

**FACTORS INFLUENCING THE SUCCESSFUL IMPLEMENTATION OF
INCLUSIVE EDUCATION OF LEARNERS WITH SPECIAL NEEDS IN
EDUCATION IN PRIMARY SCHOOLS IN NAIROBI, COUNTY.**

BY

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**PROJECT REPORT SUBMITTED IN FULFILLMENT OF THE
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2011

DECLARATION

I hereby declare that this report represents my own work both in conception and execution. All sources that I have consulted during the course of this study have been indicated and acknowledged by complete reference.



RUTH OSEBE OMANGA

L50/72245/2008

I hereby declare that this report has been submitted for examination with my approval.

 - 04/08/2011

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DEDICATION

This project is dedicated to my dear parents Mr. and Mrs. Omanga whose love for education has enabled me to complete this study.

ABSTRACT

There is a continuing disparity in educational services in Kenya for children with disabilities. Traditional African beliefs, cultural perspectives, and religious practices have resulted in negative attitudes toward individuals with disabilities. As a consequence, educational services for individuals with special needs are not being addressed adequately. The purpose of this study was to investigate the factors that are influencing successful implementation of inclusive education among learners who have special needs in education in primary schools in Nairobi County. The objectives of the study were to identify the school based factors leading to unsuccessful implementation of inclusive education of learners with visual impairment in primary schools, to determine to what extent educators' personal variables such as qualifications do, attitudes, age and grades taught influence how best they fulfill their roles and responsibilities and become more inclusive in their approach. It also seeks to establish the social factors influencing the implementation of inclusion of learners with visual impairment. To collect data, a questionnaire was used as a research instrument. The questionnaire was divided into three parts with section one seeking demographic data on the respondents. Section two sought teachers' responses on a Likert - type scale while section three consists of open-ended questions requiring teachers to give information on the various research objectives. The study was a descriptive study adopting an ex-post. It employed a qualitative research design. The study targeted 50 teachers from the 10 schools who were sampled using systematic random sampling. The major research instruments were questionnaires. Questionnaires were administered to teachers who were sampled conveniently. Data was analyzed qualitatively. It involved narration that was put into patterns that follow themes developed from the research questions. This data was supported by quantitative data derived from the teachers. The results revealed that educators do not show an understanding of inclusive education and are uncertain of their roles. The educators' lack of knowledge, little or no experience, uncertainty about roles, inadequate training in teaching learners with barriers in learning and development result in a high percentage of educators holding negative attitudes towards inclusion of learners with barriers in learning into regular classrooms. The study revealed that teachers need quality comprehensive pre-service and in-service training on how to handle learners with special needs in education. The study recommended that the schools should provide quality comprehensive in-service courses.

ABBREVIATION AND ACRONYMS

EFA	Education for All
EMIS	Education Monitoring Information System
FTI	Education for All Fast Track Initiative
MDG	Millennium Development Goals
MOEST	ministry of science education and technology
MP	Member of Parliament
PPA	Partnership Programme Agreement
PSA	Public Service Agreement
UIS	UNESCO Institute of Statistics
UN	United Nations
UNESCO	United Nations Education, Social and Cultural Organization
UPE	Universal Primary Education
UDPK	United Disabled Persons of Kenya
VSO	Voluntary Service Overseas
WHO	World Health Organization

LIST OF FIGURES

PAGE

Figure 2.5 Conceptual framework Diagram.....27

Figure 4.1 Gender.....33

Figure 4.2 Level of Education.....35

Figure 4.3 special needs training..... 36

Figure 4.3 Administrative Style.....39

LIST OF TABLES

PAGE

Table 4.1: Response Rate.....	33
Table 4.2 Age Category.....	34
Table 4.3 Specialization Area.....	37
Table 4.4 Years of working.....	38
Table 4.5 Rigid Curriculum.....	38
Table 4.6 Classroom Dynamic.....	41
Table 4.4 High Cost of Implementations.....	42
Table 4.7 Lack of Enough Educational Materials.....	43
Table 4.8 low demand for inclusive education.....	44
Table 4.9 Disability Stereotyping.....	45
Table 4.10 Lack of Advocacy.....	46
Table 4.51 Parental Low Interest in Education.....	47

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TABLE OF CONTENT

CONTENTS

PAGE

LIST OF TABLES

PAGE

Table 4.1: Response Rate.....	33
Table 4.2 Age Category.....	34
Table 4.3 Specialization Area.....	37
Table 4.4 Years of working.....	38
Table 4.5 Rigid Curriculum.....	38
Table 4.6 Classroom Dynamic.....	41
Table 4.4 High Cost of Implementations.....	42
Table 4.7 Lack of Enough Educational Materials.....	43
Table 4.8 low demand for inclusive education.....	44
Table 4.9 Disability Stereotyping.....	45
Table 4.10 Lack of Advocacy.....	46
Table 4.51 Parental Low Interest in Education.....	47

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TABLE OF CONTENT

CONTENTS

PAGE

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT.....	iv
ABSTRACT.....	v
TABLE OF CONTENT.....	vi
LIST OF FIGURES.....	vii
LIST OF TABLES.....	viii
ABBREVIATIONS.....	ix
CHAPTER ONE: INTRODUCTION	PAGE
1.1 Background of the study.....	2
1.2 Statement of the problem.....	5
1.3 Purpose of the study.....	5
1.4 Research objectives.....	6
1.5 Research questions.....	6
1.6 Significance of the study	6
1.7 Assumptions of the study	7
1.8 Limitations of the study.....	7
1.9 Delimitations of the study.....	7
1.10 Definition of significance terms.....	8
1.11 Organization of the study.....	8

CHAPTER TWO: LITERATURE REVIEW

PAGE

2.0 Introduction.....	9
2.1 Overview of the concept inclusive education.....	9
2.2 Categories of Learners with disabilities.....	17
2.3 Factors Influencing Successful Implementation of Inclusive Education.....	18
2.4 Theoretical Framework.....	24
2.5 Conceptual Framework.....	27
2.6 Summary.....	28

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY **PAGE**

3.0 Introduction.....	29
3.1 Research design	29
3.2 Target population	29
3.3 Sample size and selection	29
3.4 Data collection instruments.....	30
3.4.1 Pilot test.....	31
3.6 Data analysis.....	31
3.7 Ethical considerations.....	32

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION **PAGE**

4.1 Introduction.....	33
4.2 Personality factors of the Respondents.....	33
4.2.1 Gender of the respondents.....	34
4.2.2 Age Bracket of the respondents.....	34
4.2.3 Level of Education.....	35
4.2.4 Special needs training	35

4.2.5 Area of specialty.....	36
4.2.6 Years of working.....	37
4.3 School Based Factors.....	38
4.3.1 Rigid Curriculum.....	38
4.3.2 Administrative Style.....	39
4.3.3 High Student Teachers Ratio.....	40
4.3.4 Classroom Dynamic.....	41
4.3.5 Lack of Special Teachers.....	42
4.3.7 High Cost of Implementation.....	42
4.3.8 Lack of Enough Educational Materials.....	43
4.3.9 Low demand for inclusive education.....	44
4.4 Social Factors.....	45
4.4.1 Disability Stereotyping.....	45
4.4.3 Lack of Advocacy.....	46
4.4.4 Parental Low Interest in Education.....	46
4.5 Necessity of inclusive education.....	47
CHAPTER FIVE: SUMMARY OF THE FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS	PAGE
5.1 Introduction.....	49
5.3 Findings of the study.....	49
5.3.1 Critical factors influencing the implementation of inclusive education.....	49
5.3.1.1 Teachers personal variables.....	49
5.3.1.2 Social Factors.....	50
5.3.1.3 School Based Factors.....	51

5.4 Recommendations of the study.....	52
5. 4. 1 To the schools practicing inclusive education.....	52
5. 4. 2 Recommendations on inclusive education (general).....	52
5. 5 Conclusion of the study.....	53
REFERENCES.....	55
APPENDICES.....	62
APPENDIX I: QUESTIONNAIRE	63
APPENDIX B: BUDGET.....	63
APPENDIX C: WORK PLAN.....	63

5.4 Recommendations of the study.....	52
5. 4. 1 To the schools practicing inclusive education.....	52
5. 4. 2 Recommendations on inclusive education (general).....	52
5. 5 Conclusion of the study.....	53
REFERENCES.....	55
APPENDICES.....	62
APPENDIX I: QUESTIONNAIRE.....	63
APPENDIX B: BUDGET.....	63
APPENDIX C: WORK PLAN.....	63

CHAPTER ONE: INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Access to education is a worldwide problem. In many developing countries only a minority non-disabled children attend any form of school and classes may have up to 100 children and may be taught by teachers who are unqualified, or under qualified. According to Mittler (1998), over 100 million children are without basic education and around half the worlds' children fail to complete four years of primary education. It has taken a long time for there to be any recognition that within the schooling system primary education is the foundation on which everything else rests or that it is a human right, which is fundamental. The situation is worse for learners who evidenced learning problems those who have visual, hearing or any other impairment which impeded their ability to perform successfully. Such children qualified for one of the labels required for special educational service, for an example, learning disabled, emotional, or behavioural disorders.

According to the National Education's Ministry's regulation, inclusive education is an educational system that provides opportunities for special needs and talented students to pursue education at mainstream schools along with other "normal" students. Based on the regulation, inclusive education aims to give as many possible opportunities to students with physical, mental and social disabilities as well as talented students to receive quality education that is suitable to their needs. The regulation further states that such a system should appreciate diversity and the principle of non-discrimination. "Special need" is a term that covers a wide array of definitions. Children with special needs may have mild learning disabilities or profound mental retardation, food allergies or terminal illness, developmental delays that catch up quickly or remain entrenched, occasional panic attacks or serious psychiatric problems (specialchildren.about.com).

Depending on the condition, some of these children are able to go to mainstream schools, while others are more suited to special schools or home schooling. For those who are able to go to mainstream schools, certain arrangements are required to accommodate their needs. These include, but are not limited to adding special programs in the schools' activities, modifying the curriculum, providing shadow teachers, child psychologists and other supports, depending on the

needs of the children. Justice in the mainstream, would enable children with special needs to maximize their potential and learn subjects similar to their fellow normal children, while at the same time, having their special needs accommodated.

From the perspective of character building normal children also get the valuable lesson of empathy. They learn how to empathize, to care and to respect fellow human beings irrespective of their capabilities. Teachers are the key actor to successfully implementing inclusive education. Proper knowledge and educational qualifications are required from them as well as a high commitment to student's individual needs.

Nonetheless it is not fair to put all the responsibility on teachers, as the success of inclusive education relies on various factors including the schools' policy and management. The latter is responsible for providing support systems so that teachers can concentrate on their main tasks in class. For instance, how can we expect teachers to pay attention to student's individual needs if they themselves are overburdened with a high number of students in their classes without support such as the availability of assistants or shadow teachers. Classes in Kenyan public primary schools may consist of more than 50 students with only one teacher in charge. Many schools also lack child psychologists or counselors to support students - with or without special needs - who may have problems with learning. On the part of the schools' management, smaller classes with more teachers to accommodate student's individual needs, require more funds. With little support from the government, at the end this problem has to be borne by parents who have no other choice but to pay higher fees for their children with special needs.

