

**FACTORS INFLUENCING PROVISION OF INCLUSIVE EDUCATION
IN PRIMARY SCHOOLS IN DADAAB REFUGEE CAMP, KENYA.**

By

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DECLARATION

This research project is my original work and has not been presented for a degree award in any university.

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This research work is dedicated to my late husband Bernard Mutie Mwanza for his support towards my academic endeavours, my son Max and daughter Joy.

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LIST OF ABBREVIATIONS AND ACRONYMNS

| | |
|----------|---|
| DMI | Disability Monitor Initiative |
| DRC | Democratic Republic of Congo |
| EARC (S) | Education Assessment Resources Centre (s) |
| EFA | Education For All |
| IASC | Interagency Standing Committee |
| INEE | Inter-Agency Network for Education in Emergencies |

| | |
|--------|---|
| KIE | Kenya Institute of Education |
| KNEC | Kenya National Examination Council |
| MoE | Ministry of Education |
| MOEST | Ministry Of Education Science and Technology |
| NGO | Non-Governmental Organization |
| ROK | Republic of Kenya |
| RUF | Revolutionary United Front |
| SNE | Special Needs Education/ Special Needs in Educational |
| UNCEF | United Nations Children's Fund |
| UNCRC | United Nation Convention on the Rights of the Child |
| UNESCO | United Nations Educational Scientific and Cultural Organization |
| UNHCR | Unite Nation High Commission for Refugees |
| UNRWA | United Nations Relief and Work Agency |
| EARS | Education Assessment and Research Services |

ABSTRACT

This study sought to investigate factors influencing provision of inclusive education in primary schools in Daadab Refugee camp, Kenya. It was conducted in 19 primary schools in Daadab Refugee camp. The research used Descriptive survey research design to conduct investigation. The researcher sampled 19 primary schools` head teachers and 78 teachers to conduct the study. Primary data were mainly collected using head teachers` and teachers` questionnaires that were pretested to ensure reliability and validity. Data collected were analyzed using a combination of statistical computations. These included frequencies, percentages, mean and mode. The analyzed data were interpreted and presented using frequency tables and texts for clarity. The study examined the preparedness of teachers to handle the provision of Inclusive Education, the adequacy of teaching and learning resources, the availability of physical facilities, the appropriateness of school curriculum, the adequacy of support services and attitude of teachers towards inclusive education. The main findings of the study were that the physical facilities in the primary schools in Daadab refugee camp were not adequate and appropriate to accommodate learners with special needs. The schools` physical environment lacked assistive devices like ramps and crutches. It also found that teachers` and head teachers` professional competence levels were a barrier to successful implementation of inclusive learning in the primary schools in Daadab. The study recommended that the Kenya government should upgrade the physical set up of the schools aiming at making them barrier free to Special Needs Education learners. The Ministry of Education should consider increasing the funds for teaching and learning resources to ensure learners with special needs are adequately and appropriately catered for. More funds should be sourced from donors, well wishers and Non Governmental Organization`s to diversify provision of adequate and appropriate facilities in the primary schools. The government should restructure the Teachers` Training Colleges` curriculum so as to include the areas of specialization in special needs in education curriculum. The research study suggested future areas of study which were to establish whether Special Needs Education learners` talents are nurtured and also the extent to which the Daadab refugee camp graduates positively impact on the citizens in their countries of origin once they relocate.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The universal declaration of human Rights (1948) states that education is not only a fundamental right for every child but also an opportunity to achieve and maintain an acceptable level of learning, this forms a firm foundation for education provision to vulnerable groups. According to Inter-Agency Network for Education in Emergencies (2010) Education is especially critical for tens of millions of children and youth affected by conflict and disaster, and yet it is often significantly disrupted in emergency situations, denying learners the transformative effect of quality education.

In Afghanistan alone, some 100,000 children have war related disabilities, many of them caused by exploding landmines (Coheridge, 1999). Children physically disabled through armed conflict may have health and educational concerns that will decrease their ability to thrive and live healthy lives. Since many schools in Afghanistan do not have facilities for disabled children, physically disabled children have been deprived of receiving an education. According to Handicap International (2005) there are an estimated 196,000 disabled school aged children in Afghanistan and only 22.4% of them attend school for any length of time. Many of these children drop out of school due to lack of adapted materials and facilities hence this compounds the problem of access and provision of education, insensitive teachers due to lack of proper teacher training or peer discrimination.

This clearly contravenes the UN convention on the Rights of the child (UNHCR, 1989). General principles underpinning articles on education: Article 2 on non-discrimination, which makes specific mention of children with disabilities right to education. Article 28 and 29 also reinforce the right of children to education irrespective of impairment and disability and requires that children enjoy the rights without discrimination on the basis of equal opportunity.

Conflict induces long-term physical and psychological disability in children especially among child soldiers (UNICEF, 2009). Children who are victims of violence witness violence against others, and experience conflict-related hardships such as food, shelter, health services and also undergo physical and mental suffering. Rehabilitation and educational interventions are critical in improving their mental health and functionality of children who experience trauma.

During the civil war in Sierra-Leone both the National army and the Revolutionary United Front (RUF) - a rebel group responsible for some of the worst atrocities abducted an estimated 15, 000 – 22,000 children of all ages who were forced to serve the military groups by performing domestic chores and other military support roles to committing acts of violence (Mckary and Mazuarana, 2004). Education supports the reintegration of former child soldiers in a number of ways; there is an important link between literacy/skills learning and economic

security for returning child soldiers factors that often determine the successful social reintegration of returning children and prevent re-recruitment.

According to UNICEF (1999), in developing countries less than five percent of disabled children are enrolled in schools. It is unfortunately in developing countries where many armed conflicts are ongoing hence magnifying the number of disabled children. This implies that Education For All (EFA) cannot be achieved unless these children are brought in education mainstream. Children with disabilities for a long time have been confined to special schools under assumption that they offer safer and conducive environment for their rehabilitation and academic growth (UNESCO, 1994), but special education critics argue that when we classify and label children and exclude them from general education we send a strong social message that is discriminatory and personally offensive Sounds, (Koziesk & French, 2000).

Regular school be redesigned and equipped with teachers in order for them to enroll children with disabilities. Current trends in education call for educating every child within the community regardless of disabilities and that they have equal rights to access the culturally valued curriculum of their society as fulltime members of age appropriate mainstream classroom (Booth, 2000). Experts argue that regular schools should be redesigned and equipped with teachers in order for them to enroll children with disabilities. Current trends in education call for educating every child within the community regardless of disabilities and that

they have equal rights to access the culturally and curriculum of their society as fulltime members of age appropriate mainstream classroom (Booth, 2000)

Inclusive education promotes the inclusion of all children in schools and learning environments regardless of their particular needs or vulnerabilities. During the 1990 World Conference on Education For All, governments, international organizations, Non-governmental Organizations (NGOs) and educational specialists met in Salamanca, Spain in June in 1994 to discuss special needs education and the concept of inclusive education. The conference adapted a statement and framework for Action that asserted that schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.

According to Inter-Agency Network for Education in Emergencies (2010) inclusive education ensures the presence, participation and achievement of all individuals in learning opportunities. It involves ensuring that education policies, practices and facilities respond to the diversity of all individuals in the context.

Exclusion from education can result from discrimination, lack of support to remove barriers or use of language, content or teaching methods that do not benefit all learners. Emergencies have an impact on exclusion some individuals who were previously able to access education may be excluded because of circumstantial, social, cultural, physical or infrastructural factors.

