is fully registered Public Mixed Boarding school for Mentally Challenged learners.

The school began its operation in the year **2017** with five learners, three teachers and two support staff.

The current staffing of the school comprises of

- i) Nine TSC teachers (3 males and 6 females)
- ii) One County teacher (female)
- iii) Eight support staff (2 males and 6 females)

The current enrolment of the school is **One hundred** of which **57** are boys and **43** are girls up from the **five learners** we began with in the year 2017.

The school has a complete Board of Management currently serving, these are fourteen in number and all the structures of the Board of Management like Sub – Committees and Parents Association are in place.

The school has the following infrastructures

- i) Eight improvised classrooms
- ii) Five pit latrines with fifteen doors
- iii) Two dormitories
- iv) One makeshift kitchen made of old raged iron sheets
- v) Three water tanks

The school has a motto, a vision, and a mission as spelt below;

MOTTO:

“Yes we can learn”

VISSION

To provide equal learning opportunities in school for children with Special needs in Education

MISSION

To develop network and co – ordinate the learners opportunities of the disabled children to holistic life

CORE VALUE

Tam work, integrity and networking

The categories of children the school is admitting are;

- Intellectual challenged learners
- Autistic learners
- Multiple Disability of the above

ACADEMIC WORK

In reference to the above Motto, Vision, and Mission the school provide a theoretical and practical academics work ranging from Autism classes to pre vocational classes.

These includes

- All curriculum design activities.
- Sporting activities of which we managed to take eight athletes to regional championship, and one boy proceeded to Nationals Championship in Nakuru this year.

The learners that have successfully done their levels do transit to other levels through graduation; this transition can either be to

- a) Business World
- b) Technical Vocational Centers and TTI collages
- c) Back to regular school
- d) Employment opportunity

BENEFICIARIES

- a) The school has sensitized the parents, community and stakeholders about the disabled children most parents are developing positive attitude towards their disabled children.
- b) The school offer employment to the community and admitting the neglected children to school.
- c) The teachers are being employed to work in the school.
- d) The community supply food items, firewood and small casual works available.
- e) The learners who are admitted enjoys all the facilities which was done through the courtesy of the following organizations,
 - NCPWD who constructed boys dormitory and made pupils lockers, Cupboards, tables and cabinets for teachers which coasted **Kshs. 2.5M**
 - NFDK who constructed girls Dormitory, a pit latrine of four doors and gave two water tanks during Covid period which coasted **Kshs. 3.3M.**
 - Safaricom foundation who constructed a pit latrine of four doors and furnished girls dormitory at a tune of **Kshs. 1.5M.**
 - NG – CDF Kasipul who fenced the school, constructed a two pit latrine with six doors at a tune of **Kshs. 650,000.00.**
 - MOE capitations yearly which supplement their meals and accommodation and other relevant activities of the school as attached for this notes.
 - Well-wishers e.g Stakeholders, Board of Management and teachers do donates food items, materials.

CHALLENGES

However the school faces the following challenges.

- a) Inadequate capitation both FPE grants, top up and delay in disbursement.
- b) Lack of dining hall cum kitchen.
- c) Lack of enough classrooms.
- d) Lack of a bus of the school.
- e) Lack of administration block.
- f) Lack of library block.
- g) Lack of relevant text books for Mentally Challenged learners.
- h) Under payment of SNE teachers especially the Special salary.
- i) SNE teachers stagnate in one Job Group for a very long time while their counter parts in regular school are being promoted every time.
- j) Poor payment of fees by the parents this make it difficult to run a boarding Special School.

WAY FORWARD

1. The Government to increase capitation to special schools e.g FPE, Grants, and Top up and do disbursement in time.
2. The Government to find the infrastructure lacking in the school like;
 - Dining hall cum kitchen : Kshs. 8 Million
 - Eight number classroom : Kshs. 8 Million
 - Administration Block cum Library : Kshs. 5 Million
3. The Government to donate school bus to help eradicate challenges of sickness both day and night sporting activities, Academic tours, and generation of school income.
4. The government in conjunction with KICD to design specific text books for mentally learners using Specialized teachers in M.H disability.
5. The government to double special salary for teachers because of the risks involved in handling the Mentally Challenged learners.
6. Promotion of SNE teachers should be automatic after every three years.

7. The government to take full sponsorship for Mentally Challenged learners in terms of fee payments because if you ask a parent of a special learner the learner will stay back at home until the Administration recalls the learner back to school.

In conclusion if the above way forward is adopted by the government then Wire Special School will be like Government owned schools, whereby learners do their studies in a conducive environment, enough meals timely payment of support staff and this will motivate even the parents to bring their children to Special School.