All children deserve quality education. This also applies to children with special needs who in my opinion are not necessarily "disabled" as they teach us a lot of valuable lessons such as empathy, patience, care and respect.

Kenya is committed to achieving education for all of its citizens (MOEST, 2004; Mulama. Ndurumo, 2001; Oriedo, 2003). The Kenyan constitution states that children with disabilities have a right to benefit from a full and decent life in conditions that ensure dignity, enhance self-reliance, and facilitate active participation in society (Constitution of Kenya, 2010.). However, the rights of children with disabilities to have special care and assistance,

particularly in relation to access to educational opportunities, are nonexistent. According to Oriedo, Kenya's "policy" on inclusive education promises to (a) provide skills and attitudes with the goal of rehabilitation and adjustment of people with disabilities to the environment; (b) provide adequate teachers, who are skilled in theory and in the practice of teaching students with special needs; (c) increase the inclusion of exceptional children in regular schools, related services, and community-based programs increase parental participation; and (d) identify gifted and talented children early and provide them with special programs that will increase the development of their special gifts and talents.

Despite these provisions, the government has failed to provide both formal and informal educational opportunities to people with disabilities (Kiarie, 2004; Mulama, n.d.; Oriedo, 2003), due partly to a lack of an explicit special education policy (Muuya, 2002). For minimal financial investment, Kenya has endeavored to provide special education to those in need. The total budgetary allocation for special education in the past 10 years was equivalent to US\$580 million (Gichura, 1999).

Inequity toward individuals with disabilities arises from the family, community, and society at large (United Disabled Persons of Kenya [UDPK], 2003). People with disabilities have been denied justice through the lack of (a) interpreters in courts of law, (b) access to social amenities (e.g., wheelchairs, specially designed bathrooms, hearing aids), and (c) accessibility to buildings and transportation. Furthermore, they have been discriminated against in education and educational opportunities (UDPK). According to Oriedo (2003), they have little or no access to education, health, employment, and rehabilitation. In addition, people with disabilities have been marginalized during the distribution of resources because they have been perceived as more of a liability than a group of contributors (UDPK).

There are some institutions and programs in Kenya aimed at enhancing the education of children with disabilities (Oriedo, 2003). In 1977, a special education curriculum was developed at the Kenya Institute of Education. In 1984, the Ministry of Education, with the support of the Danish International Development Association, initiated the educational assessment of individuals with disabilities, which was aimed at the early identification of children with disabilities and the provision of professional help to parents and guardians for the children's

rehabilitation and integration and the provision of educational assessment and related services across the country. In 1986, the Kenya Institute of Special Education was founded with an aim of training special education teachers. Integration programs that assist children with visual, mental, physical, and auditory impairments have been established. Although limited, vocational training centers and special recreational programs that train youths with disabilities in such courses as carpentry and tailoring are now in existence.

In January 2003, the Kenyan government began providing free primary education for all children (Kochung, 2003; Mulama, n.d.). As a result, the enrollment of children with disabilities increased in special schools, special units, and in regular schools (Kochung). In general, students with disabilities are not being integrated in regular schools (Mutua & Dimitrov, 2001a). Most educational services for children with disabilities are offered in boarding settings (Njoroge, 1991). The majority of children with disabilities are forced to leave their families to attend special boarding schools. A few learn in separate classrooms in regular schools or in integrated classrooms with their peers without disabilities (Kiarie, 2004). Students in institutions for hearing, physical, or visual impairments are expected to follow the same curricula as those implemented in the regular primary and secondary schools (Gichura, 1999).

Significant effort has been expended to integrate students with disabilities in regular schools. Gichura (1999) and Kiarie (2004). In 1990, there were 184 integrated programs, which increased to 655 in 1998. The number of schools for students with visual impairments has declined because of the aggressive integration of these students in the regular schools by Sight Savers International and the Low Vision Project by Christofel Blinden Mission, the sponsors of these schools. Currently, approximately 1,500 students with visual impairments are served in Kenya's 1 secondary school for students with visual impairments, 6 special primary schools for this group of students, or 19 units located in regular schools. The integration of students with physical disabilities is occurring at all levels. It is estimated that more than 11,000 children with physical disabilities are integrated into regular schools. The integration of students with hearing impairments occurs only at the secondary school level due to the lack of trained sign language interpreters. The enrollment of students with auditory disabilities has increased significantly in recent years, thanks to the efforts of welfare organizations in building physical facilities and the Peace Corps for providing teachers.

According to MOEST (2004), the Kenyan government aims at ensuring education for all children, including those with disabilities, through the provision of inclusive and quality education that can be accessed by and is relevant to all Kenyans. The government supports this goal by providing grants for students enrolled in special schools or special education units.

Despite the impressive progress in providing quality and inclusive education to children with disabilities, many challenges remain. It must be noted, however, that despite these efforts, the lack of adequate funding and the many challenges accompanying the implementation of inclusive education are preventing the participation of many children with visual impairment disabilities in regular schools and programs that have been designed for them.

The provision of educational opportunities for Kenyan children with disabilities is still fraught with many problems. Educational needs of children with visual impairment are not being adequately addressed. Despite many problems, including lack of funding, facilities, and trained personnel, encouraging progress is being made putting into account the nature of Kenyan economy. However, the public should be more receptive to the needs of individuals with disabilities than they are currently. Being aware that the government cannot meet all the need, the public should rally behind the government by supplementing its efforts.

1.2 STATEMENT OF THE PROBLEM

The Kenyan governments has accepted inclusive education as a system of education provision and believe that it is possible to bridge the gap between general and special education and to merge the knowledge and expertise of the two to better serve all learners. Learners who were excluded from regular classes or schools, who were bussed to designated sites where special education was provided, are to study a curriculum according to their age, ability, aptitude and need in a regular classroom in an ordinary school. Education for learners with barriers is no longer the responsibility of the remedial or special teacher or expert outside the school while clustering learners with barriers in learning may have helped remedial or specialist's schedules, it wreaked havoc on the learners' social lives, and they were segregated and isolated from families, peers and classmates.

Teachers and class members should take time to genuinely welcome learners with barriers to learning and development and celebrate their arrival. It is especially important for

learners with barriers in learning and development whose adjustment to new environments may be more difficult. Teachers who are new to inclusion have many questions about classroom roles and responsibilities. Questions that are also raised are whether educators are prepared and ready for inclusive education and how they can best fulfill the legacy of differences in learning.

Unfortunately no one has all the answers and every setting has its own unique challenges and effective solutions may only be found when skills and expertise are pooled. With this in mind the main thrust of this study is to ascertain the relative impact of successful implementation strategies. Inclusive education has unique characteristics, which differ from ordinary education with regard to aims, time, content and method(s). Expecting educators who are not trained and not motivated to teach learners with unusual atypical needs is a problem and poses challenges to them.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to find out the factors influencing the successful implementation of inclusive education of learners with special needs in education in primary schools in Nairobi County.

1.4 OBJECTIVES OF THE STUDY

These are to:

- i) To establish the school based factors which have led to unsuccessful implementation of inclusive education of learners with visual impairment in primary schools
- ii) Determine to what extent teachers personal variables have influenced the successful implementation of inclusive education.
- iii) Identify the extent to which social factors have influenced the implementation of inclusion of learners with visual impairment.

1.5 RESEARCH QUESTIONS

The following are some of the research questions which were used during the study:

- i) What are some of the school based factors that limit successful implementation of inclusive education in primary schools?
- ii) To what extent do educators' personal variables such as qualifications, attitudes, age and grades taught influence how best they fulfill their roles and responsibilities and become more inclusive in their approach?
- iii) What are some of the societal factors that influence the implementation of inclusion with visual impairment?

1.6 SIGNIFICANCE OF THE STUDY

The findings of the study would enable the policy makers to modify or stand by the policy of expanding educational facilities for learners with special needs in education (SNE) to keep pace with the increasing drop out rate of those who cannot fit in education set ups due to disabilities.

The findings will also enable all the stakeholders that is the parents, teachers, policy makers and the community as a whole to view these learners as human beings and hence include them in the society as their normal peers.

The study will also provide an opportunity for the researcher to put to use the monitoring and evaluation skills acquired to this level and improve knowledge of scholars at the University of Nairobi and at other academic institutions. This will form a basis for future researchers and the results can be used for the expansion of the concept.

1.7. ASSUMPTIONS

- i) All public primary schools have the necessary facilities required for the inclusion of the visually impaired learners.
- ii) The respondents would answer the questions genuinely and without bias.
- iii) That there is disability stereotyping in the society in the way learners with disabilities are handled.

1.8 DELIMITATION

This study adopted a qualitative design and was delimited to public primary schools in Nairobi County. This research benefited immensely from the information and the goodwill expressed by the school's administration in providing relevant information. The study also investigated the factors influencing the successful implementation of inclusive education which are located within Nairobi County. The reasons for this choice are as follows: accessibility to the public primary schools. This will ease transport around due to its proximity to the university. The research instruments will be questionnaires. Data will be analyzed qualitatively through narration and supported with quantitative data.

1.9 LIMITATIONS

- i) Research was not conducted country wide because the expenses would be enormous
- ii) The study was conducted in an urban setting which may not reflect the challenges in the rural areas.
- iii) It was not possible to control the attitude of the respondents which may affect the validity of their responses.

1.10 DEFINITION OF SIGNIFICANT TERMS

Special needs-children who suffer from a mental or physical disability and require specialized educational instruction.

Inclusive education-the practice in which students with special education needs spend all of their time with non disabled students.

Implementation-carrying out or practice of a plan /method for doing something.

1.11 ORGANISATION OF THE STUDY

In chapter one the study covered the background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, assumptions of the study, limitations of the study, delimitations of the study, definitions of significance terms and organization of the study. In chapter two the study covered literature review while in chapter three it enclosed research design and methodology. Further in chapter four the study covered data presentation, analysis and interpretation. Finally in chapter five the study covered summary of the findings, discussions conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter explores literature review on inclusive education as an approach to providing educational experiences for all learners experiencing barriers in learning. It will explore the following areas: Overview of the concept inclusive education, categories of learners with special needs and factors influencing the implementation of inclusive education.

2.1 Overview of the concept inclusive education

Many authors have presented definitions of "integration, inclusion", heterogeneous school and "inclusive education". Burden (1995) and Jenkins and Sileo (1994) contend that inclusive Education or Education for All mean that a society consists of a diversity of people who are part of a diversity of cultures, languages, races, gender, abilities and temperaments. Variations among these definitions exists, however, most advocates agree that inclusive learning environments are those in which every one belongs, is accepted, supports and is supported by his or her peers and other members of the school community in the course of having his or her education needs met.

