

**TRANSITION OF LEARNERS WITH INTELLECTUAL DISABILITIES FROM
SCHOOL TO COMMUNITY OPPORTUNITIES AND CHALLENGES
IN BUSIA COUNTY- KENYA**

BY

MBEJA OKUMU KENNETH

**A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF EDUCATION IN SPECIAL
NEEDS EDUCATION**

SCHOOL OF EDUCATION

MASENO UNIVERSITY

© 2022

DECLARATION

This is to declare that this thesis is my original work and has never been presented for any of the study programs in any University or College in the Republic of Kenya.

Signature..... Date

Mbeja Okumu Kenneth

This thesis has been submitted for examination with my approval as the university Supervisor.

Signature..... Date

Prof. Edwards Kochung'

Department of Special Needs Education,
Maseno University

Signature..... Date

Prof. Aloys Odeck

Department of Special Needs Education
Maseno University

ACKNOWLEDGEMENT

This thesis was made possible with the cooperation and effort of several instrumental individuals and institutions. First, I wish to express special gratitude to my supervisors, Prof. Aloys Alex Odeck- Ayungo and Prof. Edwards Kochung for guiding and supporting me throughout the demanding process of writing my thesis. I also acknowledge the support and understanding of my colleague teachers and the principal of Waa boys' high school and heads of St. Catherine special school, Nangina special School and St. Martin Special School, Kisoko. I acknowledge all parents and guardians and everybody who participated as a respondent. I acknowledge my wife for the sacrifice and always being my editor and typist during the process of compiling data.

I thank all and sundry, it may not be possible to mention all of them here.

DEDICATION

This work is dedicated to my wonderful family, my wife Nyevu, children; Mary, Melanie Michaela. My father the late Michael Mbeja and mother, Maximillah without whose moral support and encouragement, it would have been difficult to come this far, and above all the Almighty God whose mercy and grace have been abundant.

ABSTRACT

The aim of establishment of the schools for learners with Intellectual Disability was to ensure that they live an independent life in the community. A baseline survey conducted in Busia County in 2017 indicated, 347 Learners with Intellectual Disability have graduated from Special schools in Busia County from 2000-2016 with only 7 having been employed by schools as casual labourers in areas such as the farms, compound cleaners and as security guards. Though LWID are training, they are not engaged in active community development activities. The purpose of the study was to investigate school-to-community transition for learners with intellectual disabilities with emphasis on opportunities and challenges in schools and community, in Busia County-Kenya. The objectives were to; establish opportunities in Special schools that enhance transition from school to community, establish opportunities in the community enhancing transition from school to community, find out challenges in Special schools that hinder transition from school to community and investigate the challenges in the community hindering transition from school to community. A conceptual framework on the interplay of opportunities and challenges and how they impact on transition from school to community integration was used. The study adopted a descriptive survey design. The target population comprised 43 teachers, and 22 LWID, 31 parents/guardians and 33 employers. The 43 teachers were sampled by use of saturated sampling method while snow ball sampling was used to establish the sample size of the graduates, parents/guardians and employers. The study used a sample of 39 teachers, 20 graduates, 28 parents/guardians and 33 employers. Questionnaires, interview schedule and focus group discussion were used to collect data. Reliability of the questionnaire was established through a pilot study where 10% of the teachers' population was used and by using test retest a reliability co-coefficient of 0.87 established. Reliability of the interview schedules and focus group discussion was established through triangulation. Data was analysed using descriptive statistic and presented using pie-charts and frequency tables for interpretation and qualitative data was analysed using thematic approach. The study found that opportunities exist in both the Special school and the community. Opportunities in school included provision of transition skills such as social skills and vocational skills 3.385(98%), related services such as physiotherapy and occupational therapy 2.821(85%). Opportunities in the community were adequate such as carpentry workshops, farms and shops (98%)3.359 and training opportunity like workshops, salons 2.872(70%). Challenges in Special schools included lack of school to community linkages 3.33(80%) and Isolation from the community due to prolonged stay in school 3.538(89%). Challenges in the community included poverty (87%) and inadequate policy and legislation on employment of PWID. The study conclude that opportunities in Special school and in the community, were not linked and challenges in the school and community have severe effects to transition. The study recommends that there is need to link opportunities in school to the community and develop policies on employment of PWID. The study is significant to education planners and administrators as it will provide insight at planning programmes in Special Education.

TABLE OF CONTENTS

DECLARATION	ii
ACKNOWLEDGEMENT	iii
DEDICATION.....	iv
ABSTRACT.....	v
TABLE OF CONTENTS.....	vi
ABBREVIATIONS	viii
LIST OF TABLES	viii
LIST OF FIGURES	x
LIST OF APPENDICES.....	x
CHAPTER ONE:INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the problem.....	7
1.3 Purpose of the study.....	8
1.4 Objectives of the study.....	8
1.5 Research Questions.....	9
1.6 Assumptions of the Study	9
1.7 Scope of the Study	9
1.8 Limitations of the Study.....	9
1.10 Conceptual framework.....	10
1.11 Definition of Operational Terms.....	12
CHAPTER TWO:LITERATURE REVIEW	14
2.1 Transition from school to community.....	14
2.2. Opportunities in Special Schools enhancing transition from school to community.....	15
2.3 Opportunities in the Community enhancing transition from school to community.	20
2.4. Challenges in special schools Hindering Transition from School to Community.....	23
2.5 Challenges in the Community Hindering transition from School to Community.	27
CHAPTER THREE:RESEARCH METHODOLOGY	31
3.1 Introduction.....	31
3.2 Research Design.....	31
3.3 Study Area	32
3.4. Target population.....	32
3.5. Sample and Sampling Procedures.....	33
3.6 Data Collection instruments.....	34

3.6.1 Teachers' Questionnaire (APPENDIX B and D).....	34
3.6.2. Focus group discussion. (APPENDIX C).....	34
3.6.3 Interview schedule. (APPENDIX E and F)	35
3.7 Validity and reliability of the Tools.....	35
3.7.1 Validity	35
3.7.2 Reliability.....	35
3.8 Data Collection	36
3.9 Data Analysis	37
3.10 Ethical Considerations	37
CHAPTER FOUR:RESULTS AND DISCUSSION	39
4.1 Introduction.....	39
4.2 Demographic information of teachers.	39
4.3 Opportunities in Special School that enhance Transition from School to Community.	42
4.3.1. Responses in regards to opportunities in special schools that enhance transition from school to community.....	42
4.4 Opportunities within the community that foster transition from school to community. ...	47
4.5 Challenges in special schools that hinder transition from school to community.....	52
4.5.1 Teachers responses in regard to challenges in special schools that hinder transition from school to community.....	52
4.6 Challenges in the community that hinder transition from school to community.....	55
CHAPTER FIVE:SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	59
5.1 Summary of the findings.....	59
5.1.1 Objective 1:.....	59
5.2 Conclusion	61
5.3 Recommendation	61
5.4 Suggestions for Further Research	62
REFERENCES.....	63
APPENDICES	69

ABBREVIATIONS ACRONYMS

AAIDD:	American Association of Intellectual and Developmental Disabilities
DLS:	Daily Living Skills
EARC:	Educational Assessment and Resource Centre
EFA:	Education for All
IADL:	Instrumental Activities of Daily Living
ID:	Intellectual Disability
IDEA:	Individuals with Disabilities Education Act
ILO:	International Labour Organisation
JICA:	Japan International Co-operation Agency
KISE:	Kenya Institute of Special Education
KNBS:	Kenya National Bureau of Statistics
KNEC:	Kenya National Examination Council,
LWID:	Learners with Intellectual Disability
MCI:	Mild Cognitive Impairment
MoE:	Ministry of Education
PWD:	Persons with Disabilities
LWID:	Persons with Intellectual Disabilities
ROK:	Republic of Kenya

LIST OF TABLES

Table 1: Number of LWID who have graduated from special schools 2000-2016	7
Table 2: Sample frame	33
Table 3: Teacher’s Professional grades (n=39).....	39
Table 4: Teacher’s teaching experience (n=39).....	41
Table 5: Parents/guardian level of education and son/daughter employment (n=28).....	41
Table 6: Responses of the teachers in regards to the opportunities in special schools enhancing transition from school to the community. (N= 39).....	43
Table 7: Responses of the teachers in regards to opportunities within the community that enhance transition from school to community. (N=39).....	48
Table 8: Parents response on child’s employment n=28	50
Table 9: Teacher’s responses in regard to challenges in special schools that hinder transition from school to community. (N = 39)	52
Table 10: Other challenges in special schools that hinder transition.....	53
Table 11: Responses by the teachers on challenges in the community that hinder transition from school to community identified by the teachers.....	55

LIST OF FIGURES

Fig 1: A conceptual framework, of school to community transition of learners with intellectual disabilities special schools of LWIDs in Busia County.	11
Figure 2: teacher’s area of specialization (n=39).....	40
Figure 3: Parents response on employment of their children.	46
Figure 4: Responses of the teachers on whether the graduates have opportunities within the community.	49

LIST OF APPENDICES

Appendix a: Consent form.....	69
Appendix b: Teacher questionnaire.....	70
Appendix c: Questions for focus group (fgd) discussion with graduates.....	72
Appendix d: Interview guide for employers.....	73
Appendix e: Interview guide for parents/ guardians.....	76
Appendix f: MUERC approval letter.....	77

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Many people have become aware that the functionality of individuals can be improved and those with mild to moderate disabilities, can improve to the point at which they can no longer be classified as having Intellectual Disabilities (ID). This is because they can function adequately and become integrated into the community (Hallahan, Kauffman, Pullen, 2009). Hence governments globally have initiated education for learners with intellectual disabilities, a move partly motivated by Education for All (EFA) of 1990 (ROK, 2009). Most African countries are signatories to Jomtien Declaration on Education for All (EFA) which makes them responsive in implementing the goals to all learners including those with ID.

Education for LWID has transformed globally guided by activities of reformers such as Dorethea Dix and Samuel Howe (Beine-smith, 2006), eugenics movement (Prasher, 2010), movement of psychological testing (Harris 2009), de-institutionalisation and normalisation (Beadle-Brown and Mansell 2012), advocacy from powerful supporters like President Kennedy (Heward, 2010) and advances in Science (Dumas, 2013) strengthened by progressive supporting laws (Turnbull, 2011). Naming and categorization of ID has also undergone changes from pejorative terms like idiots, imbecile, feebleminded, mentally subnormal, moron, mentally deficient, mental retardation (ILO, 2011), to currently frequently used term intellectual disability (Schalock *et al*, 2010). American association of intellectual and developmental disabilities (AAIDD) definition manual states: Intellectual disability is characterised by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. This disability originates before age 18 (Schalock *et al*, 2010).

According to International labour organisation (ILO) 2011, People with ID would like to participate in a range of life experiences, like non-disabled individuals or people with other types of disability however they face difficulties in one or more of the following areas; learning, communication, social, academic, vocational and independent living skills (Sadrossadat, 2010). Youths with disabilities have similar aspirations to their counterparts without disabilities but there are more obstacles during the transition to adult life (Stewart *et al.* 2010). There has been development of syllabuses of communication, perceptual training, mathematical, vocational training and activities of daily living skills which are aimed at assisting the learners develop their adaptive behaviours (ROK, 2009). Lombardi (2011) postulates that these skills must be developed in whatever setting, whether home or school and development of such skills assists LWID increase autonomy, co-dependence and nurturing problem solving in the house, school and in the community. These skills are key to inclusion of LWID in the community after school (Lewis, 2005), which goes in line with the objectives of educating LWID in Kenya. The skills (life skills) are defined as skills that allow LWIDs deal with current and future adult demands and responsibilities (Tayyare, 2013).

The purpose of education is to help an individual to live an independent life in the community, shares similar values and attitudes as other members of the community. LWIDs have problems in adjusting into community life due to their intellectual disability; therefore, any skill provided to them should help them fit into the community. The skills are important for proper transition from school to community and hence important that the learners attain the goals of their education to be ready for integration. The objective for educating LWIDs in Kenya is to prepare LWID with skills that will help them to live independently in the community. In order to achieve this, the government has established pre-vocational and vocational classes in schools for LWID to train in skills such as carpentry, masonry, bead work, crop-farming, animal husbandry among others (ROK 2009). With all these efforts in

Kenya a baseline survey and research by other researchers indicate that very few learners transit from school to community successfully.

Research in the United States for instance, has identified programs and practices linked to successful vocational training for LWID, such as; person centered transition, planning and assessment (Sitlington, Frank & Carson, 2000 in Hallahan *et al* 2011). According to these authors the same practices are applied in United Kingdom and other European countries. A study in China reveals that LWID hope that through education, vocational training and vocational rehabilitation they can enhance or restore their ability to work and enjoy the fun, reputation and position of work (Chien, 1996, in Ogege 2018). This study acknowledges China government for establishing training institutions for PWID and authorizing related institutions to process and develop training courses for PWID.

In Africa, the trend is the same in South Africa, Botswana, Nigeria and Ghana. For example, in Botswana, the government, in response to Education for All (EFA) is committed to make education accessible to all learners including the PWID. The Botswana National Commission on Education (NCE) in 1993 revealed that the requirements for PWD were still not met. Included was the vocational training for PWD. National Commission on Education recommended that Botswana government intensifies efforts to meet the same (Ogege, 2018). Regionally, Uganda has made a commendable step on special needs education but most graduates from the vocational training institutions of PWID are not on productive employment. Some have self-employment jobs started by family members through provision of seed capital (Ogege 2018). In Kenya, the government endeavours to ensure that PWID have access to gainful employment by ensuring that most special schools have vocational programs yet, research reveals otherwise.

A study by Ruteere (2013) on effectiveness of teaching methods for acquisition of daily living skills by learners with intellectual disabilities carried out in special units for learners

with ID in public primary schools in Kasarani sub-County of Nairobi County, Kenya. In the study, the depended variable was Acquisition of Daily Living skills (DLS) and independent variables were methods of teaching, application of the methods, challenges encountered and teaching and learning materials. The study adopted a descriptive survey design and obtained data from 84 respondents who were sampled by saturated sampling technique. Data was collected by use of questionnaire and observation checklist. Reliability co-efficient of 0.6 was used for questionnaires and 0.5 for observation checklist. The findings indicated that learners with ID were not taught DLS effectively as teachers did not use appropriate teaching methods, strategies or correct teaching and learning materials. Seventy eight percent (78%) of the teachers in the units were not trained to teach such kind of learners, and only 22% of the teachers were trained. The study shows that 80% of the learners did not get sufficient DLS appropriately for acquisition of independent living.

The findings evoke the question of whether the teaching is an opportunity or a challenge to transition from school to community. Though a good study, it does not provide a clear picture of the situation in special schools as it focused on special units for learners with intellectual disabilities in Kasarani sub-county.

In this study the researcher intended to use a large sample size, investigate the broader aspect of transition, by looking at the opportunities and challenges within the school and in the community that the study failed to address by looking at a narrow aspect of DLS alone. The researcher also intended to use more tools of data collection such as questionnaire, interview schedule, and focus group discussion and to carry-out research in a different county other than Nairobi County.