Prepared by



Ben Andhoga
Mobile No. 0722 – 664 723

WIRE SPECIAL SCHOOL FOR M.H

P.O. BOX 37 – 40222,

OYUGIS

EMAIL : wiressmh@gmail.com

CAPITATION 2022 : RECEIVED SIMBA ACCOUNT 1

TERM I

10th January : Kshs. 7,177.50

20th April : Kshs. 8,000.00

Sub – total **Kshs. 15,177.50**

TERM II

25th July : Kshs. 11,930.00

Sub – total **Kshs. 11,930.00**

TERM III

4th October : Kshs. 4,620.00

Sub – total **Kshs. 4,620.00**

GRAND TOTAL KSHS. 31,727.50

WIRE SPECIAL SCHOOL FOR M.H

P.O. BOX 37 – 40222,

OYUGIS

EMAIL : wiressmh@gmail.com

CAPITATION 2022 : RECEIVED GPA ACCOUNT II

TERM I

5th January : Kshs. 197,800.00

10th January : Kshs. 14,115.75

17th February : Kshs. 247,577.65

Sub – total Kshs. 359,493.40

TERM II

20th April : Kshs. 16,200.00

27th May : Kshs. 250,346.00

Kshs. 18,670.00

Sub – total Kshs. 285,216.00

TERM III

4th October : Kshs. 10,780.00

4th October : Kshs. 218,918.15

4th November : Kshs. 221,053.55

Sub – total Kshs. 450,751.70

GRAND TOTAL KSHS. 1,095,461.10

WIRE SPECIAL SCHOOL FOR M.H

P.O. BOX 37 – 40222,

OYUGIS

EMAIL : wiressmh@gmail.com

CAPITATION 2023 : RECEIVED SIMBA ACCOUNT 1

TERM I

25th January : Kshs. 7,225.80

Sub – total Kshs. 7,225.80

TERM II

9th June : Kshs. 17,324.70

Sub – total Kshs. 17,324.70

TERM III

21st September : Kshs. 11,549.80

Sub – total Kshs. 11,549.80

GRAND TOTAL KSHS. 36,099.50

WIRE SPECIAL SCHOOL FOR M.H

P.O. BOX 37 – 40222,

OYUGIS

EMAIL : wiressmh@gmail.com

CAPITATION 2023 : RECEIVED GPA ACCOUNT II

TERM I

27 th January	:	Kshs. 7,225.00	
Sub – total			Kshs. 7,225.00

TERM II

9 th June	:	Kshs. 221,112.00	
9 th June	:	Kshs. 16,329.30	
13 th June	:	Kshs. 303,170.00	
13 th June	:	Kshs. 98,900.00	
19 th July (Nomadic Education)	:	Kshs. 68,620.00	
Sub – total			Kshs. 708,131.00

TERM III

22 nd September	:	Kshs. 10,886.20	
9 th September	:	Kshs. 178,639.55	
4 th November	:	Kshs. 221,053.55	
Sub – total			Kshs. 189,525.75

GRAND TOTAL			KSHS. 904,881.75
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WIRE SPECIAL SCHOOL FOR M.H

P.O. BOX 37 – 40222,

OYUGIS

EMAIL : wiressmh@gmail.com

CAPITATION 2024 : RECEIVED SIMBA ACCOUNT 1

TERM 1

8th January : Kshs. 34,278.00

Sub – total Kshs. 34,278.00

CAPITATION 2024 : RECEIVED GPA ACCOUNT II

TERM 1

1st January : Kshs. 37,642.00

10th January : Kshs. 90,650.00

10th January : Kshs. 643,117.90

GRAND – TOTAL Kshs. 771,609.90



NYAIRICHA SPECIAL SCHOOL

P.O BOX 291-40500, NYAMIRA

Tel; +254725472030; Email: nyairichaspecialschool@gmail.com

HISTORY OF THE SCHOOL

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.

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 of the town who come as workers in government and private sector and others in the neighbourhood have been parents and guardians of the school.

The school was allocated a half an acre of land by Nyairicha DEB primary school for its infrastructure development. The land was too small to put up the entire required infrastructure. The Board of management then decided to put up storey building to be able to meet the needs of the rooms.

Migo
By
T. Lani
The constituency development fund West Mugirango helped the school purchase another ½ an acre which houses the boarding section which is not complete. The national fund for the disabled is currently constructing a twin dormitory which has stalled due to lack of funds required.. This proved expensive given the requirements of a storey building.

The school was however funded by the Ministry of Education, Science and technology which enabled us to put up half the section of the ground floor with three classrooms, an administration office and a staffroom. The rooms were however not enough. Through harambee and funding from the CDF the other half of the ground floor was completed.

It took long for the 1st floor to be started. The Ministry of Education funded the construction of the second floor which is now stalled for nine years. In 2021 CDF West Mugirango funded completion of two classrooms which we are unable to use due to the danger of learners falling from the upper floor due to lack of grills and a running ramp that is disability friendly. The second floor has two classrooms that are incomplete and a collider that has no safety grills given the nature of learners we deal with.

The situation became more complex given the rising number of learners with Autistic Spectrum disorder (Autism) who are too hyperactive and cannot be controlled easily in an insecure storey without safety grills and a running ramp.

The school offers instruction following CBC stage based curriculum which emphasizes skills acquired as opposed to the age of the learners. It is common to encounter learners up to 40 years of age and even more together with learners of age six and below. This is due to different

abilities in knowledge and skills acquisition and early exposure by parents to school. The school offers instruction at the following levels:

1. Foundation level (beginners)
2. Intermediate level
3. Pre-vocational level (equivalent to junior school)

Mentally challenged

Boys	Girls	Total
52	37	89

Autism

Boys	Girls	Total
8	6	14

Pre-vocational level (JSS)

Boys	Girls	Total
22	9	31

The school has a total learner population of 134

Teaching staff

Male	Female	Total
1	2	3

Pre-vocational Junior School

Male	Female	Total
1	1	2

ECDE teachers (employed by county government)

Male	Female	Total
1	3	4

Total TSC teachers -5

Total ECDE/County teachers -4

Support staff

Male	Female	Total
2	3	5

ACHIEVEMENTS

1. Increased enrolment due to sensitization of parents through home visits and use of media.
2. Enrolled learners for KNEC examination; KILEA since its inception two years ago.
3. Improved though inadequate infrastructure
4. Internet accessibility courtesy of UNICEF/airtel

CHALLENGES

The school faces a number of challenges ranging from infrastructure, curriculum delivery and learner welfare as follows

a. 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.
- vii. Perimeter wall (for security) and room for security.
- viii. School bus/van to help transport learners to school or to hospital for treatment.