According to the United Nations Educational Science and Cultural Organization (UNESCO: 1993) all people are regarded as being equal to one another in society. No one is superior to another person. Because of the fact that a society consists of people every person has the right to be part of the society which also entitles them to be accommodated with tolerance, to be respected and to be treated with dignity. Learners with special educational needs also form part of a "normal" society and have the same rights as other people in society.

According to Mittler (2000) inclusive education is seen internationally as being based on a value system that recognizes and celebrates diversity arising from gender, nationality, race, and language of origin, social background and level of education, achievement or disability.

In many ways the concept is not new or revolutionary. Special education advocates have long heed inherent commitment to inclusion. There is a large body of literature available on inclusive education and published literature in the area of special educational needs. It is asserted that in USA there are many publications on "inclusive education" or "education of exceptional children" that it is difficult to determine which works to select or exclude (DuToit, 1997). For many years

researchers, program developers have written passionate and powerful arguments supporting inclusion in education and independent living opportunities for persons with disabilities

For several decades inclusive education has been a topic of discussion at conferences and declarations of intent worldwide. International agencies, such as the United Nations Educational Science and Cultural Organization (UNESCO), United Nations International Children's Funds (UNICEF) all have a strong commitment to encouraging governments to meet the needs of disabled learners and adults and to increase their activities in this field (Mittler, 1998). The International Year of Disabled Persons increased public awareness in many countries and also led to significant developments in provision for disabled people. By the mid 1980's many organizations and advocates became dissatisfied with the type of education which was offered to students with disabilities and called for including children with disabilities in regular classrooms. During the 1990's the special needs education reformers focused the attention to making students with disabilities truly a part of the regular classroom experience.

According to Walther-Thomas, Korinek, McLaughlin and Williams (2000) specialized classrooms or day programmes away from student's neighborhoods offer limited occasion for them to learn how to belong because they do not spend time with siblings, peers, parents and others. They attend remote, specialized classes, have few interactions with typical students, and spend every weekday with adults and others with disabilities. Some special programmes were housed in hallways away from general education classroom or in separate buildings where students were physically and psychologically removed from other students. By contrast inclusive communities are designed to surround all participants (students, families, educators, and others) with support and encouragement. The removal of learners from regular education should occur only when the nature of the problem is such that education in regular classes cannot be achieved.

Currently the focus of advocates for students with disabilities is an authentic or system wide inclusion which recognizes the essential and interrelated role played by the curriculum, instrument and placement (Fisher, Roach & Frey; 2002). Since 1990 a new development has emphasized the right of all learners to be included in education.

As a result the majority of countries have developed attitudes and responses to nondiscriminatory practices to learners with disabilities. The field of inclusion has been influenced to a great extent by international trends concerning human right and principle of normalization, integration and inclusion (DuToil, 1997; Engelbrecht et al, 1999). The international trends are informed by

publications on learners with special educational needs through international congresses such as those held at Jontiem in 1990, Salamanca, (Spain) in 1994, Birmingham in 1995 and by international organizations such as the United Nations Educational Science and Cultural Organization (UNESCO). The Salamanca Statement for Action on Special Needs Education (1994), adopted by the representatives of 92 governments and 25 international organizations, connect the championing of inclusive schools with broader societal goals:

- Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an Inclusive society and achieving education for all.
- The trending social policy during the past two decades has been to promote integration and participation and to combat exclusion
- Inclusion and participation are essential to human dignity and the exercise of human rights.

The results of the documents led world leaders to gather at Jontiem, World Conference on education for all: Meeting Basic Learning Needs. The theme for the conference was Education for All and was adopted as the goal for the year 2000 (Burden, 1999 & DuToit, 1997). Following the Jontiem Conference the issue of inclusion and the accommodation of diversity has become central to education of large numbers of countries in both developed and developing worlds (Burden, 1999; Chenowelt & Stehlik, 2004; Dyson, 1997; Engelbrecht et al, 1999 & Vlachou, 2004).

During the World Congress on Special Needs in Education: Access and Quality, which was held in Salamanca, Spain, the vision that was adopted at Jontiem was expanded and the policy of inclusion was adopted as the official international policy for the education of learners with special educational needs (LSEN). The message from the conference held in Salamanca... "Spells out the principles that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions". The Salamanca statement has stimulated educational change and is even supported by the United Kingdom Government. The result was the creation of the most fully integrated environment for special students (Dyson, 1997).

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2.1.1. Inclusive education in the United Kingdom

In the United Kingdom (UK) the subject has become known as "special educational needs" or "education of exceptional children" and it was first used in the Warnock Report in 1988 (DuToit, 1997). The report shaped the attitudes and practices of the Government. A discussion paper "Excellence for All Children: Meeting Special Educational Needs and the Programme for Action" referred to the rights of all pupils to be educated in mainstream school wherever possible. The most recently revised Code of Practice on Special Needs and the Special Needs and Disability Act provide for the idea of a more inclusive system. The Disability Rights Task Force Report contains the recommendations to extend the Disability Discrimination Act to education. The government's response to the Task Force Report has been to announce a new special educational need and the Disability Rights in Education Bill. In Great Britain some educators are reported to have felt that the National Curriculum is not designed to meet the special needs students because it discourages differentiation (DuToit 1997).

2.1.2 Inclusive education in Germany

According to Kaufman and Chick (1996), inclusive settings are becoming common in most European communities with a movement towards improving human rights. The works of the Germans, Deinhardt and Georgens are the earliest references which describe special needs education. Deinhardt and Georgens termed this field of science Heilpädagogik (curative pedagogic) and described it as an intermediate field between pedagogics (education) and medical science (Du Toit 1997)

A critical school of thought developed during the sixties at Frankfurter Schule in Germany and gave rise to critical pedagogics. The adherents of the school of thought identified themselves with this school of critical thought. These adherents put forward ideas that the problem should not be sought in the child but in the existing political and societal structures which make it difficult for the child to become emancipated or to reach adulthood.

Special educational needs received support from influential European authors. The approach gave rise to the ecological and systems theoretical perspective. Literature surveyed indicated that Germany initially resisted inclusive practices and held tightly to special school but currently there are pilot initiatives on the idea of inclusion (DuToit, 1997)

2.1.3 Inclusive education in the United States of America

During the 1950's efforts to establish special education programs at the local level were often fragmentary and haphazard. After World War II, local schools for children with all types of handicaps were provided with financial support. In 1963 the Public Law 88-164 provided funds for training professional personnel, for research and demonstration. Legislation stemmed to ensure that all children with handicaps have access to an appropriate education. Federal initiatives included:

Special grants to states to encourage new programmes for children with handicaps.

Support of research and demonstration projects to find better ways to educate children with handicaps.

Establishment of regional resource centers to help teachers develop special educational programs and strategies.

Extension of programmes for training leadership personnel to head training programmes and administer programmes for children.

Establishment of a nationwide set of centres for deaf-blind children to aid children with multiple handicaps.

A requirement that some funds be available for innovative programmes in general education be reserved for special projects for children with handicaps.

Establishment of a Bureau of Education for the Handicapped within the Office of Education to administer these and other provision for children with handicaps.

The provision which the Federal government provided served notice that it had accepted responsibility for providing support, resources for children with handicaps and for encouraging the states to carry out their basic responsibilities. Programmes were not consistent from state to state and to deal with the inconsistency, the state handled the costs of court mandated programmes. Congress passed the Public Law 94-142 (P.L.94-142) the Education for All Handicapped Children Act. The P.L.94-142 requires that "students" with disabilities be educated with regular class peers to the maximum extent appropriate. The major provisions of the P.L. 94-142 are that students with disabilities are guaranteed a free, appropriate public education (Kirk & Gallagber, 1989:50).

According to PL.94-142 "students" with disabilities are to be educated in the least restrictive environment (LRE). The concept "least restrictive environment" originated together with

"mainstreaming." The philosophy of least restrictive environment advocates special instruction for children that enables them to master necessary content and skills in a setting that is as close to normal as possible. This means that children who can be served effectively in a resource room should not be assigned to a special class (Biehler & Snowman 1990)

The inception of the 1976 legislative policy saw the growth of special education and the subject is known as "special education" or "education of exceptional children".

The measure took effect in 1977, assured that all handicapped children have available to them special education and related services.

The Federal laws that were passed in the 1970's have had a dramatic impact on the lives of individuals with disabilities in the USA. An intense programme of Federal support has fostered the education system. Thirty states have been allocated funds to restructure educational services for students with disabilities. In Michigan 3700 students from segregated classrooms and buildings were moved to home school, regular education and full time educational programmes. Training and mentoring programmes were established for teachers who expressed concern about lack of skills for the implementation of inclusive education. Two newer laws were passed in the 1990's and extend rights guaranteed to persons with the disabilities.

2.1.4 Inclusive education in Australia

In Australia there has been a slow but consistent movement across all states and territories towards inclusion of children with mild to severe disabilities in regular classrooms. Placement facilities range from separated special schools to full inclusion in regular classes in all states and territories. In some regions there is a higher number of children with special needs included in their local schools due to geographical isolation (Du Toit: Toit: 1997).

2.1.5 Inclusive Education in South Africa

In South Africa inclusive education is a new concept and a new approach. The issue of special educational needs has been relegated to the periphery of educational concern. The recent political changes saw a need to transform education in South Africa. As of 1994 the education system has undergone major changes and restrictions. In line with international thinking South Africa is moving away from a policy of separatism towards a policy of inclusion. The South African government has made efforts to improve schools, made them accessible to all and

responsive to the learning needs of all According to the South African Constitution there must be no discrimination on the basis of race, gender, sexual orientation, age, disability, religious conscience, belief, culture, language, and birth.

In October 1996 the Minister of Education appointed the National Commission on Special Needs Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) to investigate and make recommendations on all aspects of the special needs and support services in education and training in South Africa. In November 1997 the NCSNET and the NCESS published a report and recommended that learners with barriers in learning and development should have access to regular schools, learning centres and the core curriculum (Engelbrecht et. al 1999). The NCSNET/ NCESS document (1997) also recommended that certain practices of teaching and learning should be followed in order to accommodate a diversity of learners in the classroom situation. As a result there was a policy drafted on inclusion which is applied and implemented (Burden, 1995).

The situation in South Africa has been influenced by developments in other countries especially England which serves as its role model and it is suggested that publications from England should be regarded as important in South Africa (DuToit, 1997). Since 1994 the government led by the A.N.C. has been committed to transforming the educational policy in order to bring South Africa in line with international standards of recognition of human rights (Harber, 1999).

In South Africa provision for learners with special needs took the form of introduction in the second half of the 19th century (Mda & Mothata, 2000) and was undertaken by the clergy (DuToit 1997). The history of South African education has followed the same cause as in other countries. However, the development differs from that in the rest of the world because it is influenced by political and philosophical thinking (Du Toit 1997). Since the democratic elections in April 1994, South Africa has been developing legislation and policy aimed at the transformation of the education provision. Some of these are White Paper on Education and Training (1995), the South African Schools Act (1995) and the National Norms and Standards for Funding Bill (1998) (Bothma, Gravett & Swart, 2000). Various policy documents in South Africa suggest that the government supports equality, equity and redress in education.

