

Inclusive Education Practices in Technical and Vocational Training Institutions (TVET) in Kenya

EE4A

Evidence-based Education Reforms for Sustainable National Transformation

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Background & Purpose of the Study

- Purpose of study: examine : **Inclusive Education Practices in Technical and Vocational Training Institutions (TVET) in Kenya.**
- It extends the National Survey on children with special needs in education(KISE2018) 2-21 years of age.
- The findings of the 2018 survey, revealed a gap on the focus given to trainees with disabilities in TVETs with regard to access to quality education and training.

Research Objectives

- Assess the **enrolment status** of trainees with disabilities in technical and vocational training institutions in Kenya.
- Determine the nature of **support offered** to trainees with disabilities in technical and vocational training institutions in Kenya.
- Establish **main challenges** facing trainees with disabilities in technical and vocational training institutions in Kenya.

Methodology

A cross-sectional survey design was adopted in which 11 national polytechnics, 79 technical training institutes and 345 vocational training centers were targeted.

Sampling was done as follows;

1. Counties that had either a national polytechnic, a special needs technical training institute or both were purposively sampled, giving a total of 13 counties
2. Stratified sampling was then applied to sample 50% of the remaining 34 counties
3. In each county, random sampling was applied to select institutions to be included in the study except for National Polytechnics and Special Needs Technical Institutions which were involved without sampling

The target population was the head of institutions and trainees with disabilities in instances where they were present

Research Methods

Survey Instruments: Questionnaires

Data Collection: Two questionnaires –head of institution and TWDs

Data Analysis: Descriptive, Bivariate & Inference (**SPSS 25.0**). Qualitative data was analyzed thematically and triangulated with quantitative findings for purposes of report writing.

Response rate

National Polytechnics	8	73%
Technical and Vocational Colleges	43	86%
Vocational Centres	93	85%
Overall	144	84%

Levels of Integration In TVETs

Forward Integration

Category of Institution	Weighted Average Enrolment			Proportion of Trainees with Disabilities
	Overall	Male	Female	
National Polytechnic	3,785	2,327	1,459	0.10%
Technical Training Institutions	1,397	806	549	0.20%
Vocational Training Center	147	94	51	3.50%

Reverse Integration

Category of Institution	Weighted Average Enrolment			Proportion of Trainees Without Disabilities
	Overall	Male	Female	
National Polytechnic	-	-	-	-
Technical Training Institutions	501	257	245	31.10%
Vocational Training Center	82	42	40	76.20%

Gender Disparities in Enrolment of PWDs in TVETs

Category of Institution	Male	Female	Total
Overall Enrolment	56	44	100%
National Polytechnic	47	53	100%
Technical Training Institutions	60	40	100%
Vocational Training Center	56	44	100%

Disability desegregated Enrolment

Across TVET Category

TYPE OF DISABILITY	NP	TTI	VTC	TOTAL
Overall Enrolment	8.96	22.6	68.5	100.0%
Physical Disabilities	12.1	21.2	66.7	100.0%
Learning Disability	6.1	36.4	57.6	100.0%
Mental Disability	3.7	25.9	70.4	100.0%
Deaf	11.1	27.8	61.1	100.0%
Hard of Hearing	7.1	21.4	71.4	100.0%
Low Vision	0	35.7	64.3	100.0%
Blind	14.3	0	85.7	100.0%
Cerebral Palsy	20	0	80	100.0%
Other	8.3	16.7	75	100.0%

Per Disability Type

TYPE OF DISABILITY	Average Enrolment			
	Overall	NP	TTI	VTC
Physical Disabilities	33.7	47.1	29.2	33.6
Learning Disability	16.8	11.8	25	14.5
Mental Disability	13.8	5.9	14.6	14.5
Deaf	9.2	11.8	10.4	8.4
Low Vision	7.1	0.0	10.4	6.9
Hard of Hearing	7.1	5.9	6.3	7.6
Blind	3.6	5.9	0.0	4.6
Cerebral Palsy	2.6	5.9	0.0	3.1
Other	6.1	5.9	4.2	6.9
	100%	100%	100%	100%

Mode of Access to TVET

TYPE OF DISABILITY	KUCCPs Placement	Other Govt. Program	Direct Application to Institution	Other Means	TOTAL
Overall Placement	9.1	0.1	72.6	18.2	100%
Physical Disabilities	14.1	6.3	73.4	6.3	100%
Learning Disability	0.0	0.0	80.6	19.4	100%
Mental Disability	4.0	0.0	76.0	20.0	100%
Deaf	0.0	35.3	64.7	0.0	100%
Low Vision	7.1	7.1	78.6	7.1	100%
Hard of Hearing	7.1	0.0	85.7	7.1	100%
Blind	0.0	14.3	71.4	14.3	100%
Cerebral Palsy	0.0	0.0	80.0	20.0	100%
Other	6.9	6.4	75.5	11.2	100%

Support Service for TWDs

Support Service	Percentage of Institutions providing Support
Guidance & Counseling	5.8
Individualized Planning	1.4
Sighted Guide	6.9
Sign Language Interpretation	2.0
Braille Services	2.0
Teaching Aids	1.0
Care Givers	0.4
No Specific Support/Extra Support Staff	80.7
Total	100.0

Challenges in ...

Special TVETS

Challenge	TTI	VTC	Overall I
Communication Challenges	29	22	25
Inadequate Resources	29	22	25
Health Issues	14	11	13
Psycho-Social Issues	14	0	6
Undefined Exit Strategy	0	11	6
Inadequate Awareness on available support	0	11	6
Inadequate Parental Support	0	11	6
Inadequate training gear/attire	14	0	6
Some staff not Trained in SNE	0	11	6
Total	100%	100%	100%

Regular TVETS

Challenge Identified	NP	TTI	VTC	Overall I
Lack of trained personnel	44	23	32	30
Inadequate resources	22	30	30	29
Unfriendly infrastructure	0	14	12	12
Inadequate awareness on SNE matters	11	12	9	10
Communication challenges	22	7	7	8
Fees related issues	0	2	5	4
Absenteeism	0	9	1	3
Health issues	0	2	2	2
Psycho-social issues	0	0	3	2
	100%	100%	100%	100%

Conclusions

- Regular TVETs admitted a negligible number of trainees with disabilities, probably due to low transition rates for PWDs
- The number of trainees without disabilities outweighs the number of those with disabilities in special technical and vocational institutions
- Gender disparity in favour of the male gender In both regular and SNE TVETs
- There was inadequate specialized equipment, Materials, devices and SNE skills to Support Training of TWDs

Recommendations

- KUCCPs and TVET Directorate to put measures including affirmative actions to improve placement of trainees with disabilities in TVET institutions
- DSNE and TVET Directorate to give a policy direction on reverse integration such as percentage of regular trainees to be admitted in Special TVETs
- Equip TVET institutions with relevant materials, equipment, devices, and capacity build staff with relevant skills on SNE to improve quality of training

Thank you