A study by Makanya (2012) investigated how vocational education and transition services offered in vocational institutions helped young adults with ID attain full community integration in Kiambu, County. The study adopted a descriptive case study design and the

sample included ten (10) young adults with ID, one (1) head teacher, two (2) vocational teachers and nine (9) parents. Data collection involved use of interview guides and observation checklist. Both qualitative and quantitative data was collected and analysed using atlas ti software computer programme and descriptive statistics respectively.

The study established that community participation of young adults with ID is very minimal. Further, the findings revealed that in as much as young adults with ID were offered vocational skills in the special school, what they were engaged in was not relevant to the skills they trained in. Out of the ten (10) graduates, six (6) worked as grounds men and watchmen, one (1) worked as a teacher aid, two (2) self-employed and one (1) unemployed pointing at the question of whether there are opportunities within the community that would encourage transition from school to community. Though the researcher used a small population sample of 23 respondents, furthermore the researcher used only two tools of data collection, which is Interview guide and observation checklist. The researcher recommends further research in a different county other than Kiambu with more quantitative methods which this research sought to achieve. This research sought to counter the limitations by investigating the broader aspect of transition using a large sample size and triangulation.

A study by Mwihungi (2011) on factors affecting assessment and placement of children with ID by the Nyeri central assessment centre, Kenya revealed that the whole process at EARC is limited to the assessment teacher, the child and the parent, indicating lack of multidisciplinary approach in the process of special education service provision which points at challenges in the process of preparation of the learners for transition from school to community, though the study focuses on assessment and placement in assessment centre and not teaching and learning in special schools.

A study by Musima (2014) investigated factors influencing transition rate of learners with intellectual disability from vocational training to employment in Nairobi County, Kenya. The study used effectiveness of learner preparation in line with policy guidelines on transition to employment, willingness of prospective employers to offer employment to learners with ID, factors affecting rate of employment acquisition and trainee readiness for transition from vocational training to employment as independent variables. The study obtained data from 50 respondents (4 head teachers, 16 vocational training teachers, 20 assistant teachers and 10 prospective employers). Questionnaires, interview schedule and observation schedule were used as instruments of data collection.

The study found that vocational subjects such as carpentry, tailoring, poultry, agriculture, masonry, welding, weaving, beadwork and arts and wood craft were offered for learners with ID. It noted that there were inadequate facilities and resources for teaching and learning in the institutions studied. 88.9% and 86.1% of private and public organisations were less willing to work with persons with ID. Factors such as lack of supportive documents, community willingness and awareness, poor working relationships among trainees with ID and low productivity were found to affect the employment acquisition for trainees with ID.

Regarding organisation for transition, 47.2% indicated that transition was organised through teachers, 30.6% indicated that organisation was through networking and 22.2% indicated that there was no organisation for transition. It came out that there were no placement officers to organise for transition. Good indicator at the challenges within the community that hinder transition, like unwilling employers and community awareness.

The researcher did not include the graduates among the respondents and recommends research in a county other than Nairobi County. Preparing PWID for total independence and employability will therefore demand a comprehensive multi-disciplinary education program focused on post school transition planning. The opportunities in the school and the

community identified and linked in transition planning and challenges minimised both in school and the community. This study focused on transition with emphasis on opportunities and challenges in school and in the community.

Busia County was chosen as an ideal research area as it hosts the oldest special schools for intellectually challenged in western region started in 1980. According to PALWECO (2012) Busia County has 3,546 persons with intellectual disabilities. The exact number of persons with intellectual disabilities in the counties are not known as acknowledged by PALWECO (2012) and Chomba *et al* (2014). According to a baseline survey conducted in Busia in 2017, 347 learners have graduated from special schools within 2000-2016. Similar surveys in Siaya, Bungoma, and Kakamega Counties in 2017 indicate that 216, 257,336 respectively have graduated from special schools from 2000-2016.

Table 1: LWID who have graduated from special schools 2000-2016

County	Busia	Siaya	Bungoma	Kakamega
Number	347	216	257	336

Source: Baseline survey 2017

1.2 Statement of the problem

In special schools LWID are taught transitional skills such as vocational skills like farming, carpentry, tailoring and hair dressing. After rehabilitation LWID as other members of the society have to transit from school to community and have an independent life within the community which include gaining employment, getting married, and being independent.

Despite the fact that skills of community adjustment are taught in special schools and all the skills can be applied within the community, a base line survey conducted in Busia in 2017 shows that 347 learners have since graduated from the special schools since 2000-2016, out of which only 7 were employed by schools as casual labourers, which raises the question of

where are the others. There were other learners in the schools who were 20 years and above, waiting to transit from the schools to the community. Also, a national household survey conducted in 2013 by Mbiti, McCasland and Miguel in their study on Vocational Education in Kenya reveals that approximately 21% of PWID youths aged 15-29 were unemployed, and a further 25% were neither in school nor working. If this situation is not addressed then PWID will remain dependants and their poverty levels shall increase. This formed the problem of this study. This study therefore sought to investigate transition from school to community focusing on opportunities in school and in the community that determine successful transition and challenges that hinder successful transition from school to the community.

1.3 Purpose of the study

The purpose of the study was to examine transition of LWID from school to community with a focus on opportunities and challenges.

1.4 Objectives of the study

The objectives of the study were:

- i. To establish opportunities in special schools for LWID that enhances transition from school to community.
- ii. To establish opportunities in the community that enhance transition from school to the community?
- iii. To investigate challenges in special schools that hinder transition from school to community.
- iv. To investigate challenges in the community that hinder transition from school to community.

1.5 Research Questions

The study was guided by the following research questions

- i. Which opportunities in special schools enhance transition from school to community?
- ii. Which opportunities in the community enhance transition from school to community?
- iii. Which challenges in special schools' hinder transition from school to community?
- iv. Which challenges in the community hinder transition from school to community?

1.6 Assumptions of the Study

The study was based on the assumptions that:

- i) Teachers in special schools are trained in the area of ID.
- ii) Education of learners with intellectual disabilities is driven by the national objectives in all special schools in Busia County.
- iii) Teachers and other stakeholders in the education of learners with intellectual disabilities are aware of the national objectives of educating these learners.

1.7 Scope of the Study

The study focused on transition from school to community of learners with intellectual disabilities with emphasis on opportunities and challenges in schools and community that enhance or hinder transition. The area of study was Busia County, in the sub counties of Butula, Samia and Nambale. The target population comprised teacher, graduates from the schools, employers and parents/guardians. Busia County provided an alternative county as recommended by Makanya (2012), Musima (2014) and Ruteere (2013).

1.8 Limitations of the Study

The following were the limitations of the study

- i) Some respondents may have colluded providing their responses or may not have completed questionnaires as required, though the respondents were encouraged to fill the questionnaires individually.

- ii) Data collected through ex-post facto design cannot be manipulated that is limited generalisation and there could be inherent confounds in the variables.
- iii) The use of questionnaire may result to ceiling floor effect that is high proportion of the study may have maximum or minimum scores on the observed variable. The researcher indented to minimise the limitation by use of triangulation.
- iv) Inadequacy of expressive language among the LWID's, the researcher explained and assisted them in the language they were comfortable with.
- v) Use of snowball provides respondents in the same social network hence the information given may be biased towards one direction.

1.9 Significance of the Study.

This study provides data and information which was used to explore transition from school to community with emphasis in opportunities and challenges in Busia County. It sought to contribute to the academic knowledge by developing an understanding of why transition from school to community has not been successful which will inform stakeholders in best practice in transition to achieve success.

This study also acts as reference material and contributes to the body of knowledge amongst scholars in coming up with specific activities and targets to ensure the newly developed Competency-Based Curriculum (CBC) syllabus is implemented effectively to achieve successful transition.

1.10 Conceptual framework.

Education process and transition enhancing processes are required to ensure integration for LWID in the community. Schools are deeply committed in implementing this concept with the goal of achieving community independent living for LWID. For any goal directed activity there has to be expected results, which is attainment of the goals.

The conceptual framework shows that for the learners to be integrated, the preparation done must address the community adjustment needs. There has to be efforts in readiness for community integration. The strategies must equip the learners with skills in community living

and must be effective and challenges to school-community transition identified and addressed. However, intervening variables have to be dealt with first to allow smooth transition. These variables include severity of the disability, gender and family background among others. For example, a female and male will differ in community participation due to gender roles, where the disability is severe, the inability to perform is high and poor families are stigmatised and hence isolated in the community. Therefore, they may tend to be withdrawing their children from community integration activities.

Education process and transition enhancing processes are both needed to ensure better outcomes in the lives of persons with intellectual disabilities. As the model suggest, the quality of life is multidimensional. Implementing the concept would require a deep commitment and a sustained effort on the part of all parties involved in the transition process as shown in Figure 1.1.

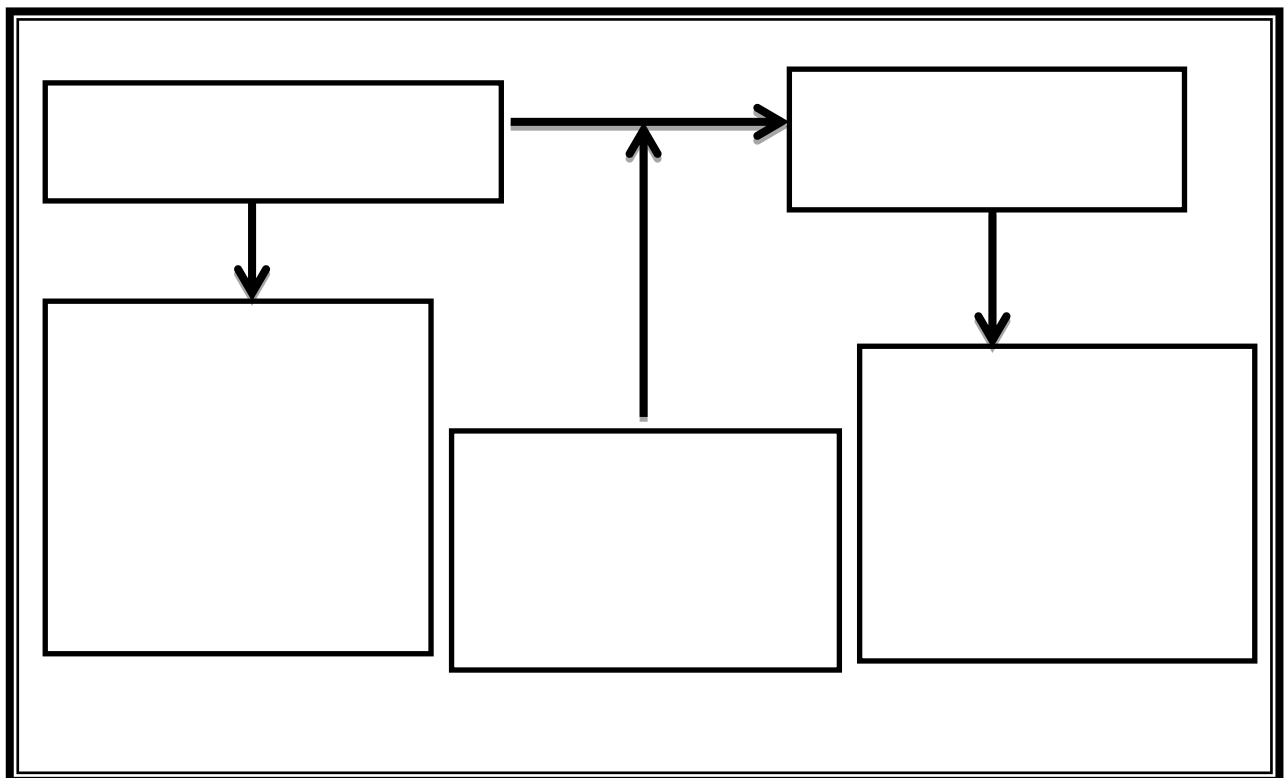


Fig 1: A conceptual framework, of school to community transition of learners with intellectual disabilities special schools of LWIDs in Busia County.

1.11 Definition of Operational Terms.

Assessment: Refers to systematic process of gathering educationally relevant information to make legal and instructional decisions about the provision of special education services.

Challenge: A situation or condition that hinder the achievement of a goal/objective.

Community: In this study refers to social structure, values, culture, goals and attitudes shared by people inhabiting Busia County.

Community integration: Involving Persons with intellectual disabilities in all the community activities, depending on individual's capability.

Employer: For the purpose of this research means any person, public body, firm, corporation or company who or which has entered into a contract or has the potential to enter into a contract of service to employ any individual with ID.

Functional curriculum: Is a curriculum that instructs learners with ID in the life skills they require for successful daily living and prepare for those situations and environments they will encounter upon leaving school.

Graduates: In this study, refers to young adults with ID who have exited from special school to community for integration.

Independent living: When a young adult with intellectual disability is able to support one-self without depending on family members.

Intellectual disability: Is a disability characterised by significant limitations in both intellectual functioning and in adaptive behaviour, which covers many every day social and practical skills and originates before the age of 18 years.

Opportunities: A situation or condition favourable for attainment of a goal/objective.

Parents: In this study, means both biological parents and guardians.

Transition: Refers to movement of the learners from school to community and living independently in the community.

Transition assessment: Refers to a process of obtaining, organising and using information to assist all individuals with disabilities of all ages and their families in making all critical transitions in those individuals' lives both successful and satisfying.

Self-determination: This is the ability of individuals with ID to live their lives as they chose, consistent with their own values, preferences and abilities.

Special school: Refers to a school set aside to offer education to children with special needs in education, based on their respective disability. In this research it shall refer to such schools set aside to offer education to learners with intellectual disability.

Strategies: Refers to peculiar or typical methods which teachers may use to enhance successful transition of learners with intellectual disabilities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Transition from school to community

Transition refers to change in status from behaving primarily as a student to assuming emergent adult community roles (Council for Exceptional Children, 2006). The roles include employment, community participation, maintaining a home and finally experiencing satisfactory personal and social relationships. The foundations of transition must be laid during school years for each and every student bearing in mind level of disability varies from one learner to another.

Clark (2007), adds that there are vertical and horizontal transition events in each person's life. Vertical transition events refer to age and developmental events or benchmarks in life through which most people go, such as infant to toddler, toddler to pre-adolescent and pre-adolescent to old age. Most of these transition events are anticipated, natural life events. Horizontal transition events refer to change events occurring within any one of vertical transition stages and which require some adjustments. Some of these events are deliberate like moving to another location or getting married. Other events are unexpected such as death, divorce, illness or accident (Clark, 2007). In all these two types of transition what is considered successful or satisfying depends upon an individual's goals and the extent to which those goals are achieved.

Current evidence about the transition to adulthood for youth with disabilities indicates that the process is extremely challenging. This is due to personal challenges such physical, sensory, cognitive and communicative limitations and most importantly environmental barriers (Stewart *et al*, 2010).

2.2. Opportunities in Special Schools enhancing transition from school to community.

There have been efforts to educate persons with intellectual disabilities with an aim of improving their quality of life. Quality of life has been stressed recently in rehabilitation service (Assunta, 2013). In Kenya special schools emerged as early as before independence with schools for LWIDs being established in 1950 (Raynolds, 2007). There has since been development of curricula of communication skills, perceptual training skills, mathematical skills, vocational training and activities of daily living (ROK, 2009), all geared towards assisting the learners to develop their adaptive behaviours. Lombardi (2011) postulates that these skills must be developed in whatever the setting, whether home or school and that development of these skills assists LWIDs to increase autonomy, co-dependence and nurturing problem solving in the house, school and in the whole community at large. However, studies are showing that the skills acquired by the learners are having limited impact on proper and successful transition of the learners to the community.