The right to education for all learners in South Africa is entrenched in the Constitution of the Republic of South Africa Act 108 of 1996. The Constitution together with the White Paper on

Education and Training and the South African Schools Act of 1996 recognise diversity and the provision of quality education for all learners within a single system of education (Bothma et al, 2000; Engelbrecht, Swartand Ell of, 2001). The premise of the policy on learners who experience barriers to learning and development is incorporated in the South African Constitution within the section on Human Rights by accentuating equality. This implies that every person has equal rights in the eyes of the law and that no discriminative practices against any person are allowed. The Human Rights pave the way for all learners to enjoy freedom from discrimination because of a specific barrier that they might experience. The importance of inclusive education and the rights of children appears in the articles and quotes:

Article 1; Non-discrimination

There shall be no discrimination against disabled people and they shall enjoy equal opportunities in all spheres of life and they shall be protected against exploitation and all treatment of an abusive or degrading nature.

Article 4. Education

Disabled people shall have the right to mainstream education with personal assistance where necessary, appropriate assistive technology and specialized teaching.

Article 11. Disabled children

- a) Disabled children shall have the right to be treated with respect and dignity and shall be provided with equal opportunities to enable them to reach their full potential in life.
- b) The state shall ensure that all disabled children are properly cared for with adequate support.
- c) All forms of abuse of disabled children shall be prohibited and severe penalties imposed for such abuse (Disability Rights Charter of South Africa)

Initially education was characterized by differentiation based on race and colour. When the Union of South Africa took over from the Independent Boer Republic state schools provided free and compulsory education for white learners (DuToit: 1997). The churches educated other race groups but there was no provision made for the disabled.

The schools that were established by the second half of the 19th century were private schools that received no financial support from the government. Learners were categorized into "normal" and learners with special educational needs. The practice of differentiating learners resulted in a dominant mainstream for "normal" learners and secondary system of specialized education for

learners with special needs (Mda & Mothata, 2000). The education departments became involved in special education for the first time after 1900 (DuToit, 1997; Mda & Mothata, 2000).

The key provision of the Constitution is the one dealing with equality of Rights, Section 9 of the Constitution, relates specifically to the issue of equality of rights. The section commits the Government to ensuring that individuals including those with disabilities have the rights to:

Equal benefit and protection of the law

Protection from discrimination and guarantees the right to have measures designed to achieve the adequate protection and advancement of persons previously disadvantaged by unfair discrimination.

The policies and the laws provide the basic framework and are the first steps to the development of a new system provision of education in South Africa. The main outcomes of the document are learning and academic excellence within a diverse classroom situation (Bothma et al., 2000).

Despite the developments, inclusion remains a complex and criticised issue which tends to generate debates.

The principle of equality of education for all learners that is stressed in many documents, such as The Children's Charter South Africa: Article 8, is not adequate in itself to ensure equality.

2.1.6 Inclusive Education in Kenya

Only 2% of individuals with disabilities in developing countries receive any form of special services (Eleweke & Rodda, 2002). In Kenya, however, individuals with disabilities are a crucial sector of the marginalized population (Mulama, Mutua & Dimitrov, 2001a; Oriedo, 2003). An exact number of individuals with disabilities is not available (Ndurumo, 2001); however, according to Ndurumo, the United Nations estimated the number to be at least 10% of the population but noted the possibility of prevalence being as high as 25% because of poverty, inaccessible health care and educational services, the HIV/AIDS epidemic, and poor transportation. In 1998, 46% of the 251,000 people with disabilities were children (Ngaruiya, 2002). The Ministry of Education, Science, and Technology (MOEST, 2004) provided an estimated prevalence rate of 10% and noted the fact that there are approximately 750,000 students with disabilities at the elementary level. Of the 750,000 children, 90,000 have been identified and assessed, but only 26,000 are enrolled in school. The government has provided

minimal funding despite the overwhelming needs. Furthermore, there is no practical government policy for inclusive education.

In the past 3 decades, Kenya has exerted tremendous efforts to address the challenges confronting students with individual needs, but a great deal remains to be accomplished. It is fortunate that through technology Kenyans are becoming more aware of what is happening in other parts of the world (Jimba, 1998). As a consequence, parents and advocates of individuals with disabilities are lobbying the government to do more for those with special needs. The goal of special education programs is to provide services for exceptional children in the least restrictive environment possible (Mukuria & Obiakor, 2004).

Kenya was saddled with decades of politically inspired neglect in the field of education and the most people affected were the disabled children. Primary education, especially for learners with disabilities was neglected in relation to other levels of education, starved of resources and generally accepted as a route march from which most would drop out.

Children did not stay long enough in school even to achieve the basic primary literacy and numeracy. There is a history of neglect, inferiority and discrimination. Much of what was spent directly on primary education was unproductive because the school failed to hold children long enough to benefit. The premise of the policy on learners who experience barriers to learning and development is incorporated in the Kenyan New Constitution within the section on specific application of part 54 which appears in the articles and quotes:

A person with disability is entitled to be treated with dignity and respect and to be addressed and referred to in a manner that is not demeaning. To access educational institutions and facilities for persons with disabilities those are integrated into society to the extent compatible with the interests of the persons. To reasonable access to all places, public transport and information. To use sign language, Braille or other appropriate means of communication and to access materials and devices to overcome constraints arising from other persons disabilities. (The proposed constitution of Kenya, 6th may 2010)

According to Male & May, (1997) change towards inclusion is complex and warn against a simplistic notion that inclusion can be implemented as long as the building is accessible and the teachers are willing to work with special needs students.

If the Kenyan government wants to be relevant it needs a new paradigm. The new paradigm will however, change everything about education and retain nothing of what education formally was perceived to be (Land & Jarman 1992). Policy makers have to investigate, assist and support education for LSEN to utilize their potential within inclusive environments despite the problems and challenge, which exist.

2.2 categories of Learners with Special Needs

In Kenya and other African nations, students are not properly categorized. This is due to a number of factors, including cultural beliefs, socioeconomic problems, and a high rate of illiteracy, undertrained personnel, and lack of funding. Mutua and Dimitrov (2001b) indicated that, whereas students with mild mental retardation may be educated in regular schools, those with moderate to severe disabilities are typically served in settings in which they cannot reach their highest potential. The lack of a policy that advances the rights of individuals with special needs in Kenya leaves this population vulnerable to neglect and physical abuse. Furthermore, because such a policy or law does not exist, most schools and services are operated by religious, private, or philanthropic organizations (Ndurumo, 1993).

The predominant categories of disabilities in Kenya are auditory, mental, physical, and visual disabilities (Ngaruiya, 2002). According to Gichura (1999), in the late 1990s, there were 107 special schools in Kenya. Of these, 31 were for those with auditory impairments, 46 were for the mentally challenged, 13 were for those with physical handicaps, 16 were for students with visual impairments, and 1 was for the deaf-blind population. The number of schools and enrollments in each of these schools increased significantly between 1990 and 1998. In addition to the special schools, there were 761 special units in primary schools serving students with disabilities in 1990. Despite progress, students with special needs continue to be indiscriminately categorized. It is not unusual to find certain ethnic groups overrepresented in the emotional and behavioral category of disabilities because of the lack of consensus of what constitutes an emotional or behavioral problem and the assessors' language and cultural bias

2.3 Factors Influencing Successful Implementation of Inclusion of Learners with Disabilities

Educational empowerment is a continuous process, which offers an individual the chance to be responsible for him or herself independently. According to Helander (1993 as cited by Hartley, 2000) empowerment refers to “giving people including people with disabilities a variety of opportunities to discover their potential, understand their environment, discover their rights and take total control of their destiny”. This requires access to knowledge and skills needed to develop his or her capacity to determine his or her future.

The UN Convention on the Rights of Persons with Disabilities (PwDs) stressed the empowerment of the PwDs including the blind. Article 54 of the proposed constitution of Kenya on Education, identifies the rights of PwDs to inclusive education without discrimination, to acquire life and social skills and access to the services of well-qualified professionals at all levels of education, as paramount to total development of PwDs including BVIPs. Looking at the UN Convention, we may say that educational empowerment of PwDs has not been fully attained in Kenya (Ndurumo, 1993).

2.3.1 Limited Access to Education

Between 2003 and 2007 the Inclusive Education Programme (IEP) conducted a series of screening tests for children in basic schools and those not in schools in Nairobi districts. The outcome of this exercise indicated that over 250 children between the ages of 5 and 17 years have various forms of impairment either visual, hearing mental handicap or learning difficulties. (Eleweke & Rodda, 2002)

The possibility of these children accessing education is slim. Currently there are few schools serving the needs of learners with disabilities in the country and most of them are located in urban settings making those children in rural areas to have a problem in accessing them. Due to limited school structures these schools can admit only a small proportion of children with these needs nationwide. (Eleweke & Rodda, 2002)

2.3.2 Lack of Relevant Educational Materials

According to Engelbrecht et, al (1999); Male & May, (1997), relevant educational materials aimed at enhancing academic achievement and skill acquisition like typewriters, current brailled textbooks, large print text book, computers, computers, talking calculators, tape recorders and Braille machines, are either in short supply or completely absent. Textbooks that are supplied to these schools are in print and since the book production units of the schools are poorly equipped for Braille book production and understaffed, so only a few Blind Visually Impaired Persons can access brailled text books. Signed textbooks for learners with hearing impairment tactile sign language for learners who are deaf-blind are lacking in normal schools hence limiting the inclusion of learners with these kinds of special needs .In another sense most of the schools cannot be able to acquire some of these equipments since they are expensive and some of them have to be imported which is an added cost.

2.3.3 Lack of qualified personnel

Every programme requires qualified staff to deliver it for good results. This is not the case for learners with special needs in education. This sector lacks qualified personnel in the various fields or disciplines like academic, vocational and technical skills. Though there are several Teacher Training Colleges and universities in Kenya, only a few public colleges and universities which are specifically organized for the training of teachers for special schools. These are Kenya institute for special education (KISE), Kenyatta University, Maseno University and Moi University. Although they have been authorized to run vocational subjects in selected vocational subjects, these colleges are not well-equipped to give their graduates the necessary skills to enable them to impact positively on the needs of learners with special needs in education. Some of these graduates leave the teaching field to more lucrative employment, creating shortages of specialist staff in the schools. (Mukuria & Obiakor. 2004; Mutua & Dimitrov. 2001b).

2.3.4 Training

The learners who are disabled are not equipped with varied competitive vocational skills due to the fact that most of the technical or vocational teachers have not updated their skills for a long time and have not been able to build capacity in other vocations. The inability to build capacity in other vocations may be due to inability to finance training programmes. Some of these

teachers are craft instructors with little or no formal education; hence they find it difficult to update their skills. The result is that disabled persons come out of school without any competitive vocational skills, hence restriction on the consumer market. This is because there are quality products produced by the sighted on the market, while those produced by disabled persons lack value to attract customers. (UNICEF – 2006).