People with physical, sensory, mental and intellectual disabilities are often the most excluded from education. Inclusive education means ensuring that these barriers to participation and learning are removed and that teaching methodologies and curricula are accessible and appropriate for learners with disabilities. A case study done by the Disability Monitor Initiative (DMI) on access to education for Palestine refugee children in Lebanon revealed that Palestine Refugee children with disabilities are one of the most marginalized groups within and outside Palestinian camps in Lebanon owing to their refugee status and their disabilities. Children with disabilities are usually not integrated into the community with other children and are faced with many constraints accessing education these include camp infrastructure; roads are narrow and not user friendly for persons with disabilities (UNICEF, 2010).

They are also not integrated into the community due to prevailing social taboos regarding persons with disabilities, but this situation has the attention of the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA) which has adopted a policy intended for persons with disabilities aimed at enhancing education for children with disabilities which incorporates staff training on inclusive education and rehabilitation of UNRWA schools to make them accessible. According to the women's Refugee Commission research in 2007 on the situation for those living with disabilities among displaced and conflict affected populations, findings indicated that refugees living with

disabilities are amongst the most hidden, excluded and neglected. Children with disabilities suffer physical and sexual abuse, exploitation and neglect. They are excluded from education and not provided with the support to help them develop to their full capacity. A positive finding from the research was the availability of inclusive education for children with disabilities. The study of Sierra Leonean adolescents in a refugee camp in Singe, Liberia recognizes the UN Inter-agency standing Committee guideline on mental health and psychosocial support in Emergency settings which underscore the importance of inclusive school environment as part of the holistic psychosocial response necessary for assisting war affected youth. Intensive short term teacher training could give teachers skills in handling sensitive topics with students in the classroom. Such training might thus help teachers to instruct students in concrete strategies to deal with frustration, stress and anger. (Gupta & Zimmer, 2008).

Inclusive education is today taking place in various refugee schools as can be seen in the refugee schools for Bhutnese Refugees in Nepal, there are 1,06 children with various disabilities in the camps, of whom 30 percent are hearing impaired. These children are admitted into the school at the same time as the normal children. Only one type of disabled child is put in any one class and the children are normally seated in the front row for easy access to the teacher. Each school has a special needs support teacher. The special needs support teacher receive training from the central office, after which they train the school teachers in how

to deal with disabled children in their classes. The special needs support teacher also provides support and guidance to the disabled children. Remedial classes are given to the disabled children after school hours. The special needs support teachers visit the homes to guide and train the parents so that they can assist their disabled children and monitor their progression (Brown, 2001) In Tanzania nine camps house a total of 86,000 children. Education has played a major part in bringing some normality and stability to the lives of children whose lives has been disrupted by war and violence, children with disabilities in these camps have also been integrated into mainstream schools (UNESCO, 2005).

In Kenya, the government has been trying to develop towards this global trend of inclusive education as the persons with special needs make a certain percentage of the marginalized population. The government has been trying to assist persons with disability to develop towards realization of full participation in social life, development and equality (MoEST,2001).To co-ordinate and streamline provision of education to children with special needs, the Ministry of Education established a Special needs Education(SNE) section in 1975. In 1978, a special Education inspector was appointed to be in charge of the SNE section at the MoE and one specialist was posted to the Kenya Institute of Education to guide SNE curriculum development. The introduction of Educational Assessment and Resource Service (EARS) in 1984 was to ensure early identification, assessment, intervention and placement of learners with special needs, thereby greatly improving the growth and quality of SNE services. The sessional paper number 6 (GoK, 1988)

emphasized the importance of integrating children with special needs in regular schools. The persons with Disability Act (2003) reinforced that the persons with special needs are put into consideration in all learning institutions and the provision of various services to facilitate learning process for all persons (GoK, 2003). Kenya is one of the member states of the United Nations and is fully committed to implementing inclusive educations in schools as required by the Salamanca statement. According to a ministry of education report made by the task force on special needs education appraisal exercise of November 2003, the Kenya government has been offering education to four categories of children with special needs in education. These are children with hearing impairments (HI), Visual impairments (VI) mental handicaps, and those with minor difficulties. Educations for these children are offered in special schools (Bedi 2004). The demand for Special Needs Education (SNE) at all levels in Kenya has increased as a result of the government's commitment to universal primary education through the free primary education declaration in 2003 (Bedi, 2004).

Dadaab refugee camp is one of the largest and oldest refugee settlements in the world. It was established in Kenya after the collapse of the Somali state in 1991. It was set up to accommodate 90,000 refugees who have fled various conflicts in the larger East Africa but most have come as a consequence of civil war in Southern Somalia. Schools have been set up in the refugee camps to provide learning and safe child friendly spaces. The schools in Dadaab refugee camp follow the Kenyan school's curriculum. Due to the influx of so many refugees,

these schools are really struggling to cope with the situation although a lot of effort is being made by various nongovernmental organizations to offer inclusive education. Education is a luxury denied most of the 90,739 children who live there (Women's Commission for Refugee women and children, 2008).

According to the UN children's fund the primary schools attendance rate is 43 percent. Across the three camps; Hagandera, Ifo and Dagahaley. There are 19 primary schools funded by the UN Refugee Agency and UNHCR, the schools have few Kenyan qualified teachers majority of the teachers are untrained. In 2010 there were five trained special needs teachers to teach 3,251 children (CARE, KENYA, 2010). Programmes on the education and training of refugees with disabilities whether from war, disease or other causes have been developed but the coverage is not systematic and depends on the interests and expertise of the organization implementing the education programmes and the availability of resources (UNESCO, 2005). Little research has been carried out on provision of inclusive education in Dadaab Refugee camp. This study is thus to investigate factors influencing provision of inclusive education to children in primary schools in Dadaab refugee camp.

1.2 Statement of the Problem

The goal of inclusive education is to provide the most appropriate education in the most enabling environment. The net effect of inclusion, if successful is to get all children together. The challenging issues are how to constructively understand

and enhance inclusion in the best educational interest of all children. Problems being faced in inclusion are system problems, school policies, structures and attitudes have to be changed in an inclusive system (Turnbull, 1977). In the midst of conflict, education is often seen as a luxury for refugees who are struggling for food, shelter and security. If children in the camps are struggling for basics such as education, the challenges are incredible for those with disabilities (Disability Monitor Initiative, 2009). In 2010, there were 3,251 children with various disabilities in the primary schools in Dadaab Refugee Camp Lutheran World relief (2010). According to Bhutta, (2010) there is an estimated four million children with physical disabilities and conflict is the leading cause of disability in children.

It is therefore imperative to provide much needed care and education to help them live as valued members of their communities. According to a report by Women Commission for Refugee Children with disabilities are excluded from education. In Daadab refugee camp in Kenya children with disabilities are sometimes tied up on posts. Refugees with disabilities are often the most hidden, marginalized, socially excluded and vulnerable in Dadaab refugee camps. Programmes or the education and training of refugee with disabilities whether from war, diseases or other causes have been developed but the coverage is not systematic (UNESCO 2005). In Dadaab Refugee camp children with special needs are both integrated into the mainstream schools and also have the opportunity to attend special classes within the school. It is therefore important to carry out the study on factors

influencing provision of inclusive education in Primary schools in Dadaab refugee camp.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors influencing provision of inclusive education in primary schools in Dadaab refugee camp, Kenya.