While Australia and the US have regarded transition education as essential, the UK has been slow to develop transition programs in schools for students with an intellectual disability. A report in 2004 from the UK Department for Education and Skills (DfES), *Every Child Matters*, makes no mention of transition practices for students with a disability about to leave school and instead focuses on the importance of the services being provided for students while they are still at school. Kaehne and Beyer (2013) indicated that unlike Australia and the US, planning for employment and work experience does not feature in transition planning in UK schools. The Wolf Report (2010) provided a raft of recommendations to improve post-school outcomes for students with an intellectual disability, including those with a learning disability or low achievers but Crawford (2012) found that UK schools were still focused on the movement from childhood disability services to adult disability services and indicated there was no expectation of employment and there was a lack of coordinated transition

planning in general. According to Crawford (2012), Australia and the US have been more effective in implementing transition-focused education and in providing support for students with a disability while at school than the UK. In the US only 44% of adults with ID aged 21-64 are in the labour force such as currently working or searching for work only 34% are employed and approximately equal number work in sheltered setting as competitive setting. Regardless of the setting in which they work almost all adults with ID are underemployed but many experience job stability. (ILO,2015) postulates that typically the majority of those in sheltered employment are PWIDs due to educational and vocational training systems that do not prepare PWIDs for the open competitive labour market.

In Kenya even with an existent international and national legal framework for the protection Of the rights of persons with disabilities, the findings in the 12 Counties reveal that access to employment and work is still a distant goal for persons with disabilities. Some of the barriers identified during monitoring include low levels of education, Poor attitudes by the persons with disabilities, poverty, lack of workplace support, and weak implementation of tax exemptions and more importantly stigma and economic prejudice (Kenya National Council of Human Rights 2014)

A study by Ruteere (2013) on effectiveness of teaching methods for acquisition of daily living skills by learners with intellectual disabilities carried out in special units for learners with ID in public primary schools in Kasarani sub-County, Kenya. In the study, the depended variable was acquisition of daily living skills (DLS) and independent variables were methods of teaching, application of the methods, challenges encountered and teaching and learning materials. The study adopted a descriptive survey design and obtained data from 84 respondents who were sampled by saturated sampling technique. Data was collected by use of questionnaire and observation checklist. Reliability co-efficient of 0.6 was used for

questionnaires and 0.5 for observation checklist was used. The findings indicated that learners with ID were not taught DLS effectively as teachers did not use appropriate teaching methods, strategies or correct teaching and learning materials. 78% of the teachers in the units were not trained to teach such kind of learners, and only 22% of the teachers were trained. The study shows that 80% of the learners did not get sufficient DLS appropriately for acquisition of independent living. The study does not provide a clear picture of the situation in special schools as it focused on special units. In this study the researcher intended to use a large sample size, investigate the broader aspect of transition which involves a number of aspects such as social skills, vocational skills, communication skills, mathematical skills that the study failed to address by looking at a narrow aspect DLS alone. The researcher also intended to use more tools of data collection such as questionnaire, interview schedule, and focus group discussion. The skills have to be effectively taught for there to be effective transition to the community but research indicates otherwise.

Burge (2007) postulates that research indicates that the perceived benefits of work for persons with ID are similar to those of non-disabled population. ILO (2011) echoes by asserting that LWIDs would like to take part in a range of life experiences, like non-disabled persons or people with other types of disabilities. To this effect most nations Kenya included have initiated the training of persons with intellectual disabilities. According to Munkhulm and Fisher (2008) the training programmes are expected to be designed for individuals with disabilities to enable them meet the exigencies of life after schooling. For LWIDs to live independently and play social roles successfully in the community, they must be taught skill based curriculum which is aligned to their individual needs (ILO, 2010).

In Ghana for example special schools for LWIDs were established primarily to provide functional academics and vocational skills to this category of persons to make them live independent lives after schooling (Amedzake, 2013).

In Kenya curricula for teaching adaptive skills such as communication, mathematical, vocational, perceptual training and activities of daily living skills have been established (ROK, 2009). There has been increased teacher training in middle level colleges and universities (Ruteere, 2013). Current evidence about transition to adulthood for youth with disabilities indicates that the process is extremely challenging. This is due to personal challenges such as physical, sensory, cognitive and communicative limitations and most importantly environmental barriers (Stewart *et al*, 2006). Stewart (2006) added that as a result of the challenges and the difficulty youth experiences in accessing support, many transitions are not successful limiting opportunities for full participation in adult life. The challenge may be caused by difficulties faced by LWIDs in the following areas; learning, communication, social, academic, vocational and independent living skills (Sadrossadat, 2010). Schalock *et al* (2010) says that intellectual disability is characterised by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills. To alleviate these limitations a number of skills are taught to prepare these learners for adult life after school so that they can have an independent life. The skills are the planned educational and support services for individuals with special needs who are moving from one level of learning to another such as schools to community integration. Intellectual disability is characterised by significant limitations both in intellectual functioning and in adaptive behaviour as expressed in conceptual, social and practical adaptive skills (Schalock *et al*, 2010).

Hence, there is need for the learners with ID to be trained in the life skills to meet current and future adult day to day demands and responsibilities (Tayyare, 2013). Lewis (2005) says that

these skills are significant to inclusion of LWID in the community. These skills include social skills, vocational skills, self-determination, self-care and advocacy and family life. Assunta (2013) argues that people with ID are commonly weak at social interaction due to various factors, both innate and environmental. Social life is one of the domains that determine the quality of life of people with ID (Schallock, Gardner, & Bradley, 2007). Assunta (2013) adds that improving the social skills of people with ID can help them gain better quality of life and satisfaction in meeting different situations.

Students with disabilities often face difficulties when it comes to preparing for post school life and accessing appropriate transition services (Adkinson-Bradley *et al* 2007). Gillis (2006) associate the difficulties to lack of proper support. School counsellors are a valuable and often underutilized support resource for these students in preparing for the post school transition process (Egenti, 2016). School counsellors are uniquely positioned and highly skilled in addressing the competencies students may lack in school and career preparation (Egenti, *et al*, 2010). Major areas of guidance and counselling are; educational guidance and counselling which assists students in their curriculum and school life choices, vocational guidance and counselling which assists the individual to choose and prepare for an occupation that is compatible with his interests and aptitudes, and personal guidance and counselling which assists the individual to behave appropriately in relation to other members of the society, (Odeck 1999 cited in Samuel 2015). Delivering this transition curriculum through classroom guidance, individual planning and responsive services (individual and group counselling) will provide students with disabilities the knowledge, attitudes, and skills needed for success (American school counsellor association, 2005). Individuals with intellectual disabilities are also more likely to have co-existed medical conditions than individuals without ID (Andrea *et al*, 2017). There is an increased likelihood that individuals

with ID have received diagnosis of chronic illness such as epilepsy or mental health diagnoses. For example 4:10 (four in every ten) young persons with ID experience mental health problems during their adolescence (Vedi and Bernard, 2012). The comorbidity should be handled by experts to ensure successful transition. The professionals include psychologist, physiotherapist, occupational therapist, psychiatrist, ophthalmologist, and physicians.

From the literature, it was evident that education for PWID is significant in successful transition to the community. However, studies have found that with the education of PWID, most of them are not successfully included in the community. Why is the situation so? Is there a problem with the kind of education? What opportunities are in schools that would facilitate successful transition from school to the community? This study was therefore to establish opportunities in school that enhance transition from school to the community.

2.3 Opportunities in the Community enhancing transition from school to community.

The advent of special schools offering residential based rehabilitation and education was followed closely with de-institutionalisation (Beadle-Brown *et al* 2006). In developing countries such as Kenya both community-based rehabilitation and institutional care are common. This is supported by research by Lynch (2010) who found that learners have better communication and language skills, social skills and vocational skills when in the community based set up than when in institutional care. Education provided to learners with ID must be functional and preparing them with skills to live and work in their immediate communities (Gargiulo, 2006). Further, Friend (2008) emphasises that students with ID should access the same sets of services in the same settings as other learners without disabilities.

Vocational programs for PWID are essential and critical in enabling them to be received back into the society positively. In recent years concern over the ability of PWID to function effectively when placed in a job setting has increased. This is as a result of the training they

receive in the vocational programs. A major concern is the ability of PWID to apply acquired knowledge from the program to the job setting. According to some studies, PWID go through vocational training in areas which eventually they do not venture into just as the typical learner (Wanjiru, Runo & Wawire, 2013).

Due to vocational problems experienced by learners with ID, educational interventions should target the demands of adulthood, adaptation to adult roles and especially work (Makanya, 2012). This includes; community-based instruction that involve teaching students transition related skills in the actual community settings in which they are used (Turnbull, Turnbull & Wehmeyer, 2007). This is supported by a study done in Philippine by Quijano (2007) on transitional programs recorded prevocational training, integrated employment, continuing adult education, adult services, independent living and community participation as transitional programs. Also included are functional academic, daily living skills, community experience, and development of employment and adult objectives. Worth noting is that effective and consistent training in these areas before transition assist the youth to become successful and productive community participants.

Friend (2008) emphasizes that supported employment is the practice of assisting adults with disabilities to obtain jobs in the competitive market and providing them with necessary physical, instructional and social support to ensure success for the employee and the satisfaction for the employer.

A study by Makanya (2012) investigated how vocational education and transition services offered in vocational institutions helped young adults with ID attain full community integration in Kiambu, County. The study adopted a descriptive case study design and the sample included ten (10) young adults with ID, one (1) head teacher, two (2) vocational teachers and nine (9) parents. Data collection involved use of interview guides and

observation checklist. Both qualitative and quantitative data was collected and analysed using atlas ti software computer programme and descriptive statistics respectively. The study established that community participation of young adults with ID is very minimal. Further, the findings revealed that in as much as young adults with ID were offered vocational skills in the special schools, what they were engaged in was not relevant to the skills they trained in. Though the researcher used a small population sample of 23 respondents, furthermore the researcher used only two tools of data collection, which is Interview guide and observation checklist. The researcher also collected data from one vocational training centre and the investigation narrowed down to vocational training which only plays a small part in preparation of the learners for community life. In this study the research sought to counter the limitations by investigating the broader aspect of transition using a large sample size and triangulation.

In a study by Ogege (2018) on impact of vocational training on job placement for persons with ID in Nakuru County in Kenya, the study found that pre-vocational skills and vocational skills were being offered in vocational classes of the special schools in Nakuru County. Although the study points out that some skills were given less preference while technical skills were ignored by the learners. The study also points out that there is lack of support from significant persons in transition of PWID to the world of work which could result to a majority of them not gaining employment even if they have skills.

Transitional support by educators focus on ensuring that learners complete the appropriate academic and vocational course work successfully (Powers, Turner, Matuszeweski, Wilson & Loesch, as cited in Meadows, 2006). Effective planning results in establishment of formal working relationship between learners, parents and post school employers. It also involves

identifying services and resources that facilitate employment and community participation as well as systems that ensure maintenance of services required.

The above literature emphasises on vocational training and looks at vocational training as key in successful transition, a fact that cannot be denied. The literature also acknowledges the need for community-based training for successful transition. But, what does the community outside school possess that can be utilised to enhance school to community transition? Does the community have opportunities, that when appropriately used and involved in transition greater success shall be achieved? This study was therefore to establish opportunities in the community that enhance transition from school to the community.

2.4. Challenges in special schools Hindering Transition from School to Community.

Transition services are planned educational and support services for individuals with special needs who are moving from one level of education to another such as from vocational institutions to community inclusion (Makanya, 2012). Schools play an important role in helping all youth acquire the skills and knowledge needed for success in adult life. This is true for individuals with ID who may face additional challenges transitioning from childhood to adulthood (Task force on transition for persons with developmental disabilities, 2009).

An effective transition service should focus on all transition domains which are employment, education and training, independent living and social and community life (Stewart *et al*, 2010). It should address all the limitations that come with the disability.

To address all these domains there has to be structures and resources that enable and guide the transition process. Educational resources refer to all factors outside and within the classroom that make teaching and learning experiences more effective (Muka, 2013). Teacher training has been done since 1966 though there are still not enough teachers trained

in special schools (Ogola, 2010). This need was also underscored by Kochung taskforce of 2003 set up for the purpose of appraisal of the status of special needs education in the country. The report indicated that 90% of the EARC's in Kenya make inappropriate placement due to inadequate facilities and appropriate trained personnel (Kiarie, 2013). There should also be a multi-disciplinary collaboration to plan and make the process of transition effective (Kiarie, 2013). Parents should also be greatly involved in assessment and placement, training and transition as parental involvement contribute to successful transition among children with disabilities (Ravenscroft *et al*, 2017). Hohlfield (2018) adds that employment gaps for adults with disabilities decrease with better knowledge about disability strengths. Most parents of adults with intellectual and other disabilities are managers of their adult children's employment and service options (Hohlfield, 2018). An effective transition service or strategy should prepare the learners for life after school, though research point at deficiencies in the transition services such as Makanya (2012) and Ruteere (2013).

Current evidence about transition to adulthood for youth with disabilities indicates that the process is extremely challenging. This is due to personal challenges such as physical, sensory, cognitive and communicative limitations and most importantly environmental barriers (Stewart *et al*, 2006). Stewart *et al* (2006) adds that as a result of challenges and the difficulty youth with ID experience in accessing supports, many transitions are not successful hence limiting opportunities for full participation in adult life.

The barriers based on the individual range from severity of the disability to other co-morbid conditions. Individuals with intellectual disabilities represent a heterogeneous group of people with a large array of abilities and diagnoses (Barron *et al*, 2014). This diversity arises as a maker of the severity of the ID which can be classified into mild, moderate, severe and profound. It is likely that an individual with more severe ID will encounter more barriers to accessing the same opportunities that are available to their peers without severe disabilities

(Barron *et al*, 2014). There is an increased likelihood that individuals will have received a diagnosis of the co-morbid disorder such as epilepsy or mental health (Vedi & Bernard, 2012). Barron (2014) also points out a problem of ‘diagnostic overshadowing’ which is the tendency for clinicians or other professionals working with a person with ID to attribute symptoms or behaviours to their underlying cognitive deficits and therefore under-diagnose the presence of co morbid psychopathology. Young persons with disabilities face a number of difficult obstacles in progressing to higher levels of education, limited employment opportunities and are at risk of being exploited in the social sphere (Mugo and Oranga, 2010). A fact that has informed formulation of legislation such as Kenya constitution (2010), persons with disabilities act no.14 of 2003 and education act 2013 which spell out rights and privileges for persons with disabilities, (National Action Plan, 2003-2015).

Chadwick (2013) adds that a right for an individual or group establishes an obligation on others to either provide something or refrain from doing something.