2.3.5 Early identification

There are critical steps that are followed before students are placed in special education programs. The first step is referral, which is initiated when the parent, teacher, or other related professional completes a referral form that delineates the nature and duration of the problem (McLoughlin & Lewis, 2005). In Kenya, students with disabilities are indiscriminately integrated into special schools. The erroneous assumption for this is that they will eventually function in the society (Mukuria & Obiakor, 2004; Mutua & Dimitrov, 2001b). The plight of individuals with behavioral and emotional problems is even worse because identification of these students is left entirely to medical professionals who place them in medical wards for individuals with mental illness or in rehabilitation centers with juvenile delinquents and HIV-positive individuals.

Children with special needs in education need early identification of the disability so that corrective measures can be taken to avoid further impairments. Due to lack of proper planning and qualified personnel in identifying this kind of learners there has been a high level of neglect on them hence leading to poor performance and even dropping out of school. (McLoughlin & Lewis, 2005)

2.3.6 Rigid curriculum.

In any education system, the curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. Curriculum is often unable to meet the needs of a wide range of different learners. In many contexts, the curriculum is centrally designed and rigid, leaving little flexibility for local adaptations or for teachers to experiment and try out new approaches. The content might be distant to the reality in which the students live, and therefore inaccessible and not motivating. (McLaughlin & Lewis, 2005).

The schools don't use special materials for addressing the learning needs of children with disabilities such as picture boards, posters, object models, and audiotapes Children with

disabilities are not provided with assistive devices such as wheelchairs, crutches, white canes, hearing aids, and spectacles. Such devices have greatly increased the mobility and other capacity of these children with special needs. The school follows the curriculum of the National Curriculum and Textbook Board. Although the curriculum has been simplified to some extent, nevertheless, it could be further simplified and made more flexible to address the learning needs of all children. (UNESCO, 1999)

2.3.7 Attitude towards inclusive education

Attitudes toward individuals with disabilities in Kenya (like the rest of the continent) are generally negative (Muchiri & Robertson, 2000; Mutua & Dimitrov, 2001a; Oriedo, 2003). Individuals with disabilities have traditionally been viewed as helpless and hopeless (Kiarie, 2004). The majority of people in Kenya believe that a disability is "retribution of past deeds by the ancestors" (UDPK, 2003, p. 2). Consequently, parents of children with disabilities tend to be ashamed of such a child (United Nations Educational, Scientific & Cultural Organization [UNESCO], 1974). Children with disabilities are hidden from the rest of society (Abosi, 2003; Kiarie; UNESCO). Children with mental retardation and deafness are more visible in community settings than those with physical impairments, although they may not be more prevalent than other categories of disabilities, perhaps because of communication difficulties within these populations (UNESCO).

2.3.8 Lack of advocacy on education for children with special needs in education

The government's policy on the education of individuals with disabilities is implicit (MOEST, 2004; Muuya, 2002), contradictory, and fails to provide the mandated free education for all citizens (Oriedo, 2003). This has resulted in education in special schools being compromised (Gethin, 2003). The lack of adequate government funding (Gethin, 2003; Gichura, 1999; Mulama, n.d.; Mutua & Dimitrov, 2001a; Muuya, 2002) and the acute poverty levels of parents of children with disabilities have resulted in inequitable educational opportunities among people with disabilities (Gichura; Cochin, 2003).

The all-pervading problem of illiteracy and its management is more important and therefore, which is more often than not, it takes priority over special needs education. For instance, most intervention programmes carried out by International Agencies and International non Governmental Organisations are in the area of literacy and non Formal Education. Even the recently launched free primary Education (FPE) programme of the NARC Government, laid more emphasis on basic education, especially regular primary education and literacy education. Where attention is focused on special needs education, it is mostly in the area of basic education for the nomadic groups and the girl-child. Little or no special consideration is given to the education of children with disabilities. (Gethin. 2003)

2.3.9 Teacher pupil ratio

The teacher-to-pupil ratio ranges from 50 to one to 40 to one (this includes both children with and without disabilities). Subject teachers are not able to assist the class teacher in their off period. The schools are not taking steps to train and facilitate parents to provide teaching assistance on a voluntary basis.(UNESCO,1999)

The student-to-teacher ratio is higher in the lower classes, and decreases in higher grades. This is partly as result of an increase in dropout rates at higher grades. Currently, teachers have no additional staff support in the form of teaching assistants. This has resulted in these learners with disabilities to be neglected in the mainstream due to lack of individual attention. (Gichura; Cochin, 2003).

2.4 Theoretical Framework

A number of theories and remedial approaches have been developed and each approach has its own concepts, terminology, definitions, and models to describe the phenomenon concerned. Furthermore theories have their own philosophy on which they are based and which give them a specific character. The division of theories according to discrete philosophical categories reduces the number of tools available for teachers. Theories are associated with the view that underlying psychosocial provision (vision and auditory perception, memory, receptive and expressive language etc) determine learning, problems in learning and are also associated with dysfunction in some process. This view is frequently associated with the education of children with learning disabilities.

According to DuToit (1997), some theories are concerned with development and learning whereas others focus on behaviour. Most children with behavior disorders have a variety of non-adaptive behavior that cause them trouble with their peers and teachers, and suffer from scarcity of positive social skills. Teachers have to enhance the use and practice of socially acceptable behavior by drawing from learning-teaching theories. Learning theories seek fundamental understanding of the nature and cause of learning in children and theories relating to their correction. The social learning theory presented by Bandura and Walters accounts for learning in terms of a continuous reciprocal interplay among behavioural, cognitive and environmental influences. According to Le Francois (1994), behaviour is influenced by the environment but people also play an active role in creating the social milieu and other circumstances that arise in daily action.

2.4.1 Educational implication of the social learning theory

Bandura places primary emphasis on the role of observational learning and that most human behaviour is learned through observation, or by example. The author asserts that people learn not only through their experience but also by observing behavior of others. At school learners constantly observe the behavior of their peers and teachers. The behavior often serves as an example that learners tend to follow. Learners include a pattern of a person's behavior in their collection, if it is worth including by encoding, processing and storing the information presented by the behaviour. Encoding may encompass the observed behavior or it may also include an explanation why, how and where something is done (Biehler and Snowman, 1990). The benefit to encode behavioural rules is the ability to generalize responses. The observer may engage in overt or covert rehearsal once the behavior has been modeled.

The social learning theorists propose that behavior is learned and inappropriate behaviour may be decreased in frequency of occurrence and more appropriate behaviour may be learned through the use of the modeling technique. The behaviour the individual need to engage into reach a desired goal can be more easily learned by watching someone else engage in those behaviours and achieve the goal. Including learners with barriers in learning in regular classroom may enable them to learn many skills and other forms of classroom behavior by observing and imitating their able peers and teachers in an inclusive setting.

Children with barriers in learning often behave illogically, immaturely (for their age), anxiously, in a reserved or depressed manner, or in a hostile and unpredictable way (Du Toit,

1997). Teachers and able peers can provide direction and opportunity for learners with problems to copy and influence them. Children, at school learn academic skills through modeling. According to Bandura models are effective if they are seen as having respect, competence, high status or power. Teachers are highly influential models and are more likely to get learners attention. Teachers can teach routine information, skills, problem solving strategies, moral codes, general rules, principles, performance standards and creativity by modeling. They can teach children to formulate goals that are achievable and reaching a personal goal is Bandura emphasizes the importance of self-generated influence as a causal factor in all aspects of human functioning, motivation, emotion and action. This is evident in his concept of self-efficacy or the belief that one can exercise control over events that affects ones life. This means that an individual can execute behavior relative to a task reinforcing.

Teachers believe the nature of the human mind influences effective teaching practices. Teachers accepting the Aristotle and Locke's position would specify educational objectives in behavioural terms and define kinds of experiences that would bring about desired behaviour. Teachers holding a behavioural point or accepting a Gestalt point of view would use such strategies. The best teaching technique is the one that allows teachers to meet their course of objectives effectively and efficiently.

2.5 Conceptual framework Diagram

Independent variable

Dependent variable

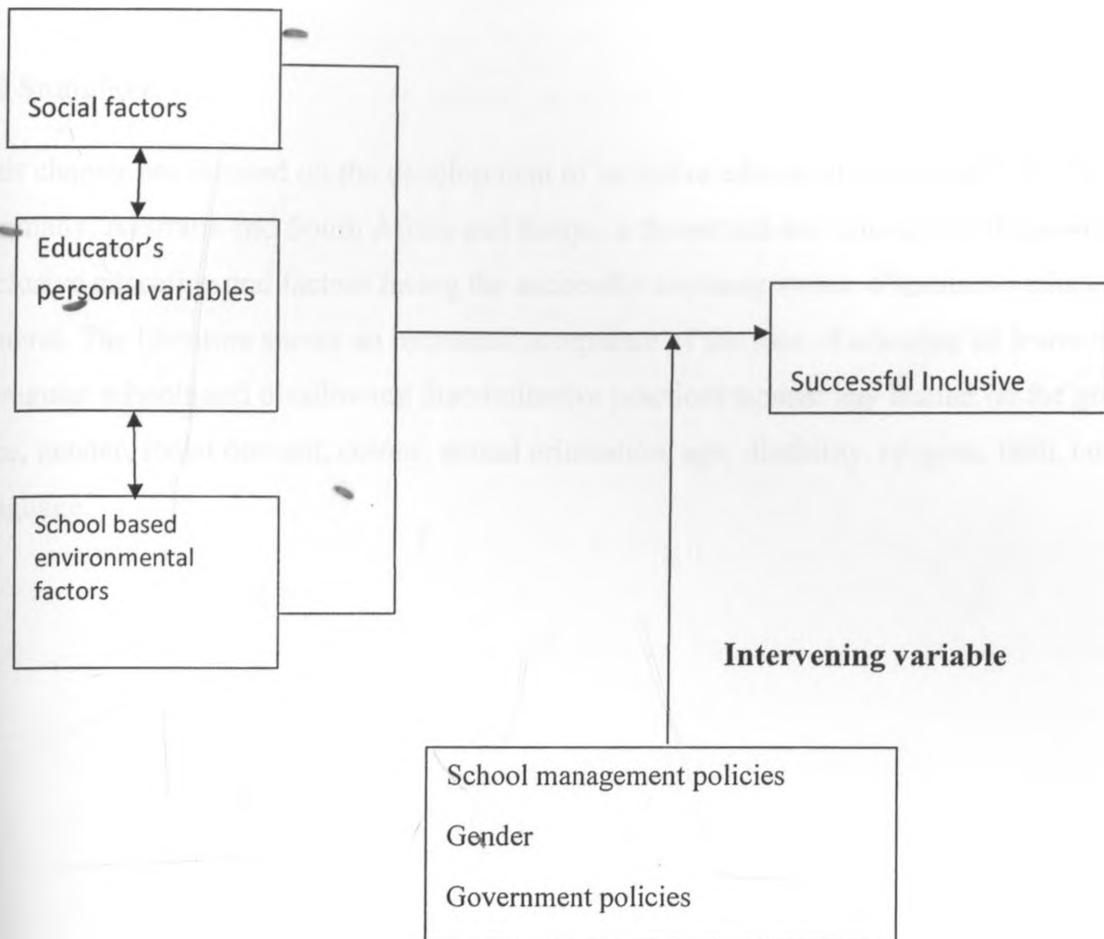


Figure 2.5 Factors influencing effective implementation of inclusive education for visually impaired learners in primary schools in Nairobi County.