1.4 The objectives of the study

The research study was guided by the following objectives;

- i. To examine the preparedness of teachers to handle the provision of inclusive education in primary schools in Dadaab Refugee Camp.
- ii. To examine the adequacy of teaching and learning resources that facilitates provision of inclusive education in primary schools in Dadaab Refugee Camp.
- iii. To assess if the physical facilities available facilitate provision of inclusive education in primary schools in Dadaab Refugee Camp.
- iv. To establish if the school curriculum is appropriate to provide inclusive education in primary schools in Dadaab Refugee Camp.
- v. To establish if support services are adequate to facilitate provision of inclusive education in primary schools in Dadaab Refugee Camp.
- vi. To establish the attitude of headteachers and teachers towards provision of inclusive education in primary schools in Dadaab Refugee Camp.

1.5 Research Questions

This study was guided by the following objectives;

- i. To what extent are the teachers sufficiently prepared to handle provision of inclusive education in primary schools in Dadaab Refugee Camp?
- ii. To what extent are the teaching and learning resources appropriate to provision of inclusive education in primary schools in Dadaab Refugee Camp?
- iii. What are the physical facilities available to facilitate provision of inclusive education in primary schools in Dadaab Refugee Camp?
- iv. To what extent is the school curriculum appropriate to provide inclusive education in primary schools in Dadaab Refugee Camp?
- v. To what extent are the support services adequate to facilitate provision of inclusive education in primary schools in Dadaab Refugee Camp?
- vi. What is the attitude of headteachers and teachers towards implementation of inclusive education in primary schools in Dadaab Refugee Camp?

1.6 Significance of the study

The study was useful by yielding data to different groups of people; the humanitarian organizations will benefit by getting data on inclusive education for refugee children this will help in guiding them on allocation of funds and resources towards support of inclusive education. The study will also help non-governmental organizations to organize for education and advocacy to communities and parents of children with disabilities to accept the children and

assist them accordingly so as to access education. Institution heads may use the findings to help prioritize on the requirements of the learners with disabilities.

The findings would be useful to teachers to realize on what is expected of them as regards children with disabilities in their classes. Heads may also use Parents Teachers Association meetings to educate parents on the need to enroll their children who may be having disabilities in schools.

1.7 Delimitation of the study

The study was confined to Dadaab Refugee Camp which is one of the largest and oldest refugee camps in the world. The findings of the study were cautiously generalized because the prevailing conditions when offering education in emergencies is quite different from education offered in stable conditions.

1.8 Limitation of the study

The study may have been hampered by inadequate availability of recorded data on inclusive education to children with disabilities in refugee camps.

1.9 Assumptions of the study

- i. That the respondents will cooperate and give honest answers.
- ii. That the respondents will give accurate and relevant information for the study

1.10 Definition of significant terms

Children's rights – Are the human rights of children with particular attention to the rights of special protection and care accorded to the young, including their right to association with biological, human identity as well as the basic needs for food, education, healthcare and criminal laws appropriate for their age and development.

Disability – A lack of ability relative to a personal or group standard or norm. Disability may involve physical impairment, sensory impairment, cognitive or intellectual impairment, mental impairment. A disability may occur during a person's lifetime, or maybe present from birth.

Inclusion – Refers to where school should accommodate all children regardless of their physical intellectual, social, emotional, linguistic or other needs.

Inclusive education – Refers to where students with special education needs receive service and support appropriate to their individual needs in general education setting

Mainstream – Refers to where learners with disabilities are included in general educational classes to increase their social interaction opportunities

Physical environment – This refers to the schools, classrooms, play areas, bathroom/toilets and community resource centres.

Refugee - Refers to people who are recognized as fleeing from persecution and who have left their own country. They come under international protection (UNHCR,2010)

Special educational needs – Refers to learning needs which would not ordinarily be met by the regular services of mainstream educational institutions.

1.11 Organization of the study

This study is organized in five chapters, chapter one comprised of background to the problem, statement of the problem, purpose and objectives of the study, research questions, and significance of the study, limitations, delimitations, basic assumptions and definition of significant terms. In chapter two literature review is given according to the rights of children with disability, challenges of inclusive education, existing inclusive education programmes and chapter three consisted of research methodology focusing on research design, target populations, sample and sampling procedures, research instrument, validity and reliability of the research instrument, data collection procedure and data analysis techniques.

Chapter four constitutes of data analysis and discussion of findings while chapter five dealt with the summary, conclusion, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section presents a comprehensive literature review in eleven subsections. These includes introduction, concept of inclusive education, situation of inclusive education in refugee camps, teachers' development and preparedness, curriculum appropriateness for during education in emergencies, availability of physical facilities, availability of teaching and learning resources, support services, attitudes of headteachers and teachers, summary of literature review, theoretical perspective and conceptual framework.

2.2 Concept of inclusive education

According to UNESCO (2001), inclusive education starts from the belief that the right to education is a basic human right and the foundation for a more just society. This has been emphasized in subsequent forums such as the 1989 United Nation's Convention of the Rights of the Child, the 1990 World Conference on Education for All, the 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities, the 1994 Salamanca Statement that reaffirmed the international commitment to Education for All. This was further endorsed in the 2000 Framework of Action on Special Needs Education, which stated that the spirit of these provisions and recommendations on education for all should guide governments and organizations. Inclusion in education, therefore, involves the process of increasing the participation of learners in, and reducing

their exclusion from, the cultures, curricula and communities of local schools (Stubbs, 2002). To facilitate this, learners should be given a wide range of resources, which include teaching materials, equipments, personnel, curriculum adaptation and modification and teaching approaches. Turnbull (2007) states that the needs of exceptional children in education can be met in the inclusive classroom under certain prerequisite conditions. This is where the students are assessed appropriately for relevant reasons to receive the required differentiated curriculum. Inclusion is about the child's right to participate and the schools duty to accept the child. Ainscow (2003) suggests that inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. The school is restructured so that all students including those with disabilities learn together.

Lack of training and awareness of how to support students with special needs, specially designed teaching materials, techniques on how to teach, outside support for learners and a better understanding of students needs all compound the provision of inclusive education. Organizations offering education programmes in refugee camps have taken initiative to implement inclusive education. In Dadaab Refugee Camp this has been done by United Nations Children Fund and Care international (CARE, 2012).

2.3 Situation of inclusive education in refugee camps

Allen and Schwartz (2001) noted that inclusion of children with special needs into the mainstream ensures equal status with other children who develop normally. Inclusive programmes consider the uniqueness of every child and address their strengths and needs. Some of the most well developed inclusive and special needs education programs can be found in the Burmese camps in Thailand. Preschool, primary and secondary schooling is provided in all nine refugee camps and general attendance is extremely high between 93 and 99% in all camps. A variety of Non-Governmental Organizations are responsible for providing special education programs in the camps. Karen Women's Organization with the support of world education sets up special education services in the camps.

Programs include an early childhood intervention program, where parents and teachers work together to identify children with disabilities as early as possible. Special education teachers work one-on-one with children through home visits to support them in becoming independent at home; through learning about hygiene and toileting. Learning basic numeracy and language, providing support and guidance to their parents. Children who are able to progress to mainstream schools are assigned a teacher who will assist them at school and tutor them at home (UNICEF, 1999).