However, with legislation and privileges persons with disabilities have remained disadvantaged (Mbeja, 2011). According to Friend (2008) students with ID should access the same set of services in the same setting as other students without disabilities to enhance their access to training and inclusivity in the community. Though this has not been the case as most community vocational institutions cater for other disabilities overlooking those with ID, thus limiting their community integration (Nyakondo 2000, cited in Wawire, Runo and Makanya, 2014). Wangari *et al* (2012) underscores the need for transition preparation by arguing that even for students without disabilities, transition is a stressful, social and psychological event. Development of special education for children with intellectual disabilities in Kenyan vocational institutions should aim at integrating the persons with intellectual disabilities into the society, taking into account the individual student needs, preferences and interest. Such programmes should include functional curriculum, vocational

education, acquisition of daily living skills, transitional services and community adjustment skills (Wawire, Runo and Makanya, 2014).

O'Brien *et al* (2011) in a paper titled transition from post- primary school for students with intellectual disabilities, provides a number of recommendations that can go a long way in resolving the challenges in school to community transition. These include; equal access to suitable transition planning, a dedicated individualized education plan (I.E.P) with a focus on transition, further teacher training, promote external linkages, enhance post school options and research on best practice.

A study by Musima (2014), this investigated factors influencing transition rate of learners with intellectual disability from vocational training to employment in Nairobi County, Kenya. The study used effectiveness of learner preparation in line with policy guidelines on transition to employment, willingness of prospective employers to offer employment to learners with ID, factors affecting rate of employment acquisition and trainee readiness for transition from vocational training to employment as independent variables. The study obtained data from 50 respondents (4 head teachers, 16 vocational training teachers, 20 assistant teachers and 10 prospective employers). Questionnaires, interview schedule and observation schedule were used as instruments of data collection. The study found that vocational subjects such as carpentry, tailoring, poultry, agriculture, masonry, welding, weaving, beadwork and arts and wood craft were offered for learners with ID. It noted that there were inadequate facilities and resources for teaching and learning in the institutions studied. 88.9% and 86.1% of private and public organisations were less willing to work with persons with ID. Factors such as lack of supportive documents, community willingness and awareness, poor working relationships among trainees with ID and low productivity were found to affect the employment acquisition for trainees with ID. Regarding organisation for transition, 47.2% indicated that transition was organised through teachers, 30.6% indicated

that organisation was through networking and 22.2% indicated that there was no organisation for transition. It came out that there were no placement officers to organise for transition.

O'Brien *et al* (2011) adds that transition planning was not systematic and varied according to the type of school and geographical location, hence pointing at a need for research in other geographical areas a gap which this research seeks to fill in Busia County.

Deduction from the literature indicate that transition of PWID has had little success, though efforts in-terms of training and education are being made. Studies have focused on training labouring to look at quality of teaching and learning in schools, professional preparedness by the teachers. However, they fail to look broadly into the institution with an aim of finding out if there are challenges within the school that might be negatively impacting on the success of transition from school to community. Are schools only having opportunities for transition? Do schools have challenges that negatively impact transition from school to community? This study sought to establish challenges in school that hinder school to community transition.

2.5 Challenges in the Community Hindering transition from School to Community.

Employment is an important social determinant of health and participation in the community, as it enhances health and wellbeing (Khalema, 2014). Persons with disability act (2003) require that both the public and the private sector employers reserve 5% of jobs for persons with disabilities (Mbeja, 2011). But as Freedman (2010) notes, it is difficult to gain accurate idea of the number of youth with disabilities in training or employment, all evidence available clearly indicates lower rates of labour participation and higher rates of unemployment.

In USA, despite the implementation of legislative and policy changes intended to address these poor outcomes, gaps continue to persist. Disparities between youth with ID and their peers with high-incidence disabilities for instance emotional disturbance, learning disability,

speech and language, other health impairment) are significant; postsecondary enrolment (28.7% vs. 53.0–66.9%), post school employment (38.8% vs. 49.6–67.3%), independent living (36.3% vs. 51.2–64.9%), financial stability, and community engagement all lag behind (Sanford, *et al.*, and 2011). These findings underscore the need for transition services to serve as a bridge for young adults with ID as they move from the K-12 educational system into adult life (Talapatra *et al*, 2018).

Khalema, (2014) added that limited mental health literacy among employers has been identified as a major barrier to people diagnosed with mental health and related disabilities. Freedman (2008) continues that the disparity occurs even when legislation protects against discrimination in employment, and the situation may be worse in countries where limited employment rights or anti-discrimination policies for persons with disabilities are compounded by lack of basic education, vocational skills training or higher education opportunities, particularly the case in lower and middle income countries. The major environmental barrier is Ableism (Campbell, 2013).

Ableism is said to be a system of causal relations that produce processes and systems of entitlements and exclusion (Campbell, 2013). The barriers can be seen well when disability is viewed as a confrontation between the ability of a person and situations the person encounters in life ‘macro-situations’ such as work or schooling or ‘micro-situations’ such as cutting meat or using the key board of a computer. The disabling situations are not only structural and material they are also cultural (Kuppers, 2019).

The broader conditions of poverty may affect social relations, attitudes, communal beliefs and behaviours towards persons with disability. The way members of a community respond has implications for those closest to the individual, particularly those in caregiver roles. Referred to as ‘courtesy stigma, and more recently affiliate stigma’, this is the experience of

social stigma by association. These compounds the physical, psychological, temporal and financial stresses of the caregiver. More extreme consequences of stigma and discrimination include neglect and abuse. Sexual abuse has been reported to occur at some time in the lives of 90% of the population with intellectual disabilities. Individuals with communication difficulties were recognised to be at increased risk, due to difficulties in reporting abusive incidents to others. Adults with disabilities in Malawi disclosed sexual abuse in relation to forced marriages with later abandonment by a marital partner. Family maltreatment of individuals with epilepsy was linked to the perceived disgrace of behaviours associated with convulsive epileptic seizure, such as loss of consciousness, incontinence and myoclonic jerks (Bunning *et al*, 2017).

Involvement of all parties within the community and outside the community enhances the success of transition process. A pilot project *Ciro et al* (2015) titled instrumental activities of daily living performance and role satisfaction in people with and without mild cognitive impairment, points at the role of occupational therapy practitioners in the diagnosis and treatment of subtle IADL deficits in people with MCI.

A study by *Mwihungi* (2011) on factors affecting assessment and placement of children with ID by the Nyeri central assessment centre, Kenya revealed that the whole process at EARC is limited to the assessment teacher, the child and the parent, indicating lack of multidisciplinary approach in the process of special education service provision.

Incorporating other trained professionals to assist with transition tasks is both best practices and practical. Transition tasks or activities related to academic, social, or behavioural instruction, the development of post school adult living objectives, or related services that identify individual needs, strengths, preferences, and interests (e.g., assessment), can be provided by occupational therapists, speech-language pathologists, social workers, and school

psychologists. In fact, school psychologists are trained to offer psychoeducational assessment, family–school–community consultation services, data-based decision-making, academic, social and emotional interventions, and program evaluation. It is a small, but vital, shift for considering these skills from a transition perspective (Talapatra *et al*, 2018).

The lack of opportunities in the labour market may be one of the reasons, adults with disabilities are more than twice as likely as persons without disabilities to live below the poverty line and be financially dependent on government programmes and their families for financial support (Kuppers, 2019).

The literature reviewed above points at a number of factors in the community that are barriers to inclusion of persons with intellectual disability in the community. But fewer studies on transition have attempted to focus on the challenges in the community that specifically hinder the success of transition efforts. It is evident that practices, culture and structures in the community are vital in both enhancing or hindering transition and inclusion of PWID. Practices include the way people act towards persons with intellectual disability and their inclusion in (or exclusion from) community. The culture includes all thoughts, norms, values that actors in the context attribute to persons with intellectual disability. Beliefs and practices relating to ID can lead to discrimination and hinder access to development programmes. Finally, the structure entails the laws and policies regarding people with mental disability.

What in culture, structure and practices within the community hinder transition of PWID from school to community? What challenges in the community hinder transition of PWID from school to the community? This study sought to establish challenges in the community that hinder school to community transition.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section provides details of the research design, study area, study population, study sample, data collection techniques and analysis for the intended study.

3.2 Research Design

The study adopted a descriptive survey research design to investigate transition from school to community for LWID in Busia County, Kenya. Descriptive survey research design is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way (Oso *et al*, 2008). The term survey can be used to designate any research activity in which the investigator gathers data from a portion of a population for the purpose of examining the characteristics, opinions or intentions of that population (Polit & Beck 2004). Descriptive design was used in the study to allow the researcher to gather information, summarise, present and interpret for the purpose of clarification (Orodho, 2012). Oso *et al* (2008) adds that descriptive design is the most frequently used method for collecting information about people perceptions, opinions or habits and that it allows a rapid collection of data from a large population by use of a sample population. It is also suitable where the researcher is not manipulating variables or attempting to control the research setting. This makes the design most suited for the study as it intended to collect both quantitative and qualitative data and intended to use a sample population. Gall *et al* (2007) note that descriptive research design is intended to produce statistical information about aspects of education that interest policy makers and educators. The locale of the study was Busia County, in western Kenya.

3.3 Study Area

This study was conducted in Busia County in the Western region of Kenya. The County borders Kakamega County to the east, Bungoma County to the North, Lake Victoria and Siaya County to the south and Busia District of Uganda to the west. The County lies between latitude $0^{\circ} 27'$ to $0^{\circ}45'$ and longitude $34^{\circ}25'$ east. The main economic activity is trade and agriculture. The total population in Busia County is 893,681 (Kenya National Bureau of Statistics, 2019) with 198,152 households and covers an area of 1,696.3 sq. km. The population density is 527 per sq. km and 66% of the population live below the poverty line. Though most residents of Busia County are ethnically Luhya, there is also a substantial population of Luo and Iteso residents. According to Programme for Agriculture and Livelihoods in Western Communities (PALWECO), (2012) LWIDs are invisible and highly vulnerable, though no accurate data exists about their population in the County. According to Busia County (2018) the total number of PWDs in Busia County was 39,196 which are 5% of the County population, with 3,546 being persons with intellectual disability. The county has three schools for LWID that have served Persons with intellectual disabilities for a long time and several units.

3.4. Target population.

Target population refers to the total number of subjects or the total environment of interest to the researcher (Oso & Onen 2008). In this study, the target population consisted graduates and teachers in three special schools in the county, parents and employers. The teachers were chosen as they are directly involved in the teaching of the transitional skills, parents are chosen because they are involved in the development of the LWID like seeing them through school and monitoring employment. Employers are chosen as they have an idea why they employed or did not employ that can give us information why majority LWID are unemployed.

3.5. Sample and Sampling Procedures.

The study sample consisted; 43 teachers who were sampled by use of saturated sampling method. Snow ball sampling method was used to select the respondents from the target population yielding a sample of (22) graduates, (31) parents/guardians and (33) Employers. According Grey (2016) snowball sampling is a special non probability method for developing a research sample where existing subjects recruits future subjects from among their acquaintances. This sampling technique is often used in hidden populations which are difficult for researchers to access. There were four (4) groups of five (5) graduates for Focus Group Discussions (FGD).

Table 2: Sample frame

Respondents	Target population	Sample size	%
Graduates	22	20	90
Teachers	43	39	90
Parents	31	28	90
Employers	37	33	90
TOTAL	133	120	90

The eligibility criteria for inclusion into the study were that they had to: Be teachers teaching in three special schools for LWID in Busia County, be graduates of the special schools for LWID in Busia County residing within Busia County, be a parent or guardian to a graduate of the three special schools in Busia County and be an employer of a graduate of the three schools of PWID in Busia County currently employing the graduates or described as a potential employer by the graduate, teachers, parents or guardians.

3.6 Data Collection instruments

The research adopted three different data collection tools. These included: Teacher's questionnaires, parent's interview schedule and focus group discussion. The data collected was both qualitative and quantitative.

3.6.1 Teachers' Questionnaire

Questionnaires with items to which teachers responded were used. The questionnaires sought information on the skills provided, opportunities and challenges in special schools and the community. A Likert scale questionnaire had section A-D with 7 items. Section A, collected information on demographic characteristics of the respondents. A 4- point Likert scale was used to enable respondents to report their feelings, opinions and observations in a continuum. The open-ended questionnaire provided an opportunity for the respondent to give more details other than captured by the Likert scale questionnaire. The questionnaire was used to collect data from the teachers as they are literate, hence can fill with ease. (**Appendix B and D**)

3.6.2. Focus group discussion.

Focus group discussion was held with graduates of the three schools. Focus group discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction (Nyumba *et al*, 2018). It is a good technique as it gathers complex and in-depth information. Four (4) sessions of 7 members where two (2) were the researcher and an assistant and Five (5) were graduates. Focus group discussion sought further information on the skills provided by the special schools, opportunities and challenges in special schools and the community. Each session comprised of the graduates from the same school to enhance synergistic relationships. The schedule was prepared as a guide for each focus group discussion session. (**Appendix C**)

3.6.3 Interview schedule.

This sought information on opportunities; extend of access, challenges and resolutions to the challenges in school to community transition. There was an interview schedule for the parents and employers both current employers and those thought to be potential employers. An unstructured interview was administered to collect in depth information from the respondents. The schedule was used as a guide and contained questions and probes seeking information as per objectives of the study. (**Appendix E and F**)

3.7 Validity and reliability of the Tools.

3.7.1 Validity

The validity of the research instruments was ensured by submitting them to experts in the department of Special needs education and rehabilitation. Face and content validity were established with the help of experts from the department of Special Needs Education of Maseno University. Experts looked at them and gave feedback that was used to better the instruments. The researcher then revised the tools according to the experts' suggestions before the pilot study was done.

3.7.2 Reliability

The reliability of the questionnaire was ascertained through a pilot study. The researcher carried out the pilot study using test-retest method and 10% of the population of respondents were used in the pilot study. The respondents were given the instrument twice at an interval of two weeks and the two results used to compute a Pearson's co-efficient. This was done by graphing the data in a scatterplot to ascertain any linear relationships and computing Pearson's correlation coefficient r . Test retest-reliability co-efficient of 0.87 was established. This was considered high as according to Mugenda (2008) a reliability coefficient of above 0.70 is considered high enough. The two weeks was the time given to the pilot group to forget items on the tool before a re-test could be done.

The reliability of the interview schedules, focused group discussion and open-ended questionnaire was established through method triangulation where questionnaire, interview, observation, photographs and tape recordings were used in data collection and source triangulation. Methodological triangulation was achieved by use of multiple methods within-method such as use of observation within interview and data triangulation was done by interviewing persons at different levels such as parents/guardians, employers and focus group discussion with graduates and using methods that are interactive allowing further probing.

3.8 Data Collection

The researcher made arrangements with the heads of three schools to get suitable dates for data collection from the teachers. The researcher also got familiarised with the environment around the area of study. The researcher with the help of an assistant then collected data from teachers in the three schools in Busia County. Data from the teachers was collected by use of a questionnaire that was administered in each school on different dates. Teachers had ample time to fill the questionnaire and those involved in piloting did not participate. Afterwards the researcher and the assistant proceeded to collect data from the graduates, parents and employers. Snowballing was initiated by collection of contacts from teachers and other members of the society, the initial participants so identified further referred other participants. All participants had the freedom of choice either to participate or not, without coercion. Explanation on the nature and purpose of the study was made and consent forms signed prior to the commencement of data collection process. The researcher sought an informed consent of the participants before the exercise started. Unstructured 'face to face' interview was used to collect data from parents and employers. Focus group discussion was held with graduates of the three schools. Four (4) sessions of 7 members where two (2) were the researcher and an assistant and Five (5) were graduates.