Conceptual framework summarizes the main factors influencing the unsuccessful implementation of inclusive education for learners who are disabled in public primary schools. The framework shows that successful implementation of inclusive education is dependent on school based social and teachers personal variables which if they are not well moderated then successful implementation may be next to impossible. Training of more teachers on special needs, flexible curriculum, early identification of these learners, low teacher pupil ratio, advocacy on inclusive education and change of attitude towards learners who are disabled. All

these factors are independent while the intervening variable shows indicates that in the process of implementing inclusive education the challenges may not miss and therefore the schools have to come up with some policies to counter the challenges.

2.6 Summary

This chapter has focused on the development of inclusive education system in U.K, USA, Germany, Australia and South Africa and Kenya, a theoretical and conceptual framework on inclusive education and factors facing the successful implementation of inclusive education in general. The literature shows an increased acceptance of the idea of allowing all learners access to regular schools and disallowing discriminative practices against any learner on the grounds of race, gender, social descent, colour, sexual orientation, age, disability, religion, faith, culture, or language.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 INTRODUCTION

The chapter describes the methodology used in carrying out the study. The chapter was organized under the following sub headings: the research design, target population, sample size, sampling technique, research instruments, validity of the instruments, piloting of the instruments, reliability of the instruments, data collection procedures and data analysis techniques.

3.1 RESEARCH DESIGN

The study was carried out using descriptive survey method within a period of five working days. The survey will be conducted to collect detailed description of existing phenomena with the view of employing data to justify current condition and practices or to make more intelligent plans for improving them (Koul:1984). A descriptive survey does not require variables under the study to be manipulated hence the best way of carrying out a research.

3.2 TARGET POPULATION

The study targeted 10 public primary schools within in Nairobi county which will be best placed to give the appropriate information to reveal the factors that affect the successful implementation of inclusive education in primary schools in Nairobi County. The respondent were needed the will ability and capacity to respond to instrument items appropriately based on their comprehension and experience.

3.3 SAMPLING SIZE AND SELECTION

Stratified random sampling was used. The researcher used 5 districts in Nairobi County as strata's from which 2 schools were randomly selected due to homogeneity of information and also to reduce the scope of the study for convenience purposes. The sample size was 10 schools which practice inclusive education. From the 10 schools 5 teachers from each school making the sample size to be 50. The sample was chosen because it supported the argument and in a way helped to develop, test and make meaningful comparisons in relation to the research question. The respondents were approached because they were accessible, knowledgeable, experienced and informative with regard to research under investigation (Neuman, 2000:198; MacMillan & Schumacher, 1997:378)

3.4 RESEARCH INSTRUMENTS

According to McMillan & Schumacher (1991) there are several ways of collecting data when conducting research and one or more of these methods such as observations, questionnaires, interviews, tests and unobtrusive measures are used depending on the disadvantages and advantages of each.

The researcher used a questionnaire as the main instrument of collecting data. The questionnaires were opted for because they are more flexible, open and few restrictions are placed on the respondents answers.

Questionnaires were used for collecting data from the teachers in the selected schools. Most of the questions were be close ended thus ensuring conformity and precision, minimization of respondent bias hence forming a safe basis of generalization.

3.4.1 PILOT TEST

The questionnaire was tested in a pilot study for validity and reliability. The pilot test population selected was Kilimani integrated programme which has inclusive education still under implementation. The instruments were pre-administered to respondents of Kilimani primary school who made comments on their understanding of the questions and relevance in the implementation of inclusive education. The researcher employed reliable measuring procedures because she needed to be confident that comparable results will occur upon retest of the sample. To ensure reliability in the study the researcher will use the same questions directed to all teachers who were selected for the study. To improve reliability of the questionnaire, the measurement error will be reduced by writing items clearly, making the instructions easily understood and adhering to proper questionnaire administration. The pre-testing of the questionnaire was undertaken one week before the date for their distribution for the main investigation. The respondents possessed the same characteristics as those of the main investigation and the nature of the questions that were tested in the pilot study bore similar characteristics, to enable the researcher make modifications with a view of obtaining quality information during the investigation. The exercise assisted in refining the data collection instruments.

3.5 DATA COLLECTION PROCEDURE

After writing and successful defense of the project proposal, the researcher obtained authorization from the relevant authorities to proceed with the study. The researcher obtained authorization to carry out a pilot study from the management of the Kilimani integrated school. After a successful pilot test, the researcher made necessary amendments on the research instruments. Once approval had been granted the researcher contacted the head teachers of the selected schools to set appointments and where she could, approached them personally for permission to conduct the research at their schools. The fieldwork was considered the central activity because the study was a qualitative study. Going to the field meant having direct, personal contact with the subjects in their own environment. Data collection was scheduled to take one week.

3.6 DATA ANALYSIS

Completed questionnaires were collected from 50 teachers from the schools practicing inclusive education. The data that was collected was qualitative and descriptive; hence they were to be inductively analyzed. The data that was obtained from the questionnaires was transcribed and summarized. The analysis of data involved using both narrative reconstruction of the respondents' accounts and experiences and categorizing of accounts.

The subjects were requested to write their responses that best describes their circumstances or situations. A thorough reading of data was done by comparing it with the theoretical framework and documentations cited in the literature review and topics covered by the research questions. Answers from the self completed questionnaires were also analyzed through elementary content analysis and frequency counts and then converted to a percentage. The percentage scores from the questionnaires represented the teachers' responses per question while the unreflected percentages were the minor and will remain divided among opposite views and non responses. Qualitative conclusions were drawn from the analysis and documented in line with the research objectives.

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3.7. ETHICAL CONSIDERATIONS

Consent was obtained from all the subjects before the study was done. The subjects were also protected from discomfort through a brief introduction and booking for appointment in advance. The researcher also obtained an introductory letter from the University of Nairobi. All data was treated with confidentiality and consent was obtained in case of any disclosure required. The researcher also explained the study and the results afterwards to the subjects of the study.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents the analysis of study findings on factors influencing the implementation of inclusive education. The research targeted 10 public primary schools whereby 50 teachers and were sampled. The questionnaires were interviewer administered, however, Table 4.1 shows that out of the 50 questionnaires distributed; only 39 questionnaires were received back completely filled, making a response rate of 78%. This was in line with Mugenda and Mugenda (1999) who suggested that for generalization a response rate of 50% is adequate for analysis and reporting, 60% is good and a response rate of 70% and over is excellent.

Table 4.1: Response Rate

Questionnaires	Frequency	Percent
Returned	39	78
Unreturned	11	22
Distributed	50	100

4.2 Personality factors of the Respondents

The study found it important to establish the general information of the respondents since it forms the basis under which the study can rightfully access the relevant information. The investigation centred on this information of the respondents so as to classify the different outcome according to their knowledge and responses.

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4.2.1 Gender

The study aimed at establishing the gender of the respondents who participated in this research and the results are presented in figure below.



Figure 4.1 Gender

From the findings, 66.7% of the respondents were male while the remaining 33.3% were females. This indication pushes a vivid conclusion that males have more shares of job opportunity in the learning institution as indicated by the results of the study.

4.2.2 Age Bracket

The study sought to find out the age bracket of the respondents and the following were the responses.

Table 4.2 Age Category

Age	Frequency	Percent
21-30 years	7	17.9
31-40 years	10	25.6
41-50 years	19	48.7
>50 years	3	7.7
Total	39	100

From the findings most of the respondents were in the age range of 41 – 50 years with a percentage of 48.7%. While those who were at age category of over 50 years were the least with a percent of 7.7%. There were no employees who were below 20 years as depicted in table 4.2.

From the study we can conclude that majority of the respondents are above the youths age and inclusive education being a contemporary issue these people may not easily embrace such change hence poor implementation.

4.2.3 Level of Education

The study sought to investigate the level of qualification the respondents had attained. This is of great importance since it will expose the respondent's knowledge and ability to perform accordingly with respect to the value of learning institution and the quality of the education that the respondent had (Stafford, 2006).

Table 4.2 Level of Education

Level of Education	Frequency	Percent
Certificate	7	10
Diploma	10	54
Degree	19	28
Postgraduate	3	8
Total	39	100

From the findings the highest percentage was 54%, who were for those had attained diploma, whereas the least was 8% with post graduate degree. According to the study, over half of the respondents have attained a national diploma an indication that all teachers are classroom teachers and are qualified to teach.

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4.2.4 Special needs training

The study aimed at investigating the number of respondent who have undertaken a special needs training course to determine if they are qualified to teach learners with special needs

Table 4.3 special needs training

Years	Frequency	Percentage
Yes	12	31
No	27	69
TOTAL	39	100

From the findings the highest percentage was for the people who have not done special needs training 69% and the least which is 31% have done special needs training as indicated in above. The matter of training became more evident as a factor which affects the successful implementation of inclusive education. Teachers lack appropriate professional training to implement inclusive education and meet the needs of the diverse learner population. Traditionally pre-service programmes taught aspiring teachers how to work with able learners not learners with barriers in learning and development.

4.2.5 Area of specialty

The study aimed at investigating the number of respondent who have trained in special needs and their area of specialization. From the results majority have specialized in hearing impairment with the a percentage of 58.3 % and the least being 2 % as indicated in table 4.3

Table 4.3 Specialization Area

	Frequency	Percentage
Hearing impaired	3	25.0
Visual impaired	7	58.3
Deaf blind	0	0
Mentally challenged	2	16.7
Others specify	0	0
Total	12	100

From the findings it is clear that majority of the teachers have trained in visual impairment while other areas like deaf blind and mental handicap have not been given much attention. It is a clear indication that those learners may not be able to get appropriate services or may not be enrolled in schools due to lack of personnel hence a less inclusive approach in such settings.

4.2.6 Years of working

The study aimed at investigating, the number of years the respondent have been working with their respective schools as illustrated in table 4.3.

Table 4.4 Years of working

Years	Frequency	Percentage
Below 5	4	10.3
5 -10	8	20.5
10 – 15	9	23.1
15 – 20	14	35.9
Over 20	4	10.3
Total	39	100

Majority of the respondents have been working with their respective schools at a period between 15-20 years having percentage of 35.9% while 10.3 % had worked below 5 years and over 5 years. The study also indicates few labor turn over as the number of new employees staff is less as indicated by majority having in their respective school for a long period. This indicates that teacher's experience is loaded between 15-20 years however they have less control of teaching activities in an inclusive setting because of limited training in special education. This is of importance since it gave the true depiction and the aspect of experience covered as per respondents' opinion.