b. Curriculum delivery

- i. Acute shortage of teachers. We have 5 TSC teachers as opposed to 12 as per the enrolment (we have less than half of required teachers)
- ii. Inadequate funding for SNE learners especially pre-vocational learners. We are not funded as our counterparts in Junior secondary.
- iii. No textbooks for mentally challenged learners from KICD – *KICD - to appear*

c. Learners welfare

- i. Problems of learners with health conditions (need health insurance cover.
- ii. Uniform
- iii. Shoes
- iv. Sanitary pads
- v. Medical room

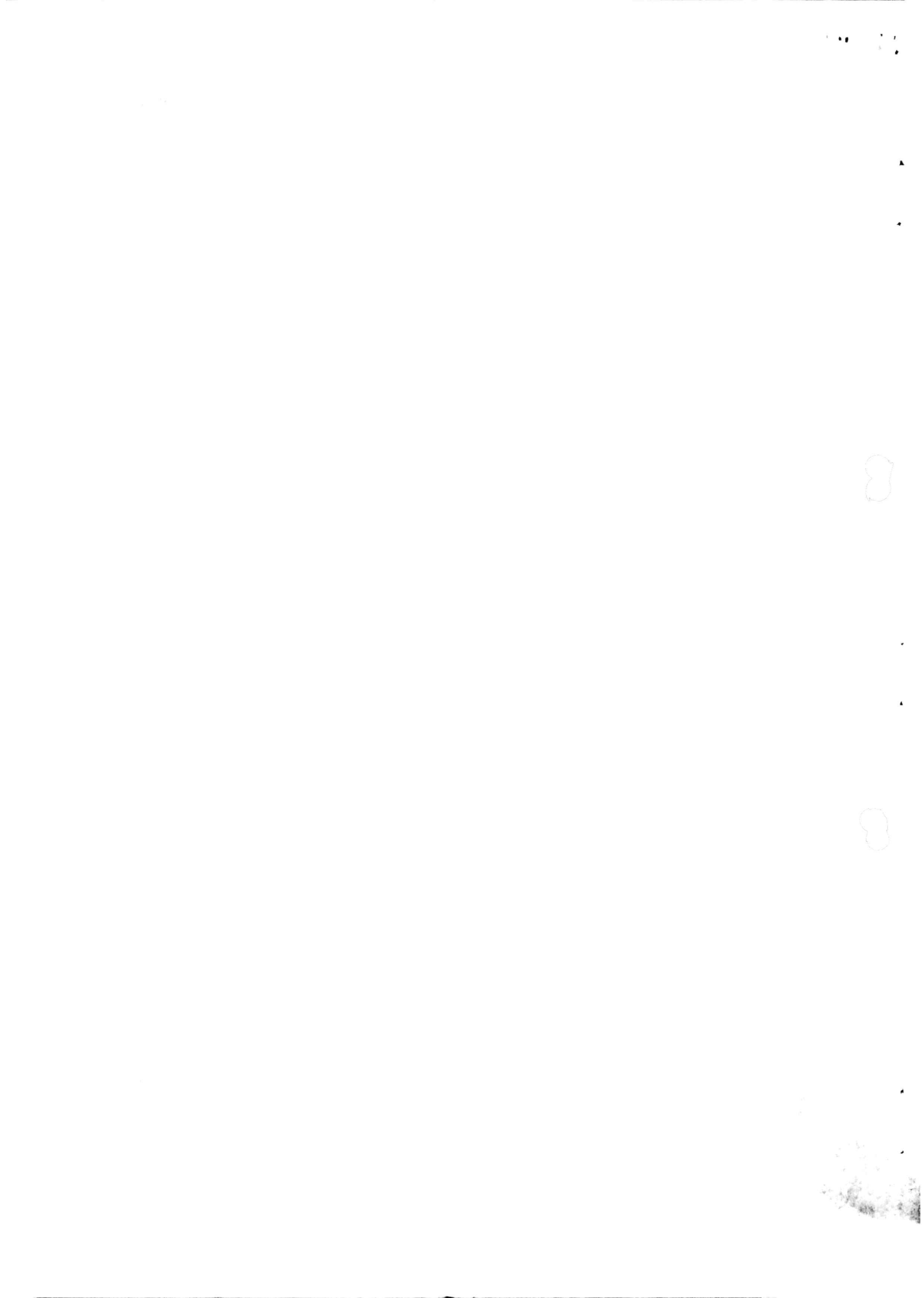
*TSC
Ministry + educat*

Prepared by:

RICHARD MOGOA

Headteacher

Tei: 0725472030



**ST. JUDE MALABA SPECIAL SCHOOL
FOR MENTALLY CHALLENGED**

P.O BOX 98-50408,

Phone: 0723870373

Email: st.judemalabaspecialschool@gmail.com

PRESENTATION TO:

NATIONAL PARLIAMENT COMMITTEE
ON
NATIONAL COHESION AND EQUAL OPPORTUNITY

DURING INSPECTION VISIT

DATE:

20th APRIL 2024

THE UNIVERSITY OF CHICAGO
LIBRARY

No. 1000



ST.JUDE MALABA SPECIAL SCHOOL FOR MENTALLY CHALLENGED

P.O BOX 98-50408,

Phone: 0723870373

Email: st.judemalabaspecialschool@gmail.com

SCHOOL PROFILE

SCHOOL BACKGROUND

St. Jude Malaba Special School is a Kenyan Public Special Primary School in Teso North Busia County. It started as a 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.

Our school caters for learners who are mentally challenged, 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.

OUR MISSION

To help special need learners be self-reliant and fit in the society.

OUR VISION

To be a leading institution in the provision of excellent education to learners with special needs

OUR VALUES

Acceptance – Our school encourages empathy, respect and acceptance by providing classrooms that integrate students with and without special needs.

Community – Special Care is a family of staff, students, parents and supporters that welcomes one another with joy and love, providing each member of the community with hope and strength.