3.9 Data Analysis

Data was analysed at two levels: Descriptive statistics such as frequencies, percentages and means were used to analyse quantitative data from the teachers' questionnaire. Gay (1992) argued that in descriptive survey, data is commonly presented by use of frequency polygons, graphs, pie-charts and frequency tables. Questionnaires were edited to check the ones with incomplete, inaccurate and unreasonable data, a process called data cleaning. Data was sorted, coded and the codes categorised into themes that were organized in tables to show frequencies, means and percentage scores of the different study attributes. Qualitative data was analysed through coding using key words, and then analysed and sorted into categories where consistent overarching themes and supporting were detected. The emerging themes were then reported as they were.

3.10 Ethical Considerations

The researcher obtained permission from the research department of Maseno University. The objectives of this study were to establish opportunities for LWID in special schools and the community that enhance transition from school to community and to investigate the challenges LWID's face that hinder transition from school to community. These objectives were communicated to the respondents in a language they comfortably understood and community gatekeepers contacted before the data collection was done.

The participation of the respondents was on a voluntary basis and the researcher sought their consent by requesting them to sign a consent form attached in appendix A. Consent of PWID, was sort through parents, guardians, adult siblings or any person/agent legally authorised by law. The respondents risked sharing confidential information with the researcher and the researcher regards the information as confidential and the information shall not be used anywhere else other than for the purpose of this research. In case the information provided was perceived as re-traumatising the researcher debriefed the respondents. The information

collected helped in achieving of the research objectives, the research will help in decision making and problem solving to enhance the quality of life of LWIDs. The respondents were not required to include their names or identification details anywhere during the study. The data was anonymised by use of codes and hard copies stored separately in a cabinet accessed only by the researcher. All computer files were encrypted and password protected. In focused group discussion the researcher laboured to explain to the respondents the purpose of the research and make a request not to share any information. The respondents avoided providing or using any information that can reveal their true identity.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter focuses on data analysis, presentation and interpretation based on the objectives of the study. The objectives were: to establish opportunities for LWID in special schools and in the community that enhance school to community transition and investigate the challenges in special schools and in the community that hinder transition from school to community in Busia County, Kenya. Data analysis begins with the demographic knowledge of the respondents followed by interpretation and discussion of research results established from the research questions. The findings are presented in form of frequency tables and figures.

4.2 Demographic information of teachers.

The demographic information of teachers was established by studying their professional grade, area of specialisation and teaching experience.

Table 3: Teacher's Professional grades (n=39)

Professional grade	Frequency (f)	Percentage (%)
P1	3	7.69
S1	0	0
Diploma	24	61.54
Graduate	12	30.77
Total	39	100

Source: field data

The study findings in table 3 indicate that the majority of the teachers (61.54%) had diploma as their highest qualification. 30.77% of the teachers were graduate teachers comprising of those with bachelor's degree, and master's degree. Only 3 (7.69%) were not trained in the area of special needs education and had a P1 certificate. Majority of the teachers were professionals who had an understanding and knowledge of the school related factors influencing transition from school to community in Busia County. This findings in Busia

County contracts Ruteere (2013) that stated that seventy eight percent (78%) of the teachers in Kasarani sub-County were not trained to teach learners with ID. The finding agree with Ogola (2010) that teacher training has been done in Kenya since 1966 though there are still not enough teachers trained in special schools perhaps the reason for having 3(7.69%) untrained teachers bridging the gap. The head teachers and teachers need various skills and knowledge in order to cope with emerging issues in schools and the environment regarding preparation of the LWID for school to community transition.



Source: field data

Figure 2: teacher’s area of specialization (n=39)

Key

EBD: Emotional behaviour disorders

HI: Hearing impaired

PH: Physically handicapped

VI: Visual impairment

The findings from figure 2, show that majority 76.92% of the teachers are trained in the area of intellectual disability. Others are trained in the area of autism and inclusive education at 10.26% and 2.56% respectively. Only 7.69% of teachers were not trained in the area of special needs education. Unlike the findings of Ruteere (2013) majority of the teachers have

requisite skills and knowledge to handle learners with LWID in special schools in Busia County. Ruteere (2013) found that 78% of the teachers in Kasarani sub-county in Nairobi County were not trained to teach LWID. In Busia County most of the teachers are trained hence capable of preparing the learners adequately for transition from school to community.

Table 4: Teacher’s teaching experience (n=39)

Period in years	Frequency (f)	Percentage (%)
Below 1	3	7.69
2-5	5	12.82
6-10	6	15.38
11-15	8	20.52
16-20	10	25.64
Above 20	7	17.95
Total	39	100

Source: field data

It was established that most of the teachers were experienced with majority (25.64%) having an experience of 16-20 years. Followed by (20.52%) with an experience of 11-15 years while (17.95 %) had an experience of above 20 years. This shows that the majority teachers have enough experience and knowledge of between 11-20 years and above in teaching LWID. Therefore, their graduates must have gained skills required to adjust to community living. The many years of experience make teachers experts in the areas thus able to modify curriculum to be community integration oriented.

Table 5: parents/guardian level of education and son/daughter employment (n=28)

Education level	Frequency (f)	Percentage (%)	Son/Daughter employed	
			Yes	No
Graduate	5	18	4	1
Diploma	3	11	3	0
Certificate	5	18	0	3
A-Level	1	4	0	1
O- level	6	21	0	2
Primary and below	8	28	0	4

Source: field data

Most parents' level of education was primary and below at 28% and O-level at 21%.

The data also indicate that parents/ guardian's level of education has an influence on the employability of their children. Graduate parents/guardians and those with a diploma reported that their son/ daughters were employed while those with a certificate and below reported that their son/daughters were not employed. Strong (2018) said that most parents of adults with intellectual disabilities are manager of their adult children's employment and service options. As managers their level of education determines their access to information which influences how able they assist their children to successful transition. The findings in this study agree with strong (2018) assertion that employment gaps for adults with disabilities decreased with better knowledge about disability strengths. Ravenscroft et al (2017) says that parental involvement contributed to successful transition among children with disabilities, hence from the finding parental involvement and success in transition decreases with parent's/guardians literacy level.

4.3 Opportunities in Special School that enhance Transition from School to Community.

Objective one sought to find out opportunities in special schools that enhance transition from special schools to the community. To test this objective, the respondents, teachers, graduates, parents/guardians and employers were presented with questions through questionnaires, interview guides and focused group discussion.

4.3.1. Responses in regards to opportunities in special schools that enhance transition from school to community.

Teachers were presented with a question regarding opportunities in special schools that enhance transition from school to community. Table 6 presents their findings.

Table 6: Responses of the teachers in regards to the opportunities in special schools enhancing transition from school to the community. (n= 39).

Statement	(f)SA%	(f)A%	(f)I%	(f)D%	(f)SD%	MEAN
There is school and community linkages/coordination	(1)02	(5)12	(7)18	(11)28	(15)40	1.436
Transition skills	(18)46	(20)52	(1)02	(0)00	(0)00	3.385
There is assisted transition	(4)11	(3)08	(0)00	(14)35	(18)46	1.821
Training resources such as workshops, trained teachers	(25)65	(12)30	(0)00	(1)2.5	(1)2.5	3.564
Career guidance and counselling	(9)22	(5)12	(1)02	(14)36	(10)28	2.285
Related services such as physiotherapy, speech and audio therapy, psychiatric care	(2)05	(31)80	(0)00	(3)7.5	(3)7.5	2.821

Source: field data

The result in table 6 show that 28% of the teachers disagreed with 40% strongly disagreeing that there is school and community coordination with a mean of 1.4, though 20% agreed and 15% strongly agreed. School to community linkage is important in ensuring that the kind of training in schools is relevant to community demands to ensure effective transition. O'Brien *et al* (2011) provides promotion of external linkages as one of the recommendations that can resolve those challenges in school to community transition. Most of the teachers at 98% agreed and strongly agreed with a mean of 3.38, that school to community skills such as communication, vocational skills, social skills are taught in schools. These skills are important for effective transition as advocated in Assunta (2013) and Lewis (2005). The teachers however disagreed that there is assisted transition with 35% and 45% disagreeing and strongly disagreeing respectively, having a mean of 1.80. The absence of assisted transition may be causing limited opportunities for successful transition as there are environmental barriers (Stewart *et al*, 2006) that persons with ID may not be able to overcome due to limitations caused by the disability.

Sixty-five (65%) of the teachers strongly agreed that training resources in schools was an opportunity that enhances transition from school to community with a mean of 3.56. This

finding agrees with the findings of Musima (2014) that vocational subjects such as carpentry, tailoring, poultry, agriculture, masonry, welding, weaving, beadwork and art and wood craft were offered to learners with ID. Although 36% and 28% of teachers disagreed and strongly disagreed respectively that there is counselling and career guidance in special schools. On related services such as physiotherapy and psychiatric care 85% of the teachers agreed that is an opportunity that enhances transition in special schools.

The teachers were also asked to name any other opportunity available in special schools and they mentioned opportunities such as trained teachers, supportive parents, presence of physical resources such as workshops and understanding neighbours

Results from focus group discussion and interview indicate that vocational skill such as carpentry, animal husbandry, hair plaiting, farming, forestry (tree planting), weaving, beadwork and cooking are being taught. The learner too agreed that they have undergone training in vocational skill areas as per the curriculum guidelines (R0k, 2009) and as Musima (2014), Wawire, Runo and Makanya (2014) established.

The second question sought other opportunities apart from the vocational skills and they mentioned opportunities such as; supportive and understanding teachers, exposure to different experiences, access to medication for those with co-morbid conditions such as epilepsy and friendly and understanding peers. An effective transition service should focus on all limitations that come with the disability (Stewart *et al*, 2010) and the schools are attempting to achieve this by targeting the co-morbid disorders and being friendly to encourage social behaviour of LWID. Social and communication skills are considered core skills that LWID lack that have impacted negatively in the success of transition efforts from school to the community.

Employers were asked how many of PWID's are employed on their firm and majority at 12.12% of the 33 employers interviewed had employed only one and 9.09% had employed

more than one while 78.99% had employed none. This finding agrees with Musima (2014) that found 88.9% and 86.1% of private and public organisations respectively in Nairobi County were less willing to work with persons with ID. When asked how they rate workers with PWID with other workers, they said they fared well though with challenges such as communication, interpersonal relationships, team work as some lacked the concept of sharing a working tool is considered his or hers as opposed to the firm and should not be used by any other worker. People with ID are commonly weak at social interaction due various factors both innate and environmental hence to better the quality of life of persons with ID, social skills must be improved (Assunta, 2013).

“It is hard working with this kind of people as they sometime fail to share or may not understand another worker using a tool, they consider theirs. That can be a cause of a conflict that demands your attention. Though when talked to in advance such reactions may not occur in fact, he/she will co-own the tool” (Employer 21, Male).

100% of the employers thought the training offered to PWID’s in special schools is sufficient to help them access the job market, they said the skills are relevant because workers with PWID’s are committed and seem competent to fulfil their job obligations. These points at the adequacy of the skills trained as most research indicates that they are essential to successful transition (Amedzake, 2013, Sadrossadat, 2010, Tayyare, 2013, Lewis, 2005). They pointed out the need of on job practice so as to enable the learners to acquire other people-oriented skills such team work, customer relations and curtesy. Employers were of the opinion that, productivity is lowered by lack of social skills, self-care, and co-operation; co-morbid conditions such epilepsy and lack of training in area of disability among the employers and safety of the environment. *“The skills are good and relevant but the learners training should focus more on social skills or inter-personal skills which seem to be lacking”* (Employer 7,

female). “We should be trained in dealing with other cases like epilepsy because eeh!
 (Chuckles) it causes panic to me and the other worker” (Employer 15, female)

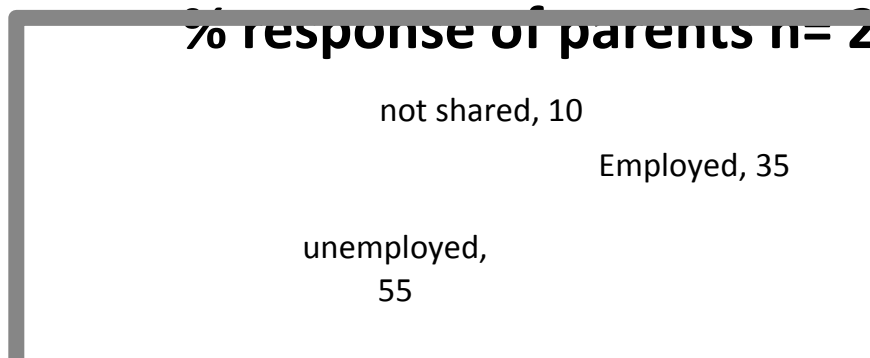


Figure 3 Parents response on employment of their children.

Parents were also asked questions through an interview, of the parents interviewed 55% had children who are unemployed and only 35% have employed children while 10% opted not to provide the information.

When asked what kind of education the child received in schools, most parents 90% had no idea the kind of education while only 10% said vocational skills, an indicator that most parents are not informed on the training and transition preparation of their children as recommended by O’Brien *et al* (2011)

Seventy percent (70%) of the children attained vocational level before leaving the school, 25% left at prevocational level and 5% left earlier before getting to pre-vocational and before vocational level.

Parents and guardians were satisfied with skills that their sons and daughters learned in special schools such as activities of daily living, social skills and were dissatisfied with independent living, self-directive and self-determination skills as most of the children could not function without support.

*“When we took her to school, she did not know how to use a toilet but now she can.
 But you must be there to decide for her what she should do and issuing commands.*

She cannot even to a bath or choose chores around the home, as a parent you must be there” (parent 16, female)

On transition services offered to aid successful integration in the community, most parents, 70% said the services offered were not sufficient as community placement officers from the school came only once, while 30% who were satisfied said the officer makes regular visits though that alone cannot meet their expectations of securing employment for their children. Graduates who pursued skills such as carpentry need tools that parents may not afford while the officer does not make any effort to acquire them. The parents expected full job placement of their children by the officers, continued support in terms of monitoring and guidance to both graduates and their parents/guardians and jump-starting businesses for them in the skill areas and some expected a totally healed child.

“I was told my child was trained as a carpenter but I have no money to buy tools and I know no one with a workshop will want to work with such a person and he still has epilepsy” (parent 11, male)

4.4 Opportunities within the community that foster transition from school to community.

Objective two sought to establish opportunities within the community that enhance transition from school to community. To test this objective the respondents were presented with questions in form of a questionnaire and interview guides and their responses were as follows.

4.4.1 Responses in regards to opportunities within the community that enhance transition from school to the community.

Teachers were presented with a question regarding opportunities within the community that enhance transition from school to community. Table 7 show the findings.