4.3 SCHOOL BASED FACTORS

The study sought to investigate the factors that were related to the schools environment and other factors that hinder implementation of inclusive education

4.3.1 Rigid Curriculum

The study aimed at investigating how the curriculum has barred successful implementation of inclusive education.

Table 4.5 Rigid Curriculum

	Frequency	Percent
Strongly disagree	0	0
Disagree	7	18.0
Agree	16	41.0
Strongly agree	14	35.9
Unsure	2	5.1
Total	39	100.0

From the findings it is clear that the level of agreement on rigid curriculum as a factor that influencing inclusive education has the majority (41.0%) of the respondents, 35.9%strongly disagreed while 18.0% disagreed that that rigid curriculum influences implementation of inclusive education.

The curriculum is centrally designed and rigid, leaving little flexibility for local adaptations or for teachers to experiment and try out new approaches. Differentiating the curriculum is important as it means adjusting your content, pedagogy and assessment to cater for the range of student diversities and learning styles. There is a high levels of stress associated with adapting the curriculum to the needs of and sustaining an effective learning environment for all learners in their classroom

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4.3.2 Administrative Style

On the level of agreement of the respondent on administrative style as a factor that influences implementation of inclusive education. The study found that, 33.3% of the respondents were no decide whether administrative style influences implementation of inclusive education.30.8% agreed that administrative style influences implementation of inclusive education. 15.4% strongly agreed that administrative style influences implementation of inclusive education while 20.5% of the respondents were reluctant to the query.

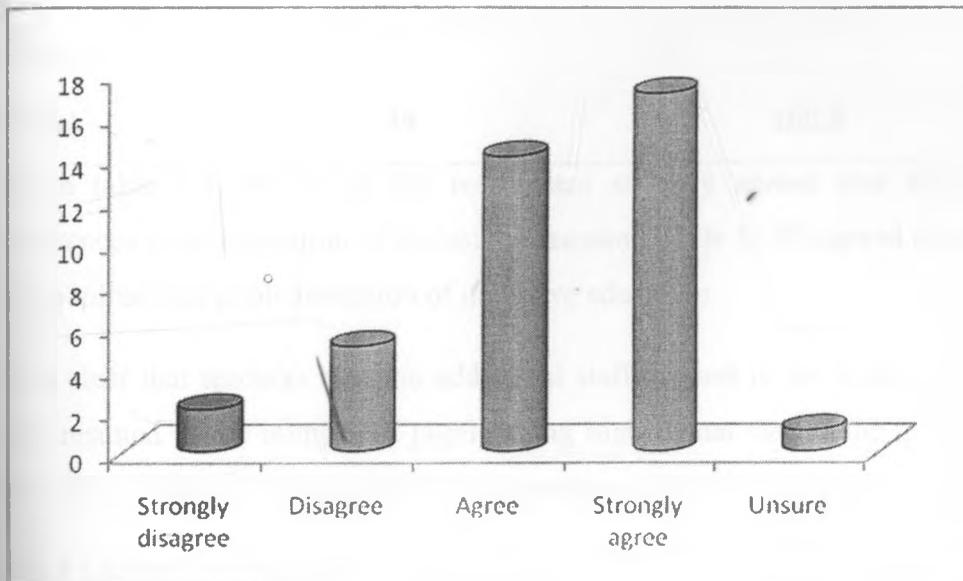


Figure 4.3 Administrative Style

From the finding it is depicted that administrative style has led to improper implementation as a result of some employees in the management not having any knowledge on what inclusive education is all about.

4.3.3 High Student Teachers Ratio

Further the study sought to investigate whether high student teacher ratio influences implementation of inclusive education.

Table 4.4 High Student Teachers Ratio

	Frequency	Percent
Strongly disagree	0	0
Disagree	0	0
Agree	14	35.9
Strongly agree	25	64.1
Unsure	0	0
Total	39	100.0

From table 4.4, 64.1% of the respondent strongly agreed that high student teacher ratio influences implementation of inclusive education while 35.9% agreed that of high student teacher ratio influences implementation of inclusive education.

It is clear that teachers have no additional staff support in the form of teaching assistants. This has resulted in the number of pupils being higher than that of the teacher hence these learners with disabilities are neglected in the mainstream due to lack of individual attention.

4.3.4 Classroom Dynamic

The study further sought to establish whether classroom dynamic influences implementation of inclusive education. The finding was as illustrated in the table below.

Table 4.5 Classroom Dynamic

	Frequency	Percent
Strongly disagree	0	0
Disagree	2	5.1

Agree	17	43.6
Strongly agree	13	33.3
Unsure	7	17.9
Total	39	100.0

Most of the respondents (43.6%) agreed that class dynamic influences implementation of inclusive education. (33.3%) of the respondents strongly agreed that classroom dynamic influences implementation of inclusive education while 17.9% of the respondents were undecided while 5.1%disagreed.

Most of the teachers don't know how to establish a classroom environment that is warm, welcoming and supportive, and where students feel connected and safe to take risks with their learning to form a basis of success in learning for all. In an inclusive and democratic classroom, each student should be viewed as a unique individual with their own strengths to contribute to the class community; difference is celebrated and student voice is heard. Classroom activity has a focus on building relationships between all students, and between each student and the teacher.

4.3.5 Lack of Special Teachers

The study sought to investigate whether lack of special teacher influences implementation of inclusive education.

Table 4.5 Lack of Special Teacher

	Frequency	Percentage
Strongly disagree	0	0
Disagree	2	5.1
Agree	23	59.0
Strongly agree	13	33.3
Unsure	1	2.6
Total	39	100

Most of the respondents (59.0%) agreed that lack of special teacher influences implementation of inclusive education. 33.3% strongly agreed 5.1% disagreed whereas 2.6% were unsure whether it influences implementation of inclusive education.

It is depicted that teachers lack appropriate special needs training to implement inclusive education and meet the needs of the diverse learner population since only 33% of the respondents are trained in special needs education.

4.3.7 High Cost of Implementation

The researcher also requested the respondent to indicate their level of agreement on whether high cost of implementations influences implementation of inclusive education.

Table 4.6 High Cost of Implementations

	Frequency	Percentage
Strongly disagree	1	2.6
Disagree	2	5.1
Agree	19	48.7
Strongly agree	15	38.5
Unsure	2	5.1
Total	39	100

Most of the respondents (48.7%) agreed that high cost of implementations influences implementation of inclusive education as indicated by the table above. 38.5% strongly agreed, 5.1% were unsure while 2.6 % were strongly disagreed.

Primarily because of the quickly expanding population of children with disabilities, special education spending has increased at a much faster rate especially in the primary schools inclusive education has registered a high cost of implementing through support costs.

4.3.8 Lack of Enough Educational Materials

Further the study was curious to determine the perception of the respondents on their level of agreement to the statement on how lack of enough educational materials influences implementation of inclusive education

Table 4.7 Lack of Enough Educational Materials

	Frequency	Percent
strongly disagree	1	2.6
disagree	5	12.8
agree	21	53.8
strongly agree	9	23.1
Unsure	3	7.7
Total	39	100.0

From the finding 53.8% of the respondents agreed that lack of enough educational materials influences implementation of inclusive education and a the same result were obtained from those who agreed with the statement 23.1% strongly agreed with the statement while 7.7%were unsure whether it influences the implementation.

From the findings it is clear that relevant educational materials aimed at enhancing academic achievement and skill acquisition for learners with special needs in education like typewriters, current brailed textbooks, large print text book, computers, computers, talking calculators, tape recorders and Braille machines, hearing aids, are either in short supply or completely absent making it difficult to implement inclusive education.

4.3.9 Low demand for inclusive education

The study requested the respondents to indicate their level of agreement to the statement that low demand for inclusive education influences its implementation.

Table 4.8 low demand for inclusive education

	Frequency	Percent
strongly disagree	0	0

disagree	5	51.3
agree	21	15.4
strongly agree	0	0
Unsure	3	33.3
Total	39	100.0

Majority (51.3%) disagreed with the statement as per interviewed respondents. 33.3% were not sure that low demand for inclusive education influences its implementation. The rest, 15.4% agreed with the statement.

From the findings most people want successful inclusive education only that putting it into effect is becoming a problem due to the many underlying factors and the ones that have been discussed above.

4.4 SOCIAL FACTORS

4.4.1 Disability Stereotyping

The study was also inquisitive to investigate the level of agreement of the respondent on disability stereotyping.

Table 4.9 Disability Stereotyping

	Frequency	Percentage
Strongly disagree	1	2.6
Disagree	1	2.6
Agree	23	59.0
Strongly agree	13	33.3
Unsure	1	2.6

Most (59.0%) of the respondents agreed that disability stereotyping influences implementation of inclusive education. 33.3% strongly agree with the statement while the rest (2.6%) were unsure whether disability stereotyping is a factor that influences implementation of inclusive education.

From the findings it is clear that most people have a negative stereotype of children with special needs in education.. Despite recognizing the educational, social, and emotional benefits of inclusive schooling, only 20% of the people believed that the regular classroom was the best setting for children with disabilities. The findings suggest that accurate knowledge and positive, but realistic, expectations are important for enhancing the acceptance of individuals with disabilities within their schools and communities.

4.4.3 Lack of Advocacy

The study also aimed at investigating on the lack of advocacy and how it to influences implementation of inclusive education.

Table 4.10 Lack of Advocacy

	Frequency	Percentage
Strongly disagree	2	5.1
Disagree	1	2.6
Agree	21	53.8
Strongly agree	11	28.2
Unsure	4	10.3
Total	39	100

Most 53.8% of the respondents agreed that lack of advocacy influences implementation of inclusive education. 28.2% strongly agreed, while the rest 10.3% were unsure.

It's been clearly depicted that successful inclusive education cannot be realised without changes in policies and laws. Advocacy involves participation in the policy-making process, and raising public awareness and support to shift the balance of power and bring about change. To realise inclusive education, different actors must be addressed, e.g. Government, district authorities, international organisations, community leaders, school boards, teachers, parents, and children.

4.4.4 Parental Low Interest in Education

On the influences of parental low interest in the implementation of inclusive education, majority (53%) agreed that parental low interest influences implementation of inclusive education. 7% strongly disagreed with the statement while 8% were unsure whether parental low interest influences implementation of inclusive education.

Table 4.71 Parental Low Interest in Education

	Frequency	Percentage
Strongly disagree	3	7.0
Disagree	7	17
Agree	21	53
Strongly agree	6	15
Unsure	3	8.0
Total	39	100

It is clear that most parents have significant issues on having a child with disability. As a result they are not ready to partner with teachers to work towards goals. Advocate for supports for their child and their teachers. And share information that apply to the child's learning at home and with activities in the community

4.5 Necessity of inclusive education

The study also sought to investigate the opinion of the respondent on their degree to which they regard the necessity of inclusive education. Respondent had varied opinion on this though most of the respondent arguments were in favor that inclusive education is necessary for the learners

with special needs in education. Some argued that learners with special needs benefits from the skills and that potential of learners with the special needs is improved.