Customized Care – Our knowledgeable staff meets each child on their level and provides them with individualized lessons and customized care to help them succeed.

Peace of Mind – We are dedicated to providing every child with a safe learning environment and training of staff to be an open book with parents, offering constant communication and absolute honesty.

Inspiration – Our supporters – from staff and parents to volunteers and donors – are invested in building a better future in which each child succeeds and is recognized for their abilities, not disabilities.

ENROLMENT

The school started with 15 learners and it has increased to more than 70 learners, with improved facilities and enough human resources the enrollment is bound to increase.

Foundation Level provides quality early childhood services to **34** children, Intermediate level **36** pupils and pre-vocational level **7** total of **70** of which **25** are girls and **45** boys.

Learners who are admitted to our school need high levels of support due to the nature of their disabilities.

TEACHING STAFF PROFILE

1. Praxides Ekisa	–	Degree Holder	(MI)
2. Justus Ambani	–	Diploma	(EBD)
3. Elizabeth Maloba	–	Diploma	(MI)
4. Judith Amodo	–	Diploma	(Learning difficulties)
5. Silas Levi Ino	–	Diploma	(Inclusive education)
6. Evelyn Anyokorit	–	Degree	(ECD)
7. Valerian Epalat	–	Diploma	(ECD)

Our staff is a team of dedicated early childhood educators who believe in the importance of their role in supporting our pupils.

BENEFICIARIES

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

- Qualified teachers from teachers service commission
- M.O.E grants for food and accommodation
- 3 Class rooms by M.O.E at a cost of **2.3M**
- C.D.F through education bursaries and **1M** for the purchase of land
- 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

SUPPORT STAFF

There are a number of departmentally employed support staff members, i.e., **2** cooks, **2** security and **2** caretakers, who are essential for the smooth running of the school.

BOARD OF GOVERNORS

Board of management comprises of 14 members under the chairmanship of Mr., Hilton Endegwa

CURRICULUM/ CO-CURRICULAR ACTIVITIES

The School uses **CBC** 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.

FINANCIAL MANAGEMENT

Our school is a public special school catering for Learners with Mental Special Educational Needs which falls under the Special Education Department. Funding is allocated by this department and is strictly controlled according to the Public Finance Management Act. Additional expenditure for the benefit of the learners and the school's running costs needs to be sourced from parental contribution, fundraising or donations.

MINISTRY CAPITATION

			TERM 1	TERM 2	TERM 3
1.	2024	AC 1	22,330	-	-
		AC 2	20,389	-	-
		AC 3	310,470		-
2.	2023	AC 1	4,579	-	7,716
		AC 2	11,170	-	8,187
		AC 3	150,693	-	126,630
3.	2022	AC 1	5,200	7,754.5	3,003
		AC 2	10,530	11,135.5	7,007
		AC 3	-	-	150,188
4	2021	AC 1	8,628	21,749	
		AC 2	11,196	45,996	
		AC 3		171,690	

INFRASTRUCTURE:

- The school has 7 classroom hosting both classes and staffroom.
- 2 it latrines and adapted toilet
- 1 makeshift kitchen made of old iron sheets
- 2 water tanks
- Dormitory cum class room one for girls and for the boys

THE CURRENT SITUATION/GAP

INFRASTRUCTURE

1. School lacks – Class rooms/ vocational classes
2. Dormitories both Girls and boys
3. Kitchen cum dining hall
4. Lack of permanent source of water
5. Limited space/land for expansion and recreation
6. Proper fencing
7. Lack of workshop, tools and equipment for vocational training

HUMAN RESOURCE

1. Lack of enough teachers
2. Support staff
3. Lack of school nurse
4. Lack of therapist

FUNDING

1. Little and delayed funding from the ministry
2. Poor parental participation in terms of fee payment

WAYFOWARD

1. Make special schools TVET compliant to handle vocation.
2. Increase funding in FPE.
3. Feeding programs to be introduced to all special schools.
4. Increased sensitization and advocacy to the stakeholders.
5. Proper enumeration for teachers working in special schools.
6. Improvement of infrastructure.
7. Timely disbursement.



AWARD RECEIVED DURING SPORTING ACTIVITY

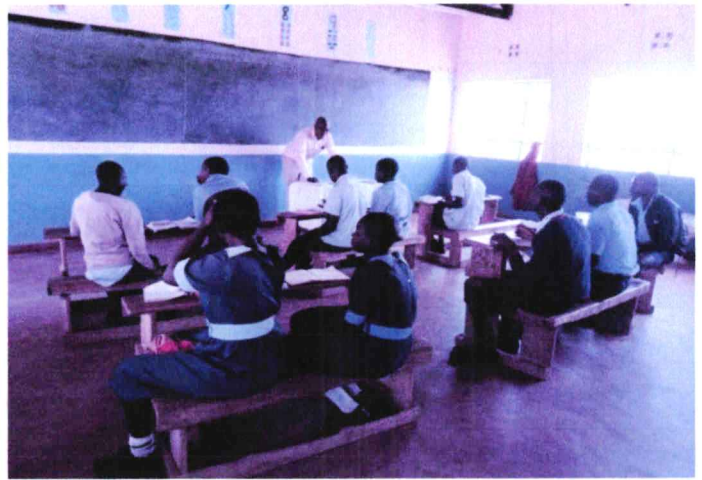
COMMUNITY INVOLVEMENT:



Teso North Legislator Oku Kaunya at St. Jude Special School handing over Mobility devices donated by Health Care Direct Kenya Limited to three special schools.



