

AN INVESTIGATION OF FUNDING OF SPECIAL SCHOOLS IN KENYA:
A CASE OF MERU COUNTY, KENYA

BY

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ABSTRACT

Special Education is the education of learners with special needs in a way that addresses the learners' individual differences and needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures adapted equipment and materials, accessible settings, and other interventions designed to help learners with special needs to achieve a higher level of personal self-sufficiency and success in school and community, than would be available if the student were only given access to a typical classroom education. The cost involved in setting such an environment could be overwhelming to the parents and community. It is for this reason that this study sought to investigate the sources and adequacy of funds in special schools in Kenya, narrowing it to Meru County. The Koech Commission (1999) noted that apart from the costs met by parents of children with special needs, and the budgetary allocation to special schools, if there is any other funding, it is not known by the government. The master plan of education and training 1997-2010, notes that the financing of special needs education is largely left in the hands of well-wishers and the donors sought by schools directly and the Government is not involved in the coordination of such funding. For teachers, parents and pupils, random sampling was used to draw the sample from the target population. Data was collected using questionnaires, interviews and Focus group discussions. Quantitative and qualitative data analysis techniques were used in analyzing. Findings were presented in figures and tables. It was established that there were no adequate funds for special education and this led to a lot of pupils missing out of education. Financial and human resources are inadequate and the ever-rising prices of equipment and inadequate training of professionals compound this. It is recommended that the Ministry of Education and school administration need to work modalities of addressing these issues to enhance performance of the special schools in sustainability of physical facilities. This study touched on a number of issues that were relevant to the funding of special education but could not have covered all. It recommends that further research be carried out on how to improve provision of special education to all students in Kenya at no cost and make the pupils have a better life.