Further the study investigated on the recommendation of the respondents on the support of teacher being taken to school based training on handling learners with special needs. The respondents recommended that teachers should be taken to school in order to improve on their understanding of handling learners with special needs. Others suggested that this would boost skills to handle special learners need and to avoid categorizing them as a slow learner.

The study also sought to investigate on the suggestion of the respondent on the school management and its effort in implementing inclusive education. Respondents suggested that the management should guide the special/mainstream learners and accept them in their physical disability. Other respondent suggested that learners with special need to be allowed to exercise their initiative for them to be prestigious of their presence.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter covers the discussion of findings, recommendations and conclusions on the challenges facing the implementation of inclusive education in the Nairobi County.

Recommendations were made about inclusive education and its implementation in schools.

The findings have important implications for teachers implementing inclusive education in primary schools. The results highlight the various factors that have an impact on the successful implementation of inclusive education. The rights of learners with barriers in learning and development continue to be violated. They have not all achieved equality of opportunity and equal access to regular education in inclusive education. The learners who are placed in regular schools or classrooms are physically there with no proper support offered to them.

The study is significant because it provides information that is critical to the conceptualization of the framework priorities for learners with barriers in learning in a primary school context.

5.3 Findings

5.3.1 Critical factors influencing the implementation of inclusive education.

The findings revealed that social factors, school based factors and teachers personal variables have highly contributed to unsuccessful implementation of inclusive education.

Teachers who participated in the study are qualified to teach but are inadequately trained to teach learners with barriers in learning. Success for most schools depends on the teachers with skills to successfully perform tasks required to attain strategic goals. The matter of training became more evident as a factor which affects the successful implementation of inclusive education. Teachers lack appropriate professional training to implement inclusive education and meet the needs of the diverse learner population. Traditionally pre-service programmes taught aspiring teachers how to work with able learners not learners with barriers in learning and development. Teachers created a strong sentiment for the need for additional training, instructional resources and technical assistance to ensure equality of education. With both pre-service and in-service training level teachers are unable to assess and teach academic and social skills to learners with barriers in learning and development. They reported that the training they received in workshops were of poor quality and ineffective, people who conduct workshops do not understand inclusive

education, they are unable to answer questions that teachers direct to them. They showed a disturbing lack of skills for dealing with diversity among learners, for identifying the needs within learners and for evaluating support effectiveness.

The findings reveal that the teachers' understanding of the extent of inclusive education is limited and also view inclusive education in a limited way as a means of ensuring equality of educational opportunities for learners with barriers in learning and development in the general education classes. They may not successfully implement inclusive education on their own at the present moment. Professional development was not provided for teachers who were to initiate or implement inclusive education in their schools. Even competent and motivated teachers cannot 'just do it' when it comes to teaching learners with barriers in learning, they are unaware of their strengths but are focused on their weaknesses. Teachers need more information and training in order to understand and assist learners who experience barriers in learning more effectively.

The learners with barriers remain with their peers, they are not segregated from the normal activities of the school, and they receive greater efficiency in the provision of services because they are already at school and can be easily reached. Learners with barriers are likely to succeed in effective schools because teachers, school managers, specialists and typical classmates work together to ensure that every learner is valued, respected and accepted for who he or she is and provided with meaningful and appropriate learning experience. The children are easily accessible thus this would mean the various support services could all be offered at school because if all agencies are represented at school it is easier to refer them.

Labeling is de-emphasized and the stigma attached to special school is decreased because many learners with many different types of barriers in learning are serviced. In addition research indicates that learners with disabilities achieve academic success in inclusive settings. Comparative studies reveal that learners in inclusive classrooms outperformed those in pull-out programmes across a number of important school performance indicators. A growing body of evidence suggests that most learners do not benefit from out of class support. Reviews suggest that instructional programmes outside general education learning environment produce few, if any, positive and lasting effects on learner performance.

Inclusive schools design academic work to use structures that facilitate social interactions among learners such as peer tutoring, cross-grade cooperative learning. Through these interactions, all learners have opportunities to develop or enhance their communication, problem solving and relationship building skills. When inclusion is implemented effectively, ongoing, daily involvement in others' lives helps learners to become more empathetic and understanding as they develop a better appreciation for unique qualities that all people possess.

The study has shown that typical high achieving learners are not harmed in the inclusion process, the presence of an identified learner in general education settings may enhance classroom learning experiences for peers who may be at -risk academically or socially as well as high achieving learners. This could be attributable to extra help to all class members when a learning specialist is present who can target specific problems as learners work and develop appropriate intervention, strategies to address these concerns. Valuable life skills, often unexplored in more traditional settings, receive greater attention in inclusive environments.

Teachers grow professionally and enhance personal support as a result of opportunities to collaborate with others in the development of inclusive services. Collaboration facilitates knowledge sharing and skills development in ongoing relationships. The process enables teachers to become more skilled and more confident in their abilities to address the diverse needs of learners with barriers and others with unique learning needs. The various professions have separate cultures and different vocabularies and approaches to the needs of children.

5.4 Recommendations

The areas of concern in this study were found to be in relation to the quality of training and support for the implementation of successful inclusive education and that the process is still too complex.

5.4.1 To the schools practicing inclusive education

- It is recommended that the school should provide quality comprehensive in-service courses. If training is sensitively introduced and properly managed it will promote effective teaching and come to be perceived as a genuine vehicle of professional growth.
- In-service education and training should train the teachers implementing inclusive education. In-service in education should be ongoing and answer life long professional development of teachers in education. The researcher believes that teachers will benefit profoundly from comprehensive in-service training to include facilitation skills, team building, development of individual learning programmes, monitoring and evaluation of programmes and strategic planning.
- Rectify long term training by including compulsory units of work on learners with special educational needs in pre-service courses. Because the flow-through will take some time schools should focus on providing relevant in-service training for teachers in the area of teaching learners with barriers.
- Provide sufficient funding to schools for quality basic education.
- Establish class-size guidelines that are realistic, with a target not in excess of 25 to 40 students per class.
- Pay teachers enough to demand one full day of professional work, including time for planning, meetings and personal improvement.
- Recognize the additional cost of providing for a diverse group of students in regular classes and in regular schools and provide funding to meet this need through

5.4.2 Recommendations on inclusive education (general)

- Individuals who hold workshops should have a thorough knowledge about inclusive education and learners with barriers in learning.
- Specific preparation should be made to develop consultation competencies.

- The education of learners with barriers especially those with behaviour problems require working together with other experts. Collaboration benefits the individual teacher, learners and the school as a whole because it leads ultimately to the improvements in the delivery of appropriate education (Du Toit 1997). Diverse and specialized professional development options must be produced that allow for teachers to gain experience that can meet their needs appropriately. Collaboration has the potential to promote greater confidence, greater competence, improved morale and enable better career planning, better professional relations and communication as well enhance the planning and delivery of education.
- Urgent consideration should be given to addressing the apparent poor social skills of learners with barriers who are included in regular classes.
- Focused attention need to be given to learners behaviour, comprehensive training for parents of learners with barriers in learning, reduction of teacher- learner ratio and administrative workloads to enable teachers to cope without increasing their stress levels.
- Inclusive education should be reviewed regularly to ensure that it continues to meet the needs of the learners with special educational needs and all who are in it.
- The researchers who are willing to replicate this study may focus on class observation and increase the size of the sample.

5.5 Conclusion

The overall theme identified in the research programme related closely to teachers perceived self competence.

Lack of effective in-service and pre-service or training regarding the implementation of inclusion and special needs reinforces the high levels of stress associated with adapting the curriculum to the needs of and sustaining an effective learning environment for all learners in their classroom.

The experience of the researcher is that inclusion has occurred without the understanding of the implications for teachers who have much of the responsibility for implementing it.

Teachers have a diffuse knowledge about inclusive education.

In service education training is intended to directly enhance the educational provisionIn service education training is intended to directly enhance the educational provision offered to learners, and affords individual teacher the opportunity to critically look at their practices. Adequate

education and training creates avenues for greater job satisfaction, recognition and determination of career needs. In service training is closely related to ongoing development and strategic planning

Consequently, it is also to develop a professional knowledge to address the diverse educational needs of various learners in general education classrooms.

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APPENDIX

APPENDIX A: QUESTIONNAIRE

This questionnaire is meant for data collection from the teachers on factors influencing the implementation of inclusive education. Any information provided will be treated with strict confidence and will be used solely for the purpose of this research topic.

PART A

Kindly tick and fill in the required information where appropriate.

1. Please indicate your gender?

Male [] Female []

2. Please tick the age bracket that you fall?

< 20 years []

21- 30 years []

31-40 years []

41-50 years []

> 50 years []

3. Please indicate your highest level of education?

Secondary []

Certificate []

Diploma []

Degree []

Post Graduate []

4. How many years have you worked in that school?

Below 5 years []

5-10years []

10- 15 years []

15- 20 years []

> 20 Years []

5. Have you done any course related with dealing with learners who have special needs?

YES []

NO []

IF YES what kind of learners are you able to handle

Visually impaired []

Hearing impaired []

Deaf blind []

Mentally challenged []

Others specify.....

PART B

This part will be trying to find out how familiar you are with the factors and agreeing or disagreeing whether they have influenced the implementation of inclusive education. Please circle how strongly you agree or disagree with the following statements according to the above scale: (if you disagree strongly with a statement, circle 1; if you disagree mildly, circle 2; if you are unsure of an answer, or if unfamiliar to the project, circle 3; if you agree mildly circle 4; if you strongly agree, circle 5)

v)Area of specialty	1	2	3	4	5
Social factors					
i)disability stereotyping	1	2	3	4	5
ii)lack of advocacy	1	2	3	4	5
iii)low demand for inclusive education	1	2	3	4	5

PART C

- In your own opinion, do you think the inclusive education is necessary for learners with special needs in education?
.....
.....
- Would you recommend that all teachers should be taken to school based training on how to handle learners with special needs? Please feel free to comment.
.....
.....
.....
.....
- What is your suggestion on the school management and its efforts in implementing inclusive education?
.....
.....

APPENDIX B: BUDGET

Appendix

Budget

ACTIVITY/ ITEMS	NO. OF ITEMS	COST (KSHS)
Project fees	-	66,500
Transport	-	2,000
Stationary	1 ream of foolscap @ 390 Binding @ 1,000	1,390
Printing, photocopy and scanning		4,000
Computer	One	30,000
	TOTAL	110,620/=

APPENDIX C: WORK PLAN

TIME	ACTIVITY
JULY-AUGUST	WRITING RESEARCH PROPOSAL
NOVEMBER-FEBRUARY	DATA COLLECTION
MARCH-JUNE	ANALYSIS AND REPORT WRITING