Table 7: Responses of the teachers in regards to opportunities within the community that enhance transition from school to community. (n=39)

Statement	(f)SA%	(f)A%	(f)I%	(f)D%	(f)SD%	MEAN
There are adequate employment opportunities such as carpentry workshops, farms and shops.	(15)40	(23)58	(0)00	(1)02	(0)00	3.359
The community is well informed on disability issues	(8)20	(4)10	(2)05	(12)30	(13)35	2.077
there are skilled personnel such as paramedics	(0)00	(6)15	(0)00	(31)80	(2)05	2.103
School and community linkages	(5)14	(1)02	(0)00	(6)15	(27)69	1.590
Training opportunities within the community such as workshops, salons.	(15)40	(12)30	(0)00	(4)10	(8)20	2.872
Counselling and career guidance after school and community-based assistance/ follow ups.	(0)00	(0)00	(0)00	(35)90	(4)10	1.897
Supportive parents	(12)30	(8)20	(4)10	(15)40	(0)00	2.613

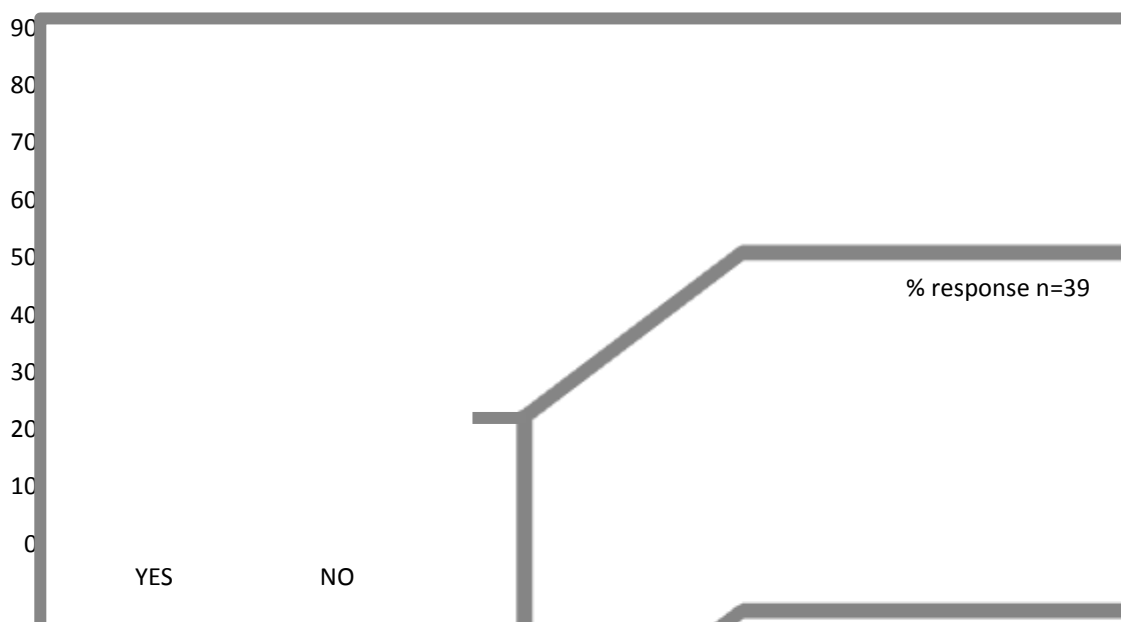
Source: field data

Results from table 7 show that most teachers 98% agreed that there is adequate employment for PWID's after school in the community with a mean of 3.359. Majority of the teachers 65% and a mean of 2.077 also disagreed that the community is well informed on disability issues hence need for more awareness and sensitisation programmes on disability matters for there to be effective transition. On skilled personnel such as paramedics like physiotherapist, occupational therapists, psychiatric nurses and psychologists, 80% of the teachers disagreed that there are skilled personnel, with a mean of 2.103. Only 15% reported that such personnel exist in the community but in County and Sub County hospitals such as Busia County referral hospital and Khunyangu sub-district hospital with no particular units or days for PWID's.

On training opportunities within the community,90% of the teachers felt there were training opportunities in the community such as workshops and salons, with a mean of 2.87. However, community-based assistance is inadequate to help the benefit from the opportunities. The assistance includes monitoring and follow-ups from the school, parent's and employer's assistance to ensure the learners are fully integrated, and treatment of co-

morbid disorders to ensure near normal stay within the community and job placement and apprenticeship to ensure the learners are engaged in areas of their training. Most of the teachers felt that parents are supportive at 70% and a mean of 2.613, but added that it is the school that do not have programmes for parent involvement in training and transition preparation.

The second question sought the opinion of the teachers, if the graduates have transition opportunities within the community.



Source: field data

Figure 4 Responses of the teachers on whether the graduates have opportunities within the community.

From the results in figure 4, 82% of the teachers answered “NO” while only 12% of the teachers responded “YES”. The reasons provided for “NO” included, poverty among families making it difficult for families to support graduates with PWID, poor community perceptions as the graduates are branded “*Balalu*”, meaning mentally ill, unwilling employers, prevailing co-morbid conditions such as epilepsy that hinder the graduates from being fully engaged in community activities, while those who responded “YES” gave reasons such as supportive

parents, high demand for items from skill areas such as carpentry, weaving, hair plaiting, baking and cooking, forestry and finally communities that are becoming receptive to persons with disabilities.

In the focused group discussion, the graduates were asked if they would like to work within the community, 100% of the graduates responded “Yes” meaning they wish and desire to secure employment within the community.

They were asked where they would like to work within the community and they mentioned places such as carpentry workshops, salons and barber shops, posho mills, farms- crop farming and animal husbandry, hotels and restaurants, shops as security guards and shop keepers, hospitals and NGOs as cleaners, messengers and security guards.

The graduates were also asked to name efforts made to enhance their understanding of community responsibilities, they responded by mentioning efforts such as home-based programmes and follow-ups, peer sharing, parental involvement in job placement.

In an interview, Parents were asked what kind of vocational skills their children were engaged in, they mentioned activities such as farming, hair plaiting, sewing and weaving. Some said their sons were herders though they trained in carpentry. The reasons given by parents for their children engaging in areas they did not train in was lack of tools and absence of willing employers.

“My son is looking after my cousin’s cattle because I don’t think there is anyone willing to employ him in a carpentry workshop” (parent 17, female)

Table 8: Parents response on child’s employment n=28

Gender	Employed		Unemployed	Unknown
	Skill area	unskilled area		
Females	25%	0%	20%	0%
Males	0%	10%	35%	10%

Source: field data.

From table 8, it came out that females are more likely to be engaged in areas they trained in than males as the initial capital is high. Most of the parents described their children as responsible, they can own property but they were sceptical that they can live independently. The study revealed that there were not enough opportunities that helped LWID transition from school to the community. Though Teachers identified adequate employment opportunities, community-based training opportunities such as salons, carpentry workshops, farms where the learners can do on the job training and supportive parents as opportunities in the community. The study also indicates the PWID wish to work in the community but most of them are involved in areas they did not train such as someone herding animals when the trained in carpentry. From the findings the researcher deduces that there is a dis-connect between the training in the institution and the community as LWIDs are trained, employment opportunities exist but they are not employed. This is because the training is being done in isolation from the community contrary to recommendations by Makanya(2012), friend (2008), and Turnbull, Turnbull& Wehmeyer(2007) that students with ID should be given community based instruction that involves teaching students related skills in the actual community settings so to achieve success in transition.

4.5 Challenges in special schools that hinder transition from school to community.

4.5.1 Teachers responses in regard to challenges in special schools that hinder transition from school to community.

Table 9: Teacher's responses in regard to challenges in special schools that hinder transition from school to community. (n= 39)

STATEMENT	(f)SA%	(f)A%	(f)I%	(f)D%	(f)SD%	MEAN
Lack of school to community linkages hence inadequate community involvement.	(23)60	(8)20	(0)00	(6)15	(2)05	3.333
Unrelated facilities in school and community	(4)10	(2)06	(0)00	(27)69	(6)15	2.103
Isolation of the learners from the community	(31)79	(4)10	(2)5.5	(0)00	(2)5.5	3.538
Inadequate policies and legislation	(8)20	(13)34	(2)06	(12)30	(4)10	2.538
Inadequate resources such less equipped workshops	(23)60	(8)20	(3)7.5	(2)05	(3)7.5	3.154
Inadequate transition planning	(31)79	(6)15	(0)00	(2)05	(0)00	3.744
Inappropriate placement	(27)69	(4)10	(0)00	(0)00	(8)20	3.282
Co-morbid disorders such as epilepsy	(13)37	(12)30	(1)02	(4)10	(8)20	2.667

Source: field data

The data in table 9 shows that 60% of the teachers strongly agree while 20% agree that there is lack of linkages between school and community with a mean of 3.33, leading to inadequate community involvement in the school programmes. Community involvement is important as it helps in tailoring of programmes in-line with the community dynamics so as the graduates are effectively prepared to be integrated in the community.

The teachers, 70% also disagreed with a mean of 2.03, that the facilities in school and community are unrelated. They said that simple tools used in school such a panga, jembe, hammer are the same tools used mostly in the community. 10% strongly agreed with 5% agreeing that the facilities are unrelated. They said the facilities such school buildings, class arrangement and organisations and other items in school such television, and computers may not be similar with items in their households. For the learners that trained in cooking using a gas cooker may actually be unable to use cooking stones or charcoal stoves.

These call for a need for a stage for community preparedness training after vocational training or as part of vocational training. They proposed the establishment of a pseudo-community where the learners experience the real life in the community before being released into the community. The arrangement where the learners are cut off from the community completely for a long period is seen as a challenge 80% of the teachers agreed that the prolonged stay in school isolated the learners from the community with a mean of 3.54. Teachers also gave inadequate policies and legislation in transition and employment of PWID with a mean of 2.548, as a challenge with 20% strongly agreeing and 34% agreeing. The teachers were also asked to name any other challenge in the school that hinders transition and they responded as shown in the 10 bellow.

Table 10: Other challenges in special schools that hinder transition.

Challenges	Frequency	%
Nature and severity of disability	5	13
Wrong placement of the learners	15	38
Prolonged stay in school	12	31
Unresponsive parents and guardians	31	79
Poverty among parents	33	85
Absence of qualified paramedics	13	33

Source: field data

From table 10, other challenges that were mentioned poverty among parents had the highest frequency with 85% of the teachers mentioning it, other challenges were unresponsive parents and guardians, prolonged stay in school, wrong placement of the learners, nature and severity of disability, un-coordinated programmes and absence of qualified paramedics such as physiotherapists, psychologists and psychiatric nurses. Other challenges with frequencies of bellow 5 are unskilled matrons and patrons in the dormitories, inadequate teaching and training materials, understaffing, limited space for establishment of transition units where

learners experience the actual community life, indiscipline among learners and co-morbid disorders such as epilepsy and mild psychiatric cases.

In the focused group discussion, the graduates were asked to mention some of the challenges in special schools that hinder transition from school to community. The graduates mentioned; inadequate training resources such as less equipped workshops, poverty among parents leading to some of them dropping out before getting to vocational training, lack of certification for those that never took the trade test more so those that trained in tree planting (forestry). Others mentioned prolonged stay in school as a challenge as they forget much about the community in which they are to be included after school, and peer pressure and indiscipline among the learners also hinders learning. Some complained that their peer's co-morbid conditions were a hindrance to learning in school as it was destructing.

The study reveals several challenges that hindered easy transitions from school to the community. The teachers agreed that there was lack of linkages between the school and the community leading to inadequate community involvement in the school programmes. The teachers further noted that there were inadequate resources such as less equipped workshops lacking tools for the LWID to use in school and help them gain enough skills. Other challenges identified include poverty among parents, unresponsive parents and guardians, isolation of the LWID from the community due to prolonged stay in school, wrong placement of the learners, nature and severity of disability, un-coordinated programmes and absence of qualified paramedics such as physiotherapists, psychologists and psychiatric nurses. Other challenges include unskilled matrons and patrons in the dormitories, inadequate teaching and training materials, understaffing, limited space for establishment of transition units where learners experience the actual community life, indiscipline among learners and co-morbid disorders such as epilepsy and mild psychiatric cases. These findings correlate with Odera (2010) who states that even though teaching/learning resources and facilities were available

in the schools studied, they were inadequate. Additionally, the results align with findings by Wangari et al (2012) that transition from school to work in special schools is not given much attention hence having over aged learners in the school, inadequate teaching and learning resources aimed at preparing the learners for life after school and lack of inter disciplinary transition teams in the schools. According to Kiarie (2013) an effective transition service or strategy should be planned and implemented by a multi-disciplinary collaboration which is contrary to the findings.

4.6 Challenges in the community that hinder transition from school to community.

Objective four was to investigate the challenges in the community that hinder transition from school to community. To achieve the objective respondents were presented with questions and their responses are as below.

Table 11: Responses by the teachers on challenges in the community that hinder transition from school to community identified by the teachers.

Challenge	frequency	%
Poverty among parents	34	87
Unwilling employers	25	64
Poor perceptions and labelling	36	92
Inadequate policy and legislation on employment of PWID	21	54
Lack of support for employers	15	38
inadequate medical practitioners	11	28
Untrusty worthy partners	8	21
Inadequate community living skills among PWID	17	44
Inadequate community placement and integration programmes.	13	33

Source: Field data

Table 11 indicates that poverty among parents and poor perceptions and labelling had the highest frequency at 87% and 92% respectively. This means that most parents are not able to support their children in school programmes and in the community due to poverty hence hindering effective transition.

They also mentioned unwilling employers leading to low employment opportunities, which is a consequence of poor perception which prevents effective interaction and integration within the community, lack of sponsors and well-wishers to help financially so that PWID are established within the community. The co-morbid disorders may not be adequately handled due to misinformation among medical practitioners as reported by 28% of the teachers.

21% of the teachers believe untrusty worthy partners who target PWID's for business with an aim of coning them are a hindrance to transition. Some of the graduates lack community living skills and absence of community placement and integration programmes to support the learners to be fully included into the community.

Others that were mentioned include perverted members of the community who target PWID's sexually and for cheap labour; missing vocabularies on disabilities in their local languages hinder disability awareness creation.

From the focused group discussion, the major challenge given by the graduates was ableism/ablism which is a form of discrimination or social prejudice against people with disabilities. This affects them in almost all areas such as, when seeking medical attention, seeking employment or generally interacting with other members of the community.

Another problem in the community is poor perceptions and labelling, where PWID are perceived as people with little thinking ability. This has led most males being sought to serve as herders while females as house helps.

“Most people ask: what can you do? Have you changed? You now have good brains to be able to design something like a table? Go look for a herding job that fits you”

(Graduate 5, male).

Unwilling employers, less informed parents, poverty among parents, lack of sponsors to provide grants to establish their premises, co-morbid disorders such as epilepsy were also

mentioned as challenges. They also blamed violence and indiscipline among their peers, self-pity and learned helplessness as a hindrance to effective transition.

In the interviews with parents and employers most of the employers said that the skills the PWID possessed was the reason why they employed them. Some gave reasons such as being relatives hence needed to help, they are obedient and easy to handle.

“For my case, she is my sister’s daughter, so I had to put her in my saloon and she works well though am afraid of letting my customers know where she trained or that she has intellectual disabilities because I might lose customers” (Employer 32, female)

When asked what they do to increase more community avenues to place PWIDs, majority responded that by serving as examples within the community, providing opportunity for PWID to work, other members of the community may see their capabilities and training other workers on how best to work with PWID.