2.4 Teachers preparedness and Inclusive Education

For effective provision of inclusive education, there is need for the teachers handling children with special education needs to have skills to enable handle these children responsibly. Most teachers lack experience and skills for working in inclusive setting (UNESCO, 2003). In Dadaab refugee camp in 2010 there were 5 trained special needs teachers out of 39 to teach 3251 children (CARE KENYA, 2010). Also due to the recent drought in 2011 in Somalia the numbers of school aged children is higher. There is need to incorporate special education curriculum in teachers training colleges and in-service those already in the field to equip them with skills and knowledge to enable them handle children with special needs.

Kadima (2006) shows that skills, abilities and knowledge acquired in training enable the teachers to stimulate and foster the interest of the learner. Therefore, the teacher education system must be adjusted with greater diversity of the learner. Moreover, these children get inadequate services as most teachers have no specialized skills therefore they lack confidence to handle children with special education needs (Muchiri & Robertson, 2007). Teachers of special needs education have understanding of diverse theoretical approaches, to the field knowledge in diagnostic procedures, skills in the art of clinical teaching and familiarity with teaching techniques and materials (Learner, 1976). All this calls for dynamic responsive and well coordinated system of in-service training so as to equip teachers with skills and capacity to deliver curriculum (Republic of Kenya, 2005). Some of the challenges facing the training of teachers are lack of clear

policies. There is also need to encourage research in the field of inclusive education (RoK, 2005).

2.5 Curriculum appropriateness and inclusive education in emergencies

Curriculum plays an instrumental role in fostering tolerance and promoting human rights. It is a means by which respect for dignity of persons and awareness of responsibility as national and global citizens are instilled to children (Booth, 1996). Allen and Schwatiz (2001) shows that the primary goals of curriculum should establish a foundation of life long learning and create a positive school experience to the child. The curriculum should help the child to increase self esteem, confidence, and competence and be responsible.

There is need for appropriate curriculum which is broadbased through which objectives may be achieved (Kadima, 2006). The school system should meet the needs of all children regardless of their strength and weakness, (UNESCO, 1994). However, in education, curriculum is the major obstacle to inclusive education for it is extensive and demanding or centrally designed.

In Dadaab refugee camp, the schools follow the Kenyan curriculum (Penson, 2009). The content sometimes is distant to reality of the learner which makes it inaccessible and un motivating (UNESCO, 2003). There is therefore need to develop and implement a flexible curriculum that is child centred to meet the needs of children with special needs Ministry of Education (MoE, 2005). Hanna,

Manja and Heikki (2006) indicates that text and illustrations given in textbooks should be interesting and relevant to situations in which the learner live and are expected to apply their knowledge and skills information and should be accessible regardless of learners functional limitations. The co-curricular activities for learners with disabilities are also minimal, for most of the children are left sitting in class during sports and physical education lessons (Rok, 2007).

2.6 Availability of physical facilities

The quality and adequacy of physical facilities and equipment for teaching and learning is an important determinant of quality education. This determines the effectiveness of curriculum implementation ROK, (1999). According to Women's commission for refugee women and children report 2008; In Nepal and Thailand refugee camps where there are well developed inclusive education and special needs education facilities, there are difficulties with physical access to schools, poor design of school compounds, classrooms and latrines and the inaccessible location of school building all which are a problem for children with disabilities.

Children with special education needs require special facilities to help them cope with barriers in learning. The physical access and learning environment poses barrier to the provision of inclusive education. There is need for simple ramps and internal classroom arrangement to accommodate the physically disabled (UNESCO, 2003). Environment requirement for learners with special needs in inclusive schools include barrier free environment with compounds used by

children, adapted toilets, bathrooms with added bars, ramps with recommended gradients to entries and exits to classrooms, playground, spacious classrooms which are well lit and ventilated, large classrooms to allow use of wheel chairs. UNESCO (2008) noted that there is still inappropriate infrastructure like buildings and toilets to make learning environment friendly for the physically challenged children.

2.7 Availability of teaching and learning resources

There is need for adequate resources to make teaching and learning effective in the inclusive programmes. Programmes for the education and training of refugees with disabilities, whether from war, disease or other causes have indeed been developed in many locations but the coverage is not systematic and depends on both the interest and expertise of the organizations implementing education programmes and the availability of resources. (UNESCO, 2005).

According to Riley report (2007), on countries surveyed on situation of refugees with disabilities it revealed that refugees with disabilities did not receive individual, comprehensive assessments of all their physical, medical, psychological, educational, training and livelihood needs. This was an area in which UNHCR, in particular was very weak. According to UNESCO (2005) there are no special facilities for children with various disabilities like hearing aids, Braille materials, spectacles and white canes. There is also insufficient assessment equipment, learning and teaching aids and specialized materials for special needs

education (RoK, 2005). The KIE development of teaching/learning materials is influenced by regular school approaches (MoEST, 2003). However, there is need to recognize difficult experiences of children with special education needs and improve in the pedagogy need to respond positively to their diversity (UNESCO, 2005). There is need to include essential skills and lifelong learning and focus on needs of persons with special needs in terms of resources and activities aimed at realization of EFA Goal (UNESCO, 2006), Education should be accessible even to those who are disadvantaged (UNESCO, 2006). Resources to meet the needs of these children should not be expressed in general terms but rather in what they need (Kithuka, 2008).

2.8 Support services for SNE`s

Learners with special education needs require basic support services if their learning will be effective in an inclusive setting Kenya Institute of Special Education (KISE, 2000), Kadima (2006) shows that teachers in school need a lot of support from quality assurance and standard officers, education administrators and other educational authorities. The cadre should be strengthened in number and made more effective by providing them with better facilities to enable them support educational programmes. However there has been an acute shortage of quality assurance and standard officers and trained personnel to monitor the programme especially during education in emergencies. Other support services that should be made available to the learners with SNE in the regular class are;

resource room, guidance and counseling, medical practitioners, peripatetic or itinerant teacher.

2.9 Attitude of teachers and headteachers

According to MOEST (2004) there is need to enhance mobilization and awareness programmes to eradicate taboos and beliefs associated with disabilities. There is need to train the teachers so that they can advise the parents to take children with disabilities for early assessment and placement (UNESCO,2005). The headteachers and teachers need to change their attitude mindset out of the retrogressive traditions that make them lockout the children with disabilities and deny them right to education and participation in all spheres of human endeavours and promote human right (UNESCO, 2008).

Most teachers are concerned about their career prospect Adam, (1986). The teacher training college develop knowledge and skills but less on attitude and values (UNESCO, 2003). Their attitude and value depends on their experience with learners perceived to be challenging, large size and workload (UNESCO 2005). Positive attitude is important for practitioners for a successful provision of inclusive education (Muchiri and Robertson, 2007). Headteachers and teachers tend to view parents as their adversaries Omorwa, (2004) they need to acknowledge and respect parents if inclusive education is to be successful. When parents feel valued as equal members of the team, they are likely to develop

positive attitude towards the teachers which will help them work together and understand the needs of the child with special education needs. (Hardman, 2005). The external and internal factors like poverty and culture especially during emergencies affects participation of children with SNE and teachers sometimes opt to teach non-handicapped children using their limited resources. Gender disparity also affect inclusive education where girls with disabilities suffer from career stereotype where they are restricted to traditional skills and discouraged in venturing to more lucrative professions (MoEST, 2007).