KITCHEN



CLASSROOM



BOYS DORMITORY



GIRLS DORMITORY

APPENDIX – R

GRANTS FROM MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY

1. PERSONAL EMOLUMENTS:

-NON-TEACHING STAFF - APPENDIX – N	-KSHS. 859,680
-SUPPORT STAFF -APPENDIX – O	-KSHS. 1,173,516
-SERVICE GRATUITY –CHRISTINE A.MUKUYA -30 YEARS @ 9,981=	- KSHS. 299,430
-SERVICE GRATUITY -PAUL ODINGA OTSEMBO -33 YEARS @7,947=	- KSHS. 262,251
-SERVICE GRATUITY –JACKLINE ORAMBO ASUKA -14 YRS @ 7,183=	-KSHS. 102,452
-TOTAL SALARIES	-KSHS. 2,697,329
2. REPAIRS – APPENDIX – P	-KSHS. 445,001
3. EQUIPMENT- KITCHEN, BOARDING & OFFICE – APPENDIX – Q	-KSHS. 1,174,870
✓4. DINING HALL EXTENTION – APPENDIX – S	-KSHS. 5,000,000 ✓
5. SHELTERED FARM PRODUCTION WORKSHOP	-KSHS. 2,630,470
6. PRODUCTION WORKSHOP TOOLS	-KSHS. 2,824,530
7. LIGHTENING ARRESTERS – APPENDIX – Q	-KSHS. 35,000
8. RELOCATION OF CLASSROOM (PRI.111 & 1V BLOCK)	-KSHS. 2,000,000
9.TOTAL INFRASTRUCTURE	-KSHS.14,109,871
10. TOTAL REQUESTS	-KSHS. 16,807,200

B.DONATIONS:

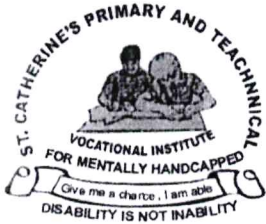
1. SOURCES OF FUNDS:

i) Butula Constituency Development Fund	-KSHS. 12,458,234
ii) Well-wishers / Harambee	-KSHS. 11,218,836
iii) Donor Proposals	-KSHS. 62,252,931
iv) TOTAL SOURCES	-KSHS. 85,930,001

B.EXPENDITURE:

i) Construction of Hostel and Conference Hall	-KSHS. 45,000,000
ii) Staff Houses – 3 Bed Roomed -6 Units storied	-KSHS. 32,000,000
iii) School Management System (IFMLS)LAN	-KSHS. 80,000
iv) Green House (AMERICAN SPECIAL S.H.FUND)	-KSHS. 770,000
v) Agricultural project supervisor labour fees (11,250= P.M)	- kshs. 0
vi) Fish Farming	-Kshs. 135,000
vii) Water,central sewerage system & sanitation	-KSHS. 4,000,000
viii) Repairs	KSHS. 445,001
viii) TOTAL EXPENDITURE	-KSHS. 85,930,001

Signed copy



ST. CATHERINE'S PRIMARY AND TECHNICAL/VOCATIONAL INSTITUTE FOR MENTALLY HANDICAPPED.

P.O. Box 17-50405 Butula.

☎ 0718 383 070

✉ stcatherinespecial@yahoo.com

HISTORICAL BACKGROUND OF THE SCHOOL

Our Ref: St. Catherine's Primary and Technical/ Vocational Institute for Mentally Handicapped is situated in Butula Sub-county of Busia County. Date:

Your Ref: It is purely a school for intellectually challenged learners who have varied disabilities including Down Syndrom, Learners with Autism, Hydrocephalus, Microcephallus, Celebral palsy, Perpetual disorders and behavior maladjustment and physical impairment.

- The school was started by the late Rev. Fr. John Erp by then at Butula Catholic Parish Church.
- 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 current principal is the 6th and called Mrs. Florence Masakhwe Ndeka Wanjala.
- She has been from the year 2018 to date.
- The school has an Enrolment of 315 learners, 146 girls and 169 boys.

ENROLMENT AS PER STAGE BASED

		Boys	Girls	Total
Grade 3	Foundation level	46	48	94
Grade 6	Intermediate level	9	17	26
Grade 7, 8	Prevocational level	48	42	90
Grade 9	Vocational level	66	39	105
TOTAL		169	146	315

Total

Motto: "Give me a chance, I am able"

Teaching staff

- Understaffing of teachers – no replacement of the retired teachers.
- Motivation of teachers teaching this learners – 10,000/= since time memorial.
- TSC should look at the scheme of service for teachers for and especially Headteacher of special school.
- To be moved from C5 to D2 because of a lot of work that we do to ensure the SNE learners get equal opportunity in Education.

Parents

- To be sensitized on SNE students at all levels in all sections i.e Administration, Education, and Health.
- To take responsibilities as parents of SNE learners and do correct placement as assessment from the CSO's say.

Co-curricular activities

- Special learners of the same discipline to compete i.e. Intellectually challenged.


H1	}	Not rating the discipline together like it was done this year at Regionals of Drama festivals.
V1		
PH		

Challenges

- Inadequate grants from the Ministry of Education.
- Not enough to pay for support staff and not consistence.
- Not enough to cater for the learner's food and not consistence.
- Support staff shortage due to the number of learners.
- Artisans to be employed for Vocational trainings i.e. Woodwork, Dress making, Hairdressing.
- Finance equipments in Vocational classes and Teaching and Learning materials for the same.
- On Health we need a school medical personnel and atleast good money for medical upkeep i.e. drugs.

Projects

- We need finance to finish up the stalled Dining Extension building.
- We need a special Bus for our learners to use during co-curriculum activities.
- RMI our learners are too destructive so we need a lot of RMI fund to improve on our infrastructure on termly basis.
- The school needs good funding when it comes to co-curricular activities.
- School fees collection from parents/guardians is poor and therefore bursaries to come in to support by paying the whole amount – relate with Secondary fees payment.
- Modern abolition block – it will serve the community during games and sports and Holidays celebrations.
- Fencing of the school compound to keep the learners into the school and protect the school properties.