On challenges they face while working with PWID’s they mentioned problems such as lack of support, violent behaviour among some, uncooperative workers with PWID and co-morbid disorders such as epilepsy.

Potential employers raised fears such as environmental safety, lack of training in the area of ID, co-morbid disorders, violent behaviour and lack of information as reasons for not employing PWID

Parents were asked to name any challenge they face while trying to seek employment for their children within the community. The major problem mentioned was discrimination. Others are inadequate information, poverty, limited integration programmes and labelling of their children. *“When you ask someone to employ your child you are just told, no one can employ a mentally ill person. With resources you can ensure he is self-employed but now when you are struggling with feeding yourself and the family how do you do that”* (parent 27, female).

The study establishes challenges in the community that hindered smooth transition of LWID from school to community. The teachers identified several challenges in the community such as poverty among parents, unwilling employers leading to high unemployment, poor perceptions and labelling of PWID which prevents effective interaction and integration within the community, lack of sponsors and well-wishers to help financially so that PWID are established within the community, untrustworthy partners who target PWID's for business with an aim of coning them, perverted members of the community who target PWID's sexually and for cheap labour, missing vocabularies on disabilities in local languages hinder awareness creation. LWIDs stated that there was ableism especially when they accessed social amenities such as medical facilities. Employers stated that the challenge they faced with PWID's was lack of support, violent behaviour, unco-operative workers and co-morbid disorders such as epilepsy. These findings are aligned to findings by Stewart et al. (2006) that challenges and problems did exist in the transition process from school to workplace for ASD students. Khalema (2014) adds limited mental health literacy among employers is a major barrier which is in agreement with the findings of the study. On legislation and policy freedman (2008) found that employment situation of PWID can be worse in lower and middle income countries, a category in which Kenya belongs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

The purpose of this study was to examine transition of learners with intellectual disabilities from school to community with emphasis on opportunities and challenges in Busia County. The objectives were to establish opportunities in special schools for LWID that enhance transition from school to the community, establish opportunities for LWID in the community which enhance transition from school to the community, investigate challenges faced by LWID in special schools that hinder transition from school to community, investigate challenges of faced by LWID in the community that hinder transition from school to community.

5.1.1 objective 1: Sought to establish opportunities in school that enhance school to community transition. Established opportunities in school and in the include career guidance and counselling, training resources such as workshops and trained teachers, provision of transition skills like vocational skills such as carpentry, hair dressing, beadwork, agriculture, barber skills and tree planting and provision of related services such as physiotherapy, Occupational therapy and psychiatric care.

5.1.2 Objective 2: sought to establish opportunities in the community that enhance transition from school to community. The study established opportunities such as adequate employment opportunities such as firms, shops, carpentry workshops and salons where PWIDs can be employed within the community. Training opportunities in the communities also exist as there are workshops, salons and farms where the PWIDs can do on the job training and finally supportive parents.

5.1.3 Objective 3: Investigated the challenges in school that hinder school to community transition. The study identified challenges that hinder transition in schools such as lack of linkages between the school and the community leading to inadequate community involvement in the school programmes. The teachers further noted that there were inadequate resources such as less equipped workshops lacking tools for the LWID to use in school and help them gain enough skills. Other challenges identified include poverty among parents, unresponsive parents and guardians, isolation of the LWID from the community due to prolonged stay in school, wrong placement of the learners, nature and severity of disability, un-coordinated programmes and absence of qualified paramedics such as physiotherapists, psychologists and psychiatric nurses. Other m challenges include unskilled matrons and patrons in the dormitories, inadequate teaching and training materials, understaffing, limited space for establishment of transition units where learners experience the actual community life, indiscipline among learners and co-morbid disorders such as epilepsy and mild psychiatric cases.

5.1.4 Objective 4: Sought to investigate challenges in the community that hinder transition from school to the community. The study establishes challenges in the community that hindered smooth transition of LWID from school to community. Identified challenges in the community are poverty among parents, lack of support for the employers, unwilling employers leading to high unemployment, poor perceptions and labelling of PWID which prevents effective interaction and integration within the community, lack of sponsors and well-wishers to help financially so that PWID are established within the community, untrusty worthy partners who target PWID's for business with an aim of coning them, perverted members of the community who target PWID's sexually and for cheap labour, missing vocabularies on disabilities in local languages hinder awareness creation. LWIDs stated that there was ableism especially when they accessed social amenities such as medical facilities

5.2 Conclusion

The study considered transition from school to community; opportunities and challenges in Busia County. The following conclusions were made.

- i) The study indicated that opportunities exist in special schools that enhance transition from school to community. Though these opportunities need to be co-ordinated and linked with the community dynamics to ensure that there is successful transition.
- ii) The results indicated that little opportunities exist in the community hence making it difficult for successful transition. Programmes such as community based assistance should be enhanced to help in integrating of the learners. Poverty is a problem that waters down the efforts of transition hence economic empowerment should start at the parent level. The community need to change its perception to minimise cases of labelling and discrimination.
- iii) Challenges in special schools are lack of school to community linkages resulting to limited community involvement, inadequate resources such less equipped workshops and inadequate policy and law that support transition and employment of PWID. These are important aspects that need to be urgently addressed for there to be successful transition.
- iv) The community has many challenges ranging from poverty, ableism and inadequate human resources to labelling and misinformation. The results also show that the challenges out-way opportunities hence the dismal results in transition rates.

5.3 Recommendation

From the findings of the study the researcher recommends that;

- i) There should a linkage between the training in school and the community so as to ensure that all stakeholders such as employers, parents, students and teachers work in collaboration to produce graduates that are well equipped for successful transition.

- ii) Programmes to support employers on handling PWID should be initiated so as to benefit from the opportunities in the community. The employers should be trained and be guided throughout to ensure successful transition. The results have shown that there are adequate employment opportunities and even in the community training opportunities that are not utilised because the persons in charge have not been supported and trained in matters ID. Community integration programmes should be initiated and enhanced to ensure that all graduates are included in the community. These programmes should be in form of follow-ups, counselling and placement programmes.
- iii) Community based training should be initiated to eliminate the challenge of isolation of the learners from the community through institutionalisation and prolonged stay in the institutions. Workshops can be established or existing privately owned workshops in the community can be identified and equipped for the purpose of training the learners in the community and in an actual business premise depending with the learner's interest.
- iv) Legislations and policies should be established to provide guidelines on employment of specifically PWIDs and provide support to the employers. The current laws are too general addressing all disabilities without providing guidelines transition planning and employment of PWID.

5.4 Suggestions for Further Research

- i) Further study should be carried out to cover the whole country on transition from school to community.
- ii) Further study to be carried out on the influence of missing vocabularies and concepts in local languages on disability awareness and its role in integration.
- iii) Further study to be carried out on the impact of isolation due to prolonged stay in special schools on community integration in Kenya.
- iv) Parent involvement in training and community integration of PWID in Busia County.

REFERENCES

- Amedzake, F (2013), *an evaluation of pre-vocational skills training in two special Schools in Accra, Ghana*. A dissertation in the department of special education of faculty of educational studies, University of Education, Winneba, in partial fulfilment of the requirement for the award of degree of master of education: <http://hdl.handle.net/123456789/254>.
- Assunta, M.(2013) *practice evaluation: A social skill training group for people with severe grade mental handicap*. Discovery- ss student E-journal vol2 (2013) 169-194.
- Adkison-bradley, C.R; Kohler, P.D; Bradshaw, E; Applegate, E.B (2007) *Career planning With students with and without disabilities; A study of Illinois school counsellors*: Journal of school counselling 5 (11).
- Andreas, I.F; Scott, B.J. (2017) *Using adapted Dialectical behavioural therapy to treat Challenging behaviour's, emotional Dysregulation and generalised anxiety disorder In an individual with mild intellectual disability*: SAGE journals 2017.
- Beadle-Brown.J. & Kozma. A. (2007), *Deinstitutionalisation in intellectual disabilities*. Current option in psychiatry,20, 437-442.pdf.
- Burge, P. et al (2007) *Public views on employment of people with intellectual disabilities*: Journal of Vocational Rehabilitation 26 (2007) 29-37.
- Barron, T.; Bree, A.J (2019) *Learner- centered professional development: A model to Increase inclusion for students with moderate intellectual disability*: Inclusion (2019) 7(2); 125-139. <https://doi.org/10.1352/2326-6988-7:2:125>.
- Bunning,K; Gona J.K; Newton CR; Hartley, S. (2017) *The perceptions of disability by Community groups: stories of local understanding, beliefs and challenges in rural Kenya*. Plos ONE 12 (8): e0182214.
- Carrie, A. C. et al (2015) *instrumental activities of daily living performance and role Satisfaction in people with and without mild cognitive impairment*. American Journal of occupational therapy; April 2015 vol 69.
- Clerke, S. (2015). *Investigation of post-school transition programs being provided for students with an intellectual disability in special schools in Victoria*. A master's thesis, Melbourne graduate school of education.
- Crawford, C. (2012) *Youth with disabilities in transition from school to work or post-secondary education and training; A review of the literature in United states and UK*: Institute for research and development on inclusion and society.
- Chumba, M. J. (2014) *Education for students with intellectual disabilities in Kenya: challenge and prospects*: Disability studies quarterly Vol 34, No4 (2014).
- Chadwick,D.;Mannan, H.;Garcia, I. E.;McConkey, R; O'brien, P; Finlay, R.;Lawler, A.; Harrington, G. (2013) *Family voices: Life for family carers of people with intellectual disabilities in Ireland*. Journal of applied research in intellectual disabilities 26(2),199-132.

- Campbell, F.K (2013) *Ableism; A theory of everything*: Keynote for international conference on “linking concepts of critical ableism and racism studies with research on conflicts of perceptions. University of Hamburg (Germany).
- Davies, M. D., & Beamish, W. (2009). *Transitions from school for young adults with intellectual disability: Parental perspectives on “life as an adjustment”*. Journal of Intellectual and Developmental Disability, 34(3), 248-257.
- Darren, C. et al (2013) *internet access by people with intellectual disabilities; Inequalities and opportunities*. Future internet 2013, www.mdpi.com/journal/futureinternet.
- Diana, A. B. et al (2014) *Transition for children with intellectual disabilities*. Available online at <http://www.intellectualdisability.info>.
- Dumas, J. E. (2013), *new study guide for abnormal child and adolescent psychology*. Cram 101 incorporated.
- Egenti, N.T. (2016) *The role of Guidance and counselling in effective teaching and learning In schools*. International journal of multidisciplinary studies vol1: No 2.
- Freedman, S. (2010) *Developing college skills in students with Autism and Aspergers Syndrome*. Philadelphia; P A. Jessica Kingsley publishers.
- Friend, M. (2008) *Special education. Contemporary perspective for school’s profession*. (2nd ed), Canada. Sage publication.
- Gall, M.D, Gall, J.P and Borg, W.R (2007), *Educational research: An introduction* 8th Ed; Boston; Pearson.
- Gargiulo, R.M. (2009). *Special education in contemporary society: An introduction to Exceptionality* (3rd Ed). Canada. Sage publication.
- Gills, L.L. (2006) *Effective transition services for students with disabilities: examining the Roles of building principals and school counsellors*: Journal of school counselling 4(25).
- Grey, G.; Emily, N; Kevin, M. (2016) *How many focus groups are enough? Building on evidence from non-probability sample sizes*. SAGE Journals April 28 2016.
- Harris, D.N. et al (2009). *Teacher Training, Teacher Quality and Students Achievement*. Published Manuscript, Florida State University.
- Hallahan, D.J; Kauffman J, M & Pullen P.C (2009), *Exceptional learners*; Boston: Person Education, inc.
- Hallahan, D.J; & Kauffman J, M (2011), *Handbook of SPECIAL EDUCATION* ; 1st edition, Routledge
- Heward, W.L (2006). *Exceptional children. An introduction to special education* (8thed). New Jersey: Prentice Hall.
- Hicks, J. H; Hjort, J.; Kremer, M; Mbiti, I.; McCasland, J.; Miguel, E. (2013) *Policy brief: Vocational education in Kenya* (2013) 2pp.

- Hohlfeld, A.S.J; Harty, M & Engel, M.E (2018) *Parents of children with disabilities: A systematic review of parenting interventions and efficacy: African Journal of Disability* 7 (0), a 437. <https://doi.org/10.4102/ajod.v7io.437>.
- Ismail, R, Bahari, F., Rahim, N.F., Bee S. C., Abdullah, S. & Mutang, J. A. (2016). *Challenges and Problems Of School Transition To workplace For Students With Autism Spectrum Disorder (ASD)In Ethnically Diverse Families*. ResearchGate. Retrieved from <link/5779ea3908aeb9427e2c034b/download>.
- International Labour Organisation (2011), *Promoting training and employment opportunities For people with intellectual disabilities: International Experience*. Employment working paper No. 103.
- John. K. M, Josphine, O. (2010) *Testing youth transitions in Kenya; Are young People with disabilities falling through the crack?* RECOUP working paper No.34.
- Joy. H., Susan .M., Allen .H., David-B. G. *et al* (2015) *Environmental barriers and Supports to every day participation: A qualitative insider perspective from people With disabilities* . Archives of physical medicine and rehabilitation Vol (96) 4 578-588.
- Kaehne, A.; Beyer, S. (2013) *Supported employment for young people with intellectual Disabilities facilitated through peer support: A pilot study*. Journal of intellectual Disabilities 17 (3).
- Kenya National Commision On Human Rights (2014) *From Norm to Practice: a status report On implementation of the rights of persons with Disabilities in Kenya*. KNHCR 2014,Technoleo solutions.
- Khalema, F. N.; Janki, S. (2014) *Perspectives on employment, integration, mental illness, Disability and workplace health*. Hindawi publishing corporation. Advances in public Health vol. 2014. <http://de.doi.org/10.1155/2014/258614>.
- Kiarie. W. M. (2014) *Legislation and litigation in the development of special education in Kenya and the United States. An overview*: International Journal of liberal arts and Social science Vol. 2 No.7.
- Kisanji, J. (2009), *Social inclusion and social justice through inclusive education: conference Proceedings*. The 10thUKFIET international conference on Education and Development “Politics, policies and progress”, Oxford UK.15-17 sept 2009.
- Kirui, D.K. (2014). *Challenges Facing Primary Regular and Special Schools in The Implementation of Inclusive Education in Lang’ata District of Nairobi County, Kenya*. (Masters Dissertation, University of Nairobi).
- Kuppers, P. (2019) *Disability and Culture: Methods and approaches*: Intellect Books 2019.
- Levinson, E.M., Palmer, E.J. (2005). *Preparing Students with Disabilities for School-to-Work Transition and Post school Life*. Counselling 101. Retrieved from <https://my.vanderbilt.edu/specialeducationinduction/files/2011/09/Transition-Planning1.pdf>
- Lewis, R. B et al (2005).*Assessing Students with special needs* (6thed). New Jersey: Merrill Prentice Hall.