2.10 Summary of Literature Review

Education should be accessible to all who desire to be educated, no matter their ability or disability. They should have option to be in mainstream schools rather than being socially and educationally isolated without any choice in the matter. There is also need to eliminate inequalities in school system and stigmatization of the children with special needs. Stubbs (2002) did a research on inclusive education in Bhutanese refugee camps and also a study on improving attendance in education in Kyrgyzstan in Afghanistan. The Women's Commission for Refugee women and children (2007) did a research to assess the situation for those living with disabilities among displaced and conflict affected populations. The disability monitor initiative – Middle East (2010) did a research on Access to Education for refugee children with a disability: The case of Palestine refugee children in Lebanon. However no research has been done on factors influencing

provision of inclusive education in primary schools in Dadaab refugee camp and thus this study tries to fill this gap.

2.11 Theoretical perspective

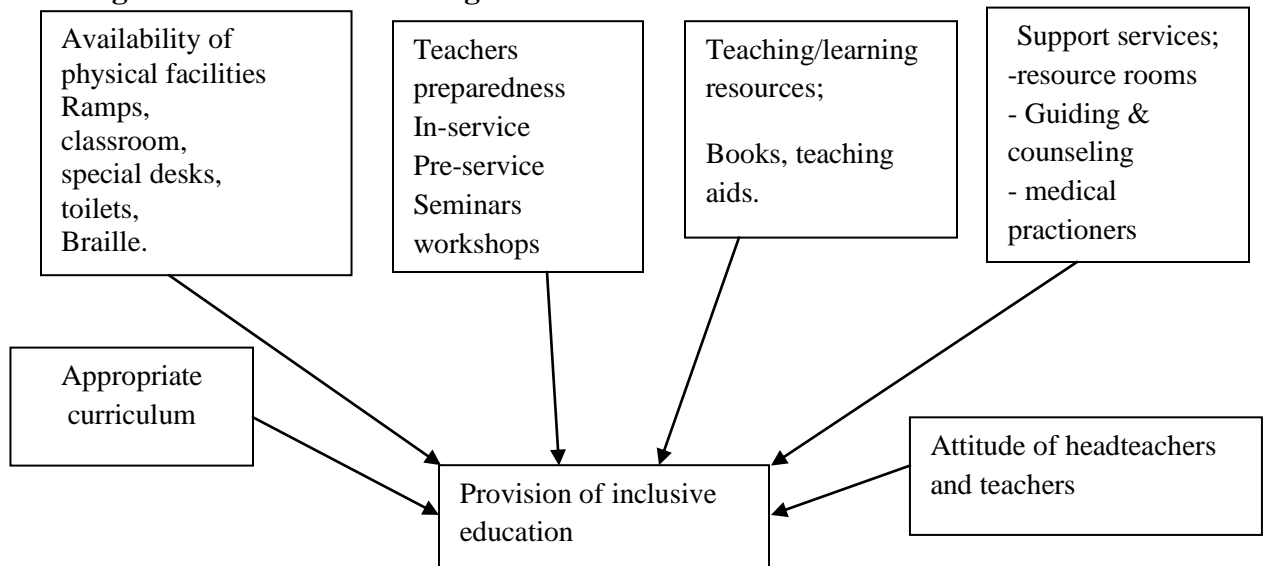
Vygotsky Theory (1987-1998) of Proximal Development discusses learning and teaching of children with special needs as a shared and/or joint process in a responsive social context. It states that children can perform better when they have proper assistance by adults and capable peers. He advocated the process of “scaffolding”. In this context, children with special needs are given support by professional personnel and capable peers. In an inclusive class, dynamic assessment of children is very crucial to identify the strengths and weaknesses of the children with special needs. This will help the teacher use the strengths to alleviate the weaknesses in the process of instructions.

This theory is applicable in this study because once the SNE learners are included in the general school; they will interact and be supported by the teachers and peers in the learning process. The improved curriculum and instructions with the appropriate facilities will assist the SNE learners to develop to their highest level of independence. Once all this is done, the challenged learners will be able to realize their full potential since disability is not inability.

2.12: Conceptual Framework

The conceptual frame work of this study (Figure 1) identifies the variables under study and shows their relationships.

Figure 1: Factors influencing inclusive education



Source: DQUASO Office Garrissa, 2013

For effective provision of inclusive education, various inputs must be put in place. Teachers development needs to be improved to enable them acquire skill and knowledge to handle children with special needs. This can be done by in-servicing those in profession and in-cooperating special education in training curriculum. The curriculum needs to be improved to accommodate children with special education needs. It should be flexible to match with the learners abilities. Appropriate resources and physical facilities should be made available to enhance learning and also support services to monitor and evaluate the programme. There is need to create awareness to have positive attitude towards children with

disabilities. Support services like resource rooms, guidance and counseling and medical practitioners need to be put in place. There is also need for provision of more finances to support the program. These enhanced effective provision of inclusive education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this section is to present and discuss the research methods that was used in this study. This section includes research design, target population, sampling techniques and sample size, research instrument, instrument reliability and instrument validity, data collection procedures and data analysis techniques

3.2 Research design

This study adopted descriptive survey study. Mugenda and Mugenda (2003) states that a survey is an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. The design is appropriate for this study in consideration of the varied and spread of locality of the institutions.

3.3 Target population

Best and Kahn (2006) define target population as anyone group with one or more characteristics in common that are of interest to the researcher. The target population of the study involved all teachers and headteachers in the primary schools in Dadaab refugee camp. There were 19 primary schools in Dadaab refugee camp having 19 headteachers and 780 teachers

3.4 Sample size and Sampling procedure

According to Best and Kahn (2003) an ideal sample should be large enough to serve as adequate presentation of the population about which the researcher wishes to generalize and small enough to be selected economically in-terms of subject availability expenses in both time and money and complexity of data analysis. According to Mugenda and Mugenda (2003) purposive sampling technique allows the researcher to use cases that have the required information with respect to the objectives of the study. The 19 primary schools are offering inclusive education purposive sampling technique shall be used. Four teachers were randomly selected from each of the 19 primary schools in Dadaab Refugee Camp adding up to a total of 78 of the target population. This formed 10% of the total population (Gay, 2006).

3.5 Research instruments

Questionnaires and observation checklist were used in this study. Orodho and Kombo (2003), states that in questionnaires, respondents fill in answers in written form and the researcher collects the forms with the completed information. They include two questionnaires; one for the head teachers and the other for the teachers. Both with open-ended and closed-ended questions. The open ended questionnaires gave qualitative data while the closed ended questionnaire gave quantitative data. Head teachers' questionnaires consisted of four sections, part A consisted of background information on gender, age, academic qualification, professional qualification and teaching experience. Part B consisted teachers'

preparedness, training and seminars, appropriateness of curriculum, content and time delivery, teaching, learning resources and MoE monitoring and funding. Part C consisted of attitudes of teachers and D consisted of challenges and recommendations. Teachers' questionnaire consisted of four sections Part A consisted of background information on gender, age, academic qualification, professional qualification and teaching experience. Part B consisted teachers' preparedness, training and seminars, appropriateness of curriculum, content and time delivery, teaching, learning resources and MoE monitoring. Part C consisted of attitudes of teachers and D consisted of challenges and recommendations.

The observation checklist helped to collect data on availability, adequacy and appropriateness of physical facilities and learning resources. It also helped to confirm the information given by the respondents

3.6 Instrument validity

Validity is the accuracy and meaningfulness of inferences which are based on the research results Mugenda and Mugenda (2003). Content validity was done using the results of the pilot study and constant consultation and discussion with the supervisors. This lead to adjustments and modification which increased the instrument validity.