Florence M. Ndeka
0718383070

MUKHONJE SPECIAL SCHOOL FOR THE MENTALLY HANDICAPPED

**P.O. BOX 184 – 50100,
KAKAMEGA**

Email: mukhonjespecialmh.gmail.com



BACKGROUND INFORMATION

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 a registration No.: 375120001170. It is registered as a Boarding/Day mixed school offering special education to learners who are Mentally Handicapped (Intellectually Challenged).

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.

The school has a motto, a vision and a mission as follows;

MOTTO:

Disability is not Inability

VISION:

To Nurture the Skills for Self Reliant

MISSION:

Train learners to be socially acceptable and resourceful to the society through pre-vocational and vocational training.

CORE-VALUES:

Integrity, Respect and Love.

The sponsor is the Quaker Church.

Mukhonje Special School for M.H is located in Mukhonje Village, Mukhonje Sublocation, Ilesi Location, Kakamega East sub county, Shinyalu constituency in Kakamega County. The school is along Ilesi – Lutonyi – Joyland Road, 3Km from Ilesi Market.

SCOPE OF THE SCHOOL

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

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 KILEA (Kenya Intermediate Level Education Assessment) before being promoted to pre-vocational level.

STRENGTH OF THE SCHOOL

- 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.
- The community (through Mukhonje Primary School) has allocated the school two acres of land.
- 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 sponsored by NFDK.
- The school land 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.
- In this year 2024, the school got captured to receive capitation from the Ministry of Education.
- The school has received a water tank from the office of Kakamega County Woman representative that is awaiting plumbing services to solve issue of harvesting rain water.
- The school has large catchment area because it is the only special school in Shinyalu Constituency.



- Learners take part in curriculum activities and in this term 1 2024, 15 learners participated at Sub-County level, 9 learners at the County level, 2 learners at the regional level and one learner reached the National Championships.

CHALLENGES OF THE SCHOOL

1. The school requires fencing and a gate as members of the community are used to passing the school land as it was previously a murrum quarry.
2. The new school land requires sanitary blocks for boys and girls to make learners easily access hygiene when they have calls of nature.
3. The school requires more classrooms (5) to improve the teaching standards and teacher-learner contact time.
4. The school is in need of dormitories for boys and girls as the school being the only one in Shinyalu Constituency has learners coming from far, the vulnerable ones get many challenges on the way to and from school.
5. The school needs a connection to a source of power as there is none on the school compound, it will promote use of digital services and security at night.
6. The school requires staff houses so that teachers as able to spent the night at school as they care for the learners in the boarding section.
7. The Ministry of Education to review the placement of learners on NEMIS system using birth certificates as learners in the school have challenges as some stay with great grandparents, grandparents and parents who are unable to acquire birth certificates.
8. Construction of a twin workshop to help learners who grow and can't be integrated. They acquire skills that can make them earn a living in their lives.
9. Lack of text books to be used in teaching the learners with M.H. we only have the curriculum designs.
10. Feeding programme for the learners as the learners can't stay hungry and learn.
11. Lack of a means of transport especially when the learners are to go to attend co-curriculum activities and organize for learning trips. We need a bus.
12. Lack of specialized medical attention to learners like physiotherapists and speech therapists to help learners improve.





MITIGATION EFFORTS

1. Sending proposals and requests for assistance from different organizations to help run the school. Requests have been sent to KURA – Kenya Urban Roads Authority for classrooms, sanitation facility request to NGCDF Shinyalu constituency, water harvesting plan to office of the Woman Representative Kakamega County, request of classroom construction to NFDK.
2. Venturing into farming to produce food for consumption by the learners in the school.
3. Working closely with parents and the interior administration to ensure that more learners get birth certificates to improve the number of learners on NEMIS thus improved capitation from the government.
4. Approaching business people and other well-wishers like Madam Maggy of Ingo Supermarket who visited the school with food items on 2nd June 2023 when there was nothing in the school.
5. Continuously requesting the government to check on the lives of learners with special needs as they are equal citizen and make their capitation better and look into the use of birth certificates in adding SNE learners on NEMIS system.
6. Sensitizing the community on the importance of taking school going, children to go to school regardless of their different educational needs and challenges.

In conclusion, we thank God for this institution that caters for learners who are less privileged in the community. We thank and encourage the Government and all the well wishes in making the school better.

Prepared By:

Augustine Mudi

TEL: 0722510616

B.O.M secretary





**MUKHONJE SPECIAL SCHOOL FOR THE MENTALLY
HANDICAPPED**

**P.O. BOX 184 – 50100,
KAKAMEGA**

Email: mukhonjespecialmh.gmail.com

CAPITATION RECEIVED IN 2024

Account 1: 5023.50/=

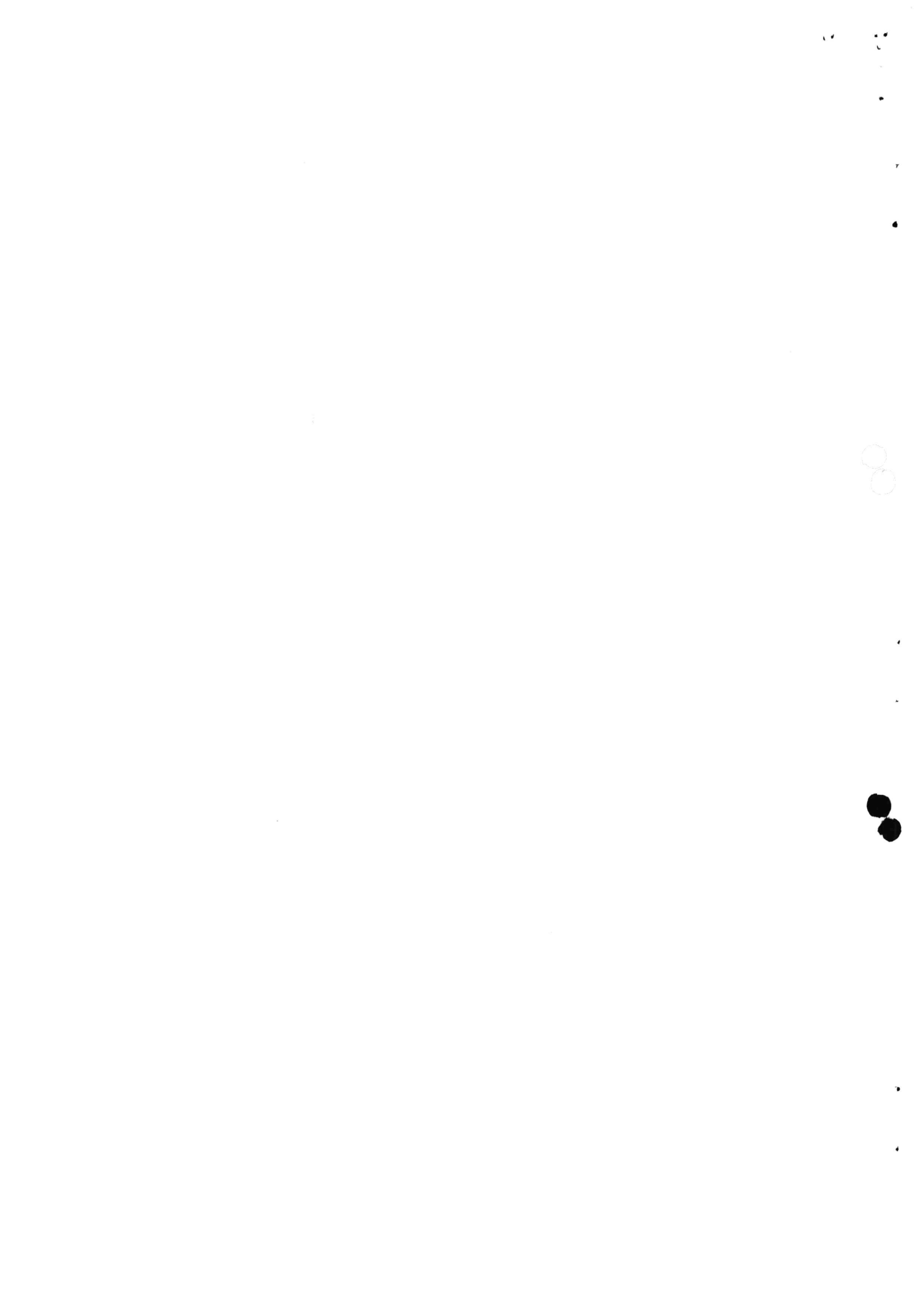
Account 2: 5516.50/=

Top up: 18,400/=

Grants: 19,027.50/=

Home grown food: _____





MUKHONE SPECIAL FOR THE MENTALLY VIRTUALLY HANDICAPPED

SCHOOL REQUIREMENTS

SNO	ITEM	NO AVAILABLE	NO REQUIRED
1.	TITLE DEED	IN PROCESS	
2.	ADMINISTRATION BLOCK	0	5 OFFICES
3.	CLASSROOMS	1	6
4.	ICT CENTER	1	0
5.	TWIN WORKSHOP	0	2
6.	TOILETS	0	GIRLS 3 BOYS 3
7.	BATHROOMS		GIRLS 5 BOYS 5
8.	DORMITORIES	0	GIRLS 1(120 CAPACITY) BOYS1(120 CAPACITY)
9.	SANITATION AT BOARDING AREA	0	GIRLS 3 BOYS 3
10	ELECTRICITY	NOT CONNECTED	
11	STAND BY GENERATOR	0	1
12	STAFF HOUSES	0	3
13	FENCING AND GATE		
14.	WATER	BOREHOLE	
15	RAIN WATER HARVESTING		25000 LITRE TANKS
16.	PLAY GROUND	0	1
17.	FURNITURE CHAIRS/DESKS BEDS		120 240
18.	BEDDINGS		120 MATTRESS/BLANKETS
19.	KITCHEN/ DINNING HAL	0	240 CAPACITY
20	TABLES AND BENCHES		15 TABLES/30 BENCHES
21	CAPENTRY/TAILORING EQUIPMENTS		

ANNEXURE 2





**COMMITTEE ON NATIONAL COHESION AND EQUAL OPPORTUNITY
13TH PARLIAMENT – THIRD SESSION 2024**

ADOPTION LIST

REPORT ON INSPECTION VISIT TO SPECIAL NEEDS SCHOOLS

DATE: 18/06/2024

No.	NAME	SIGNATURE
1.	The Hon. Yussuf Adan Haji, DSM, MP -Chairperson	
2.	The Hon. Liza Chelule Chepkorir, MP. -Vice Chairperson	
3.	The Hon. Yusuf Hassan Abdi, MP	
4.	The Hon. Charles Kamuren, MP.	
5.	The Hon. Charles Ong'ondo Were, MP.	
6.	The Hon. Edward Kaunya Oku, MP.	
7.	The Hon. Joseph Samal Lomwa MP.	
8.	The Hon. Martin Peters Owino MPH, MP.	
9.	The Hon. Eng. Paul Nzengu, MP.	
10.	The Hon. Agnes Pareyio Mantaine, MP.	
11.	The Hon. Duncan Maina Mathenge, MP.	
12.	The Hon. Fredrick Lusuli Ikana, MP.	
13.	The Hon. Irene Nyakerario Mayaka, MP.	