- Liss, J. M., & Morningstar, M.E. (2008) *A preliminary investigation of how states are Responding to the transition assessment requirements under IDEA 2004*. Career Development for exceptional individuals, 31 (1), 48-55.
- Lombardi, A., et al (2011), *Effects of disability-focused training on the attitudes and Perceptions of university staff*. Remedial and special education, 32, 290-300.
- Lynch, S. A.; Simpson, C.G. (2010) *Social skills; Laying the foundation for success*. Dimensions of Early childhood, Vol 38, N 2 P3-12.
- Maina, H. N. (2016). *Challenges Facing Transition of Learners with Intellectual Disability from Special Schools to Work in Nakuru County, Kenya* (Doctoral dissertation, Doctoral Dissertation School of Education, Kenyatta University).
- Makanya, M.W (2012) *Vocational Education and Community Integration of Young Adults With Mental Retardation in Kiambu County, Kenya*. A thesis submitted in partial For the a ward of degree of master of education, Kenyatta University.
- Mbeja K.O. (2011), *Capacity development of persons with disability; A step towards. Achievement of vision 2030*. A paper presented at NCST conference on 12th -14th May 2011.
- Mays, J. (2019) *Basic income, Disability pensions and Australian political economy: Envisioning Egalitarian transformation, funding and sustainability*. Springer Nature.
- Muka .S. (2013) *Equipping teachers with skills and education resources for successful Provision of special education needs education in Kakamega District, Kenya* International Journal of advanced Research Volume 1, Issue 5, 465-474.
- Mundi, M. S. (2013), *Strategies that promote inclusive education and assessment Practices for learners with disabilities; Teachers perspective in Kenyan context: Kenya National Examination Council*.
- Mugo, J.K.; Oranga, J.; Nidhi, S. (2010) *Testing youth transitions in Kenya: Are young People with Disabilities falling through the cracks?* RECOUP working paper no 34 Department of International Development.
- Musima, P. N. (2014) *An investigation into factors influencing transition rate of Learners with intellectual disability from vocational training to employment in Nairobi, Kenya*. A thesis submitted in fulfilment of the degree of master of special Education Kenyatta university.
- Odero. O. R (2010) *Analysis of adequacy and utilisation of instruction resources for learners with mental retardation in special schools in Nyanza Province, Kenya*. A thesis submitted in partial fulfilment of the requirement of the degree of masters of Education, Kenyatta University.
- Ogola, O.F. (2010) *Free education in Kenya's public primary schools; Addressing the Challenges: Organisation for social science research in Eastern and Southern Africa (OSSREA)*

- Ogege, N. D. (2018) *Impact of vocational training in job placement for persons with Intellectual disability in Nakuru County Kenya*: Research Thesis submitted in Fulfilment of the requirement for award of the degree of Master of education, Kenyatta University.
- Orodho.A.J. (2012) *Techniques of writing research proposals & reports; in education and social sciences*. Kanezja HP Enterprises Nairobi, Kenya.
- Oso, W.Y., Onen, D. (2008) *General guide to writing research proposal and report; a Handbook for beginning researcher's* 2nd ed. Makerere University Kampala
- Patricia .O., Ciara .B. et al (2011) *Transition from primary school for students with Intellectual disabilities*; National institute for intellectual disability.
- Prasher, V.P (2010) *Contemporary issues in intellectual disabilities*. Nova science publishers Incorporated.
- Programme for Agriculture and livelihoods in western communities (PALWECO)(2012)*Programme Document*.
- Quijana, V. S. (2007) *Transition program; Philippine Model*: Bureau of elementary education Department of education.
- Republic of Kenya.(2009). *Special needs education policy*. Nairobi: Government Printer/ministry of Education.
- Republic of Kenya (2010).*The 2009 Kenyan Population and Housing census by Socio-Economic characteristics* Vol 11.Nairobi:Kenya National Bureau of Statistics.
- Republic of Kenya (2020).*The 2019 Kenyan Population and Housing census by Socio-Economic characteristics* Vol 12.Nairobi:Kenya National Bureau of Statistics.
- Ravescoft, J.; Wazny, K.; Davis, J. M. (2017) *factors associated with successful transition Among children with disabilities in eight European Countries*. PLOS ONE 12 (6).
- Reynolds .C. R et al (2007), *Encyclopaedia of special education, A reference for the Education of the children, Adolescents and Adults with disabilities and other exceptional individuals*: John Wiley and sons Inc.: Hoboken's, New Jersey.
- Ruteere. K. R. (2013) *Effectiveness of teaching methods for daily living skills to Learners with mental retardation in special units in primary schools, Kasarani-sub County, Kenya*: A thesis submitted in partial fulfilment of the requirement for the award of degree of master of education; Kenyatta University.
- Schalock, R.L et al (2010), *Intellectual disability. Definition, classification and systems Support* (Washington, DC, American Association on Intellectual and Developmental Disabilities)
- Steward D, et al (2006) *A Critical appraisal of literature review about the transition to Adulthood for youth with disability*. Physical and occupational therapy in paediatrics 26(4):5-24.

- Stewart D, et al (2010) *Transition to adulthood for youth with disabilities; evidences from the Literature*. In J H stone, M Blouin Editors. International encyclopaedia of rehabilitation. Available online: <http://Cirrie.buffalo.edu/encyclopedia/en/article/110/>.
- Samuel, A. A.; Isaac, K. (2015) *The school counsellor and students' career choices in high school: The accessors perspective in a Ghanaian case*: Journal of education and Practice vol6 no 23.
- Sadrossadat, L et al (2010), *a comparison of adaptive behaviours among mentally retarded Normal individuals: A guide to prevention treatment*; int J pree.Med 2010; winter; 1(1)348.
- Sanford, C.; Newman, L.; Wegner, M.; Cameto, R.; Knokey, A.M and Shaver, D. (2011) *The Post high school outcomes of young adults with disabilities upto 6 years after high School*. Key findings from the longitudinal transition study. 2 (NLTS) (NCSE 20111-3004). Menlo park; C A. SRI international.
- Tabitha ,W.; Elishiba, K.; Samuel, M. (2012) *Transitional Challenges facing university first year students in Kenyan public universities: A case Of Kenyatta university*. Interdisciplinary review of Economics and Management 2, 1(2012).
- Tayyare.B.C et al (2013), *The difficulties encountered by the mothers having children with Autism or mental disabilities in participation to community life*; International journal Of special education Vol 28, No: 1, 2013.
- Talapatra, D.; Andrew, T. R.; Kris, V.; David, E. H, Daniel, B. C. (2018) *Transition services For students with intellectual disabilities: School psychologists' perceptions*. Psychology in the schools Volume 56; issue 1.
- Test, D.W; Aspel, N.P and Everson, J.M (2006) *Transition methods for youths with disabilities*. Upper saddle River N.J: Person Education.
- Turnbull. A. P et al (2011), *Family outcomes of early interventions; Families perceptions, Of need, Services, and outcomes*. Journal of Early Intervention
- U.S Government (2012) *Age-appropriate transition assessment*. National transition technical Assistance centre (NSTTAC).
- Vedi, K.; Bernard, S. (2012) *The mental health needs of children and adolescents with Learning disabilities*: Curr Opin psychiatry. 2012; 25 (5) 353-358.
- Violet. W, Mary. R, Margaret. W. M. (2014) *Effectiveness of transitional and Follow-up programmes to community integration of young adults with intellectual Disabilities (YAWID) in Kiambu County, Kenya*. JAASEP SPRING- SUMMER 2014.
- Woolf, S; Woolf, C. M; Oakland, T. (2010) *Adaptive behaviour a mong adults with Intellectual disabilities and its relationship to community independence*; In Intellectual and developmental disabilities; Vol 48 pp 209-2015.

APPENDICES

APPENDIX A: CONSENT FORM

The objectives of this study are to: establish opportunities in special schools and in the community that enhance transition from school to community and investigate challenges in special schools and the community that hinder transition from school to community.

Participation in the study shall be on voluntary basis and the information provided shall be confidential. The information provided will only be used in this research. The research shall be of benefit as it will help in providing information that will serve to better the life of learners with intellectual disabilities.

The research shall be disseminated through presentation at Maseno university and thesis publication.

I.....A parent/guardian/employer/ teacher /LWID consent to take part in the research and grant the research permission to use the information only for the purpose of this research.

Kenneth Okumu Mbeja

Department of special needs education and rehabilitation

P.O. Box private Bag, Maseno

0702518511

APPENDIX B: TEACHER QUESTIONNAIRE.

The purpose of the study is to investigate transition of learners with intellectual disability from school to community in Busia County –Kenya. I will highly appreciate your patience, and time spent in answering the questions. The information you give will be treated in confidence and will only be used for this study.

SECTION A: Personal and General Information

1. Name of the school _____ Date_____
2. Your professional grade. P1 () S1 () Diploma ATS () Graduate teacher () .
Other (specify).....
3. Area of specialization.....
4. Teaching experience in the special school for learners with intellectual disability. Tick [√] below 1 (), 2-5 (), 6-10 (), 11-15 (), 16-20 (), Above 20 () .

SECTION B: Available opportunities in the school for school to community transition.

Tick [√] against the number in the scale with regard to the statement provided. The options are:

- Strongly disagree 1 Agree 3
 Disagree 2 Strongly agree 4
 Indifferent 0

5. a) To what extent do you agree or disagree that following opportunities are available in the special school that enhance school to community transition.

Statement	0	1	2	3	4
There are school and community linkages/ coordination					
School to community transition skills e.g. communication skills, Vocational skills etc. are being provided.					
There is assisted transition					

Training resources such as workshops and trained teachers					
Counseling and career guidance					
Related services such as physiotherapy, speech and audio therapy, psychiatric care etc.					

Section C: Available opportunities within the community that foster transition.

6. To what extent do you agree or disagree with the following statement concerning opportunities in the community for school to community transition.

Statement	0	1	2	3	4
There is adequate employment places					
The community is well informed concerning the disability					
There are skilled personnel such as paramedics,					
There is school to community linkages					
There is community based assistance to enhance transition.					
There is adequate Parent involvement					

Section D: challenges in special schools.

1. To what extent do you agree or disagree with the following statements concerning transition from school to community.

Statement	0	1	2	3	4
Lack of community involvement/support					
Unrelated facilities in school and community					
Inadequate funds					
Inadequate policies and legislations					

APPENDIX C: QUESTIONS FOR FOCUS GROUP (FGD) DISCUSSION WITH GRADUATES.

1. What skill areas were you taught to enhance your school to community transition in special schools?
2. Apart from the skills what other opportunities exist in special schools that enhance transition from school to community?
3. Would you like to be employed/ work within the community?
4. Where would you like to work, in your community?
5. Why are you not working their?
6. How can the challenges you faced be solved be resolved?

APPENDIX D: OPEN ENDED- QUESTIONNAIRE FOR TEACHERS

1. Which opportunities are available in your school that would enhance transition from school to community?

.....

.....

.....

.....

2. Are there opportunities in the community that enhance transition? **YES** OR If **NO**
yes Which opportunities in the community enhance transition of LWID from school

to

community?.....

.....

.....

.....

.....

3. What challenges in school hinder transition of LWID from school to community?

.....

.....

.....

.....

4. What challenges in the community hinder transition of LWID from school to community?

.....

.....

.....

.....

.....

5. What are some of the solutions to challenges listed above?

.....

.....

.....

.....

.....

APPENDIX E: INTERVIEW GUIDE FOR EMPLOYERS

1. General Information

- i) What managerial post do you hold in your industry/institution?
- ii) For how long have you been in this industry /institution?
- iii) Please tell about your experience with LWIDs?

2. How many graduates with intellectual disability have you employed so far and for how long? Probe- how many female/male- probe – how do you rate LWIDs with other workers?
3. Do you think the training offered to LWIDs is sufficient / not sufficient to help they access the job market? Probe – how do you compare male and female training in terms of job market? Probe – do you think skills offered to LWIDs are relevant / not relevant to job market? Why?
4. How does LWIDs compare with other workers in terms of productivity? Probe- how do you rate the community integration of LWIDS in terms of social skills, self-care, and co-operation?
5. What led to your employing LWIDs? Probe- what do you think makes it possible for them to secure employment and maintain it? Probe-what are you doing to increase more community avenues to place LWIDs?
6. What do you think hinders the working of LWIDs? Probe- what challenges is you facing while working with persons with mental retardation? Probe-what do you think can be done to prevent segregation of persons with mental retardation in places of work? Probe or comment on emerging issues concerning LWIDs training and productivity in your place of work.

APPENDIX F: INTERVIEW GUIDE FOR PARENTS/ GUARDIANS

1. General Information
 - a. What level of education did you attain?
 - b. Please tell us about your son /daughters growing up, schooling, working or not working.
2. (a) what kind of education did your child receive in school? Probe- for how long has your son / daughter been in school? – Probe- what level did he/she attain/ (primary, secondary, pre-vocation, vocational and post-vocational.
 - b) How would you comment on the kind of education your daughter /son received in relation to his/ her community living? Probe for – activities of daily living skills, social skills, and independent living skills, self-directive and self-determined.
3. What transition service was your son / daughter offered to aid his transition to community life? Probe-how did the service help?
4. What kind of activities is your son/daughter doing in the community? What kind of employment if any is your son/daughter having/ probe – what makes it possible for him / her to maintain employment? – What can you tell about your son/ daughter residential and property owning? Probe for responsibility, living alone, owning properties
5. What challenges do you face while trying to seek employment for your child? Probe what do you think hinders your son / daughter from being integrated fully in the community? Probe- what are you doing to minimize barriers that hinder your son/daughter from being community integrated?

APPENDIX G: MUERC APPROVAL LETTER



MASENO UNIVERSITY ETHICS REVIEW COMMITTEE

Tel: +254 057 351 622 Ext: 3050
Fax: +254 057 351 221

Private Bag – 40105, Maseno, Kenya
Email: muerc-secretariate@maseno.ac.ke

FROM: Secretary - MUERC

DATE: 21st February, 2019

TO: Kenneth Okumu Mbeja
PG/MED/7002/2012
Department of Special Needs Education and Rehabilitation
School of Education, Maseno University
P. O. Box, Private Bag, Maseno, Kenya

REF: MSU/DRPI/MUERC/00626/18

RE: Transition of Learners with Intellectual Disabilities from School to Community: Opportunities and Challenges in Busia County. Proposal Reference Number MSU/DRPI/MUERC/00626/18

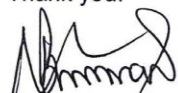
This is to inform you that the Maseno University Ethics Review Committee (MUERC) determined that the ethics issues raised at the initial review were adequately addressed in the revised proposal. Consequently, the study is granted approval for implementation effective this 21st day of February, 2019 for a period of one (1) year. This is subject to getting approvals from NACOSTI and other relevant authorities.

Please note that authorization to conduct this study will automatically expire on 20th February, 2020. If you plan to continue with the study beyond this date, please submit an application for continuation approval to the MUERC Secretariat by 15th January, 2020.

Approval for continuation of the study will be subject to successful submission of an annual progress report that is to reach the MUERC Secretariat by 15th January, 2020.

Please note that any unanticipated problems resulting from the conduct of this study must be reported to MUERC. You are required to submit any proposed changes to this study to MUERC for review and approval prior to initiation. Please advise MUERC when the study is completed or discontinued.

Thank you.


Dr. Bernard Guyah
Ag. Secretary,
Maseno University Ethics Review Committee.



Cc: Chairman,
Maseno University Ethics Review Committee.

MASENO UNIVERSITY IS ISO 9001:2008 CERTIFIED



APPENDIX H: MAP OF BUSIA COUNTY