3.7 Reliability of the instrument

Reliability is a measurement of the degree to which a research instrument yields consistent results after repeated trials (Greenwood, 2002). The researcher used

test-retest technique in order to test the reliability of the instruments. The instruments were given to similar subjects for the study but not used in the final study. The same instruments were administered to the same group of subjects after two weeks. A comparison between the responses obtained in the two tests were made using Pearson's Correlation Coefficient formulae (r) as indicated below.

$$r = \frac{N \sum Z_{xy} - \sum x \sum y}{([\sum x^2 - (\sum x)^2] [\sum Y^2 - (\sum y)^2])^{1/2}}$$

Where $\sum xy$ = sum of the gross product of the values of each variables

$(\sum x) (\sum y)$ = Product of the sum of X and the sum of Y and N = total number of items. The reliability of the instrument was 0.87 hence was deemed appropriate for this study.

3.8 Data collection procedure

Data collection instruments were administered to the respective respondents. A research permit was obtained from the National Council for Science and Technology. The headteachers and teachers of participating schools were contacted through a letter after which the researcher visited the schools for the administration of questionnaires. All the instruments were administered to the respondents who were assured of confidentiality. The researcher observed and filled the checklist.

3.9 Data analysis technique

The data was collected and cross examined to ascertain accuracy and uniformity. The data was then coded and entered into the computer for analysis using Statistical Packages for Social Science (SPSS). Both descriptive statistics was used to analyze the quantitative data. Data was presented in percentages and frequencies. Qualitative data from open ended questions was presented in narrative form and where possible in tables.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents and discusses the findings of the study. The study was to investigate factors influencing provision of inclusive education in primary schools in Dadaab Refugee camp, Kenya. The analysis of data collected and its interpretation was in relation to the objectives and research questions of the study. Data presented include the respondents' views regarding the teacher's preparedness, the adequacy of teaching and learning resources to facilitate inclusive education, the availability of teaching and learning services, to assess the availability of teaching / learning resources and attitude of head teachers and teachers towards the provision of inclusive education in primary schools, in Daadab Refugee camp. The responses were compiled into frequencies, converted into percentages and presented in cross tabulations.

4.2 Questionnaire Return Rate

The researcher targeted 78 primary school teachers and 19 headteachers for the study and thus administered 97 questionnaires. A total of 94 questionnaires (96.9%) were returned from teachers and head teachers together.

Table 4.1

Instrument Response Rate

| Respondents | Expected | Returned | Percentage |
|--------------------|-----------------|-----------------|-------------------|
| Teachers | 78 | 75 | 96.1 |
| Headteachers | 19 | 19 | 100.0 |
| Total | 97 | 94 | 96.9 |

The return rate for teachers alone was 75 respondents (96.1%). In the case of the head teachers, the researcher targeted 19 of the head teachers from primary schools. All the nineteen headteachers responded, representing a (100%) return rate. The questionnaire return rate for both teachers and Head Teachers was (96.9%) and therefore, considered satisfactory for the purpose of the study (Greenwood, 2002). The findings are presented in table 4.1,

4.3 Respondents' Demographic Information

The data presented in this section focused on the respondents' gender, academic and professional qualifications and teaching experience in years. This sought to investigate on the trends and distribution of the available support services in terms of males and females adequate in the refugee camps.

4.3.1 Respondents' Gender

The researcher requested both headteachers and teachers to indicate their gender in questionnaires. Their responses were tabulated as shown on table 4.2,

Table 4.2

Head teachers` and Teachers` Gender

| Gender | Headteachers | | Teachers | |
|---------------|---------------------|-------------------|-----------------|-------------------|
| | F | Percentage | F | Percentage |
| Female | 0 | 0 | 11 | 14.7 |
| Male | 19 | 100 | 64 | 85.3 |
| Total | 19 | 100.0 | 75 | 100.0 |

According to the table, all the 19 (100.0%) of the headteachers were male. This implies that females are under-represented in management roles in primary schools in Daadab Refugee camp. Male teachers in primary schools were the majority (85.3%) while the female respondents were represented by (14.7%). This is an indication that males are more inclined to the teaching in Dadaab refugee camps than females.

4.3.2 Respondents' academic qualifications

Head teachers' and teachers' academic qualification were also sought to find out their efficiency in the provision of inclusive education in primary schools. This

sought to answer research question one of the study. Effective provision of inclusive education requires qualified head teachers and teachers, this could assist them to successfully implement inclusive education policy enabling pupils with special needs learn best in typical settings with their peers despite their diversified abilities. The teachers and head teachers' academic qualifications are in table below.

Table 4.3

Head teachers' and Teachers' Academic Qualifications

| Qualification | Headteachers | | Teachers | |
|----------------------|---------------------|--------------|-----------------|--------------|
| | F | % | F | % |
| Masters Degree | 0 | 0 | 0 | 0 |
| Diploma | 14 | 73.7 | 11 | 14.7 |
| P1 certificate | 5 | 26.3 | 45 | 60.0 |
| Untrained | 0 | 0 | 19 | 25.3 |
| Total | 19 | 100.0 | 75 | 100.0 |

According to the study's objective (1), the researcher sought to investigate the level of the Headteachers and teachers academic and professional qualification. This was clearly indicated by the table 4.3 with the majority of Headteachers (73.7%) and some few teachers (14.7%) being Diploma certificate holders. However, a fairly high percentage (60.0%) of the teachers' respondents had also

acquired Diploma level of Education. However, none of the teachers or head teachers had Degree or Master Degree qualification. It also showed that a relatively low percentage (25%) of the headteachers had not been trained. This data also helped to identify the challenges encountered in the implementation of inclusive learning.

4.4 The status of the classrooms

The status of the schools structures such as classrooms, toilets and pathways is a very important factor that has to be considered when it comes to the delivery of educational services to children with special needs. The researcher sought to know whether the classrooms and other structures had been renovated in order to cater for various levels of disabilities e.g. physical handicaps. The statements were tabulated in table 4.4.

Table 4.4

Headteachers` and teachers` comments on the renovations of classrooms

| Modified classroom | Teachers | | Head teachers | |
|---------------------------|------------------|--------------|----------------------|--------------|
| | Frequency | % | Frequency | % |
| Suitable for SNE`s | 37 | 32.6 | 4 | 21.0 |
| Not suitable for SNE | 38 | 67.4 | 15 | 79.0 |
| Total | 75 | 100.0 | 19 | 100.0 |

From the results majority of the teachers (67.4%) and Headteachers (60%) indicated that the classrooms and other structures had not been renovated and therefore they are not SNE friendly. A fairly lower number of teachers (32.6%) and Headteachers (40%) indicated that the classrooms and other structures are renovated in their schools showing that emphases on structure renovation are to be considered. This intrigued the researcher in her observation to evaluate on the structure conditions and the results from the observation schedule were as in table 4.5 below.

Table 4.5

Teachers` responses to the availability of barrier free structures

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Available | 5 | 40.0 |
| Adequate | - | - |
| Not Available | 14 | 60.0 |
| Inadequate | - | - |
| Total | 19 | 100.0 |

The researcher observed that among the institutions visited, the majority (73.7%) of the institution, barrier free structures were not available with only (26.3%) of

the institution having some unkempt structures like ramps. This is a draw back and a handicap in the successful implementation of inclusive education in Dadaab refugee camp.

4.5 Learners Accessibility to the Classrooms

For the learning to take place in the classrooms, measures must be put in place on easing the movements of SNE learners to these classrooms.