No.	NAME	SIGNATURE
14.	The Hon. Jane Wangechi Kagiri, OGW, MP.	
15.	The Hon. Joseph Iraya Wainaina OGW, MP.	
16.	The Hon. Joseph Hamisi Denar, MP.	
17.	The Hon. Mary Maingi, MP.	
18.	The Hon. Muthoni Marubu, MP.	
19.	The Hon. Onesmus Ngogoyo Nguro, MP.	
20.	The Hon. Teresia Wanjiru Mwangi, MP.	

ANNEXURE 3

**MINUTES OF THE 30TH SITTING OF THE COMMITTEE ON NATIONAL COHESION
AND EQUAL OPPORTUNITY HELD ON TUESDAY 18TH JUNE 2024 IN COMMITTEE
ROOM 20, 3RD FLOOR, BUNGE TOWER**

PRESENT

1. The Hon. Yussuf Adan Haji DSM, MP. - **Chairperson**
2. The Hon. Yusuf Abdi Hassan, MP
3. The Hon. Charles Ong'ondo Were, MP.
4. The Hon. Eng. Paul Nzengu, MP. **(Chairing)**
5. The Hon. Martin Peters Owino MPH, MP.
6. The Hon. Irene Nyakerario Mayaka, MP.
7. The Hon. Muthoni Marubu, MP.

APOLOGIES

1. The Hon. Liza Chelule Chepkorir, MP. - **Vice Chairperson**
2. The Hon. Charles Kamuren, MP.
3. The Hon. Edward Kaunya Oku, MP.
4. The Hon. Jane Wangechi Kagiri, OGW, MP
5. The Hon. Fredrick Lusuli Ikana, MP.
6. The Hon. (Dr.) Joseph Iraya Wainaina OGW, MP
7. The Hon. Onesmus Ngogoyo Nguro, MP.
8. The Hon. Joseph Samal Lomwa, MP.
9. The Hon. Agnes Pareyio Mantaine, MP
10. The Hon. Duncan Maina Mathenge, MP.
11. The Hon. Joseph Denar Hamisi, MP.
12. The Hon. Mary Maingi, MP.
13. The Hon. Teresia Wanjiru Mwangi, MP

SECRETARIAT

1. Ms. Naserian Lotuai - Clerk Assistant I
2. Ms. Kathleen Nanzala - Clerk Assistant III
3. Ms. Audrey Andala - Legal Counsel II
4. Ms. Joanne Naneu - Research Officer III
5. Mr. John Nganga - Audio Officer
6. Mr. Peter Atsiaya - Media Relations Officer
7. Mr. Alex Amwata - Hansard Reporter
8. Ms. Lilian Aluga - Public Communications Officer
9. Mr. Luka Mutua - Serjeant-at-Arms

MIN.NO. /NCEO/2024/165:

PRELIMINARIES

The meeting was called to order at 10:20 am, and the Hon. Eng. Paul Nzengu, MP said prayers.

MIN.NO. /NCEO/2024/166: ADOPTION OF THE AGENDA

The agenda of the meeting was adopted having been proposed and seconded by Hon. Irene Mayaka, MP and Hon. Yusuf Hassan Abdi, MP. respectively.

MIN.NO. /NCEO/2024/167: CONFIRMATION OF MINUTES

The minutes of the 29th sitting were confirmed as a true record of the proceedings after being proposed and seconded by Hon. Yusuf Hassan Abdi, MP. and Hon. Charles Were, MP. respectively.

MIN.NO. /NCEO/2024/168: MEETING WITH THE PRINCIPAL SECRETARY, STATE DEPARTMENT OF BASIC EDUCATION

The Committee noted the absence of the Principal Secretary in the meeting and observed that there was no official communication regarding his absence. Consequently, the Committee resolved to reschedule the meeting to a later date.

MIN.NO. /NCEO/2024/169: ADOPTION OF THE REPORT ON THE ID4AFRICA ANNUAL GENERAL MEETING HELD IN CAPE TOWN, SOUTH AFRICA FROM 21ST TO 24TH MAY 2024

The Report on the ID4Africa AGM was adopted having been proposed and seconded by the Hon. Charles Were, MP. and the Hon. Yusuf Hassan Abdi, MP. respectively.

MIN.NO. /NCEO/2024/170: ADOPTION OF THE REPORT ON THE INSPECTION VISIT TO SPECIAL NEEDS SCHOOLS

The Report on the Inspection Visit to Special Needs Schools was adopted having been proposed and seconded by the Hon. Charles Were, MP. and the Hon. Irene Mayaka, MP. respectively.

MIN.NO. /NCEO/2024/171: ANY OTHER BUSINESS

1. Public hearings concerns – The Committee expressed concerns about the quality of the public hearings from the recent exercise, noting that participants lacked sufficient knowledge of the Bill. This lack of understanding negatively impacted the quality of the submissions received by the Committee.

The Committee suggested that, in the future, Parliament should invite specific groups to public hearings, such as community lobby groups, human rights organizations, National Government Administration Officers, and churches. These invitees should be provided with resources to enable them to make meaningful contributions to the public participation process.

2. The Committee resolved to invite the Principal Secretary, Internal Security and National Administration for a meeting to inform the Committee on gender balance within the National Government Administration Office (NGAO) and the County Commissioners' Offices.
3. The Committee resolved to invite the Chief Registrar, Judicial Service Commission for a meeting to brief the Committee on employment diversity within the Commission.

MIN.NO. /NCEO/2024/172: ADJOURNMENT

The meeting was adjourned at 11:10 pm. The next meeting will be on notice.

SIGNED.......... DATE ..20/06/24.....

HON. YUSSUF ADAN HAJI, DSM, MP
CHAIRPERSON