Table 4.6

Respondents` view on the availability of teaching and learning materials

| | Available | | Not Available | | Total |
|--------------------|------------------|----------|----------------------|----------|--------------|
| | F | % | F | % | |
| N=75 | | | | | |
| Resources | | | | | |
| Accessible classes | 39 | 52.0 | 36 | 48.0 | 75 |
| Desks provided | 10 | 13.3 | 65 | 86.7 | 75 |
| Renovated desks | 16 | 21.3 | 59 | 78.7 | 75 |

Just about half of teachers` respondents (52%) indicated that the SNE learners in their schools are able to access the classrooms in place with ease. Only (48.0%) of the respondents felt that SNE learners access their classrooms with difficulties.

4.6 Provision of desks suitable for SNE learners

In addition to being in classrooms for the learning to take place amicably, the learners need to be seated on suitable desks. This will be ensured through proper assessment and placement procedures sensitive to different categories and levels of disabilities.

Majority of the teacher respondents (78.3%) indicated that the desks were not suitably constructed to cater for SNE's. This was also witnessed by the researcher's observations where in (60%) of the institutions visited, the desks were not suitable for their challenges.

Table 4.8

Head teachers' comments on renovation of desks to cater for SNEs

| Comments | Frequency | % |
|-----------------|------------------|--------------|
| Renovated | 5 | 26.3 |
| Not renovated | 14 | 73.7 |
| Total | 19 | 100.0 |

Among the headteachers respondents (73.7%) agreed that their institutions lacked desks which are suitable for the SNEs. This sought to answer the second research

Question of the study which was to investigate the support services available for effective implementation of inclusive learning.

4.7 Toilets designed to Cater for SNE

The research sought to find out if the toilets were designed to cater for the SNE. The donor organizations have come up with strategies support the construction of various structures in schools in order to facilities SNE.

Table 4.9

Toilets designed to Cater for SNE

| Comments | Teachers | | Headteachers | |
|-----------------|------------------|-------------------|---------------------|-------------------|
| | Frequency | Percentage | Frequency | Percentage |
| Well designed | 36 | 21.7 | 8 | 42.1 |
| Poorly designed | 39 | 78.3 | 11 | 57.9 |
| TOTAL | 75 | 100.0 | 19 | 100.0 |

The study objective three sought to investigate the availability of teaching and learning resources required for effective implementation of inclusive learning. According to the respondents opinions, majority of the teachers' respondents

(78.3%) indicated that there are no SNE friendly toilets constructed in their schools. A good percentage (57.9%) of the Headteachers also agreed that the institutions they head lack toilets specially designed for various handicapped learners. This intrigued the researcher to make observations of the available structures in the institution. She observed that the majority (90.0%) of the available toilets are not disability friendly. This may have discouraged the admission of more students with disabilities who may find it difficult to use the facility.

Table 4.10

Teachers' Professional Qualification in Relation to SNE

| Response | Frequency | Percentage |
|-------------------|------------------|-------------------|
| Certificate level | 45 | 60.0 |
| Diploma Level | 11 | 14.7 |
| Untrained | 19 | 25.3 |
| Total | 75 | 100.0 |

The study sought to investigate the teachers' qualification in a bid to ensure effective implementation of inclusive Education.

From the results, (14.7%) of the respondents are trained Diploma in Education holders, (60.0%) are P1 certificate level holders while 25.3% registered as untrained teachers.

Table 4.11

Training to handle children with special needs.

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Trained | 37 | 49.3 |
| Not trained | 38 | 50.7 |
| Total | 75 | 100.0 |

The researcher sought to examine whether the teachers were trained to handle children with special needs. The findings indicated that (50.7%) of the respondents had not been trained to handle children with special needs while (49.3%) of the teachers had prior training on how to handle SNE`s.

Table 4.12

Teachers` suggestions on what need to be done to help SNE learners

The teachers` were asked to suggest what needs to be done towards the implementation of inclusive education in Daadab refugee camp. The data is presented in table 4.12 herein.

Table 4.12

| Suggestions | Frequency | Percentage |
|---|------------------|-------------------|
| Train more teachers | 31 | 41.3 |
| Retrain the current teachers in the field | 44 | 58.7 |
| Total | 75 | 100.0 |

The findings reflected that (41.3%) of the respondents suggested that more new teachers should be trained and recruited to handle learners with special needs. However, (58.7%) of the respondents suggested that the current teachers in the field should be retrained on how to handle learners with special needs. This indicated that the teachers feel that more need to be done in terms of retraining teachers and equip them with necessary skills to handle learners in an inclusive education institution.

Table 4.13

Attending seminars / workshops on inclusive learning

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Attended | 19 | 25.3 |
| Never attended | 56 | 74.7 |
| Total | 75 | 100.0 |

The teachers were asked to suggest their feelings towards attending INSETs and seminars on inclusive education. They were asked to respond on whether they had attended any seminar in inclusive education and their response recorded on the table 4.13 above.

The researcher sought to establish the efficiency and appropriateness of the support services available for the SNE`s in Daadab refugee camp. This was established through identifying the teachers who had attended seminars and workshops on inclusive learning. The results indicated that (25.5%) of the respondents had attended SNE training workshop while (74.7%) of the respondents had never attended any form of training or workshop related to SNE`s.

Table 4.14

How often are SNE education seminars conducted?

| Response | Frequency | Percentage |
|-----------------|------------------|-------------------|
| Once a term | 22 | 29.3 |
| Once a year | 53 | 70.7 |
| Total | 75 | 100.0 |

The study sought to examine the preparedness of teachers on handling learners with special needs in Daadab refugee camp. This is characterized by the number of seminars, workshops and training the teachers being the curriculum implementers undergo per year. Majority of the respondents (70.7%) indicated that they attended a seminar on SNE once per year. A low (29.3%) of the respondents managed to attend an SNE workshop once per term.

Table 4.15

Headteachers` and teachers` comments on the status of classrooms

| Statement | Teachers | | Head teachers | |
|------------------|------------------|--------------|----------------------|--------------|
| | Frequency | % | Frequency | % |
| YES | 20 | 26.7 | 7 | 36.8 |
| NO | 55 | 73.3 | 12 | 63.2 |
| Total | 75 | 100.0 | 19 | 100.0 |

From the results majority of the teachers (73.3%) and Headteachers (63.2%) indicated that the classrooms and other structures had not been renovated and therefore they are not SNE friendly. A fairly lower number of teachers (26.7%) and Headteachers (36.8%) indicated that the classrooms and other structures are renovated in their schools showing that emphases on structure renovation are to be considered. This intrigued the researcher in her observation to evaluate on the structure conditions and the results from the observation schedule were as in (table 4.15) featured above.

Table 4.16

Ability to access classroom with ease

The researcher sought to investigate whether it was easy for the pupils to access their classrooms (Objective V)

| Response | F | % |
|-----------------|-----------|--------------|
| Yes | 11 | 14.7 |
| No | 64 | 85.3 |
| Total | 75 | 100.0 |

Majority of teacher respondents (85.3%) said No that mobility of the learners with special needs was compromised in the school set up. This was also observed by the researcher who noted that ramps were missing and instead the classrooms doors were fitted with steps. This becomes a challenge for physically challenged learners to have easy movement.

4.8 schools` provision desks specially designed for use by SNE`s

In order to establish the support of the learners with disabilities (Research objective V), the researcher sought to investigate the provision of desks designed for use by the SNEs

Table 4.17

Provision of desks designed for SNE`s

| Response | F | % |
|-----------------|-----------|--------------|
| Yes | 7 | 9.3 |
| No | 68 | 90.7 |
| Total | 75 | 100.0 |

Majority (90.7%) of the teachers' respondents responded negatively. meaning that most of the primary schools in Dadaab Refugee Camp have not provided desks designed for SNEs hence are not disability friendly. This was to investigate the provision of materials and equipments suitably designed for SNE learners (objective v). This necessitated the researcher to organize an observation guide. She observed that all the learners desks were of the same size hence may pose challenges to the learners with physical disabilities.

Table 4.18

Time allocated for content delivery

The Research study sought to identify whether time allocated for content delivery in Dadaab refugee camp is enough for inclusive learning.

| Time allocated | F | % |
|-----------------------|-----------|--------------|
| Sufficient | 41 | 54.6 |
| Not sufficient | 34 | 45.6 |
| Total | 75 | 100.0 |

A fair number 54.6% responded by positively identifying that content delivery is given adequate time for implementation. This shows that the teachers in Dadaab refugee camp give ample time for teaching the SNEs who are admitted in the inclusive set-up.

Table 4.19

Whether SNEs cope with the current curriculum

| Response | F | % |
|-----------------------------|-----------|--------------|
| Cope with curriculum | 8 | 10.7 |
| Do Not cope with curriculum | 67 | 89.3 |
| Total | 75 | 100.0 |

According to the study, the researcher sought to examine the appropriateness of the school curriculum in primary schools in Dadaab Refugee camp. A majority (89.3%) of the respondents felt that the content delivery of the curriculum does not match the needs of the special needs in education learners. This shows that modification of the curriculum is necessary in order to address the SNEs needs in curriculum delivery.

Table 4.20

Availability of teaching and learning resources to accommodate SNEs

| Response | F | % |
|-----------------|-----------|--------------|
| Available | 25 | 33.3 |
| Not available | 50 | 66.7 |
| Total | 75 | 100.0 |

The researcher sought to investigate the availability of learning resources that facilitate the provision of inclusive education in primary schools in Dadaab Refugee Camp. A fair majority of the respondents (66.7%) felt that the teaching/learning resources were not enough. This means that the adequacy of the teaching/learning facilities may affect the curriculum implementation and also the performance of SNE learners in the camp.

Table 4.21

MoE officers` visit to the facility in the year

| Response | F | % |
|-----------------|-----------|--------------|
| Visited | 59 | 78.7 |
| Not visited | 16 | 21.3 |
| Total | 75 | 100.0 |

The researcher sought to identify the support services availability in SNEs in Dadaab Refugee Camp. She therefore tried to establish whether the MOE officials had been visiting the primary schools in order to ascertain quality assurance and implementation of curriculum. Majority of the teachers respondents (78.7%) indicated that the MOE officials visit their schools. This shows that quality of IE implementation in Daadab refugee camp is maintained for the welfare of the SNEs. The study sought to investigate to what extent the attitude of teachers towards the implementation of inclusive education in primary schools in Daadab refugee camp. The findings were tabulated as below;

4.22 What is your opinion in respect to SNE curriculum in Dadaab Refugee Camp?

According to the study the researcher wanted to establish the attitude of the respondents towards implementation of inclusive education in primary schools in Dadaab Refugee Camp. All the teacher respondents (100%) were aware that inclusive education refers to a situation where regular students and the SNEs learn within the same education set up and classrooms.

Table 4.22

Learners` suggestions on Problems they encounter at school

| Response | F | % |
|--|-----------|--------------|
| Lack of assistive devices | 34 | 45.3 |
| Unfavourable learning environment | 12 | 16.0 |
| Lack of adequate teaching/learning materials | 29 | 38.7 |
| Total | 75 | 100.0 |

The study sought to examine the adequacy of support services to facilitate provision of inclusive learning in primary in Dadaab Refugee camp. More respondents (55.3%) identified that lack of assistive devices as the main challenge in Dadaab Refugee camps. Unfavorable learning environment (16.0%) and lack of

teaching and learning materials (38.7%) were also quoted as challenges experienced during the implementation of inclusive education in primary schools in Dadaab Refugee camp.

Table 4.23

Problems teachers face in Dadaab IE centres

| Response | F | % |
|---|-----------|--------------|
| Lack of assistive devices | 4 | 5.3 |
| Lack of teaching/learning materials | 20 | 26.7 |
| They are slow for the syllabus coverage | 51 | 68.0 |
| Total | 75 | 100.0 |

In the research study, the researcher sought to examine the adequacy of teaching and learning resources that facilitate provision of inclusive education in primary schools in Dadaab Refugee camp. Most of the respondents (68.0%) indicated that the SNEs are slow learners and hence slow down the rate at which the school syllabus is covered. This means that the IE is seen as a drawback in primary schools in Dadaab Refugee Camp. Lack of adequate teaching and learning materials was also quoted by 26.7% which means that

the implementation in IE curriculum in primary schools in Dadaab refugee camp is not done efficiently.

Table 4.24

Head teachers` ability to handle IE institutions

| Response | F | % |
|---------------------|-----------|--------------|
| Adequately prepared | 16 | 84.2 |
| Not prepared | 3 | 15.8 |
| Total | 19 | 100.0 |

The researcher sought to examine the preparedness of the head teachers in order to handle SNEs in primary schools in Dadaab Refugee Camp.

The majority of head teachers (84.2%) had prior knowledge of IE after attending seminars/workshops on IE. This means that they are aware of policies and measures to undertake to ensure successful implementation of IE. This is enhanced by the fact that all the head teachers (100%) had agreed that they had been trained on how to manage schools in all inclusive set-up

Table : 4.25

Teachers` views on available equipments equipped to handle SNEs

| Response | F | % |
|-----------------|-----------|--------------|
| Equipped | 5 | 26.3 |
| Not Equipped | 14 | 73.7 |
| Total | 19 | 100.0 |

In Research objective (ii), the researcher sought to examine whether teachers have adequate teaching and learning resources to handle SNEs in an inclusive primary school set up in Dadaab Refugee Camp. Majority (73.7%) of the head teachers were of the opinion that their teachers were not adequately equipped to handle SNEs in an inclusive Education School Set-up

Table 4:26

Schools and adequacy of classes to handle all SNEs enrolled

| Response | F | % |
|-----------------|-----------|--------------|
| Adequate | 16 | 84.2 |
| Inadequate | 3 | 15.8 |
| Total | 19 | 100.0 |

In order to establish whether there are adequate support services to facilitate provision of inclusive learning in Dadaab Refugee camp, the researcher asked the head teachers to comment on SNEs in the inclusive schools. Majority (73,7%) of the head teachers respondents indicated Negative results. This means that there are challenges related to available space in the primary schools to offer IE in Dadaab Refugee camp.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter provides a brief summary of the study, conclusion and recommendations of the study. The chapter also offers suggestions for further study.

5.2 Summary of the study

The purpose of this study was to investigate factors influencing provision of inclusive education in primary schools in Dadaab Refugee camp, Kenya. This was done by examining various variables that may affect the effective implementation of inclusive learning in public primary schools. These variables included the qualifications of teachers in these schools, availability of teaching/learning resources, methods of instruction as well as the curriculum content used in the inclusive schools set up, which formed the research objectives.

The study established that the majority of the Headteachers (73.7%) hold a Diploma level of qualification while twenty six percent are trained P1 certificate of Education holders. Among the teachers respondents (14.7%) are trained Diploma in Education level while P1 certificate holders stand at majority (60.0%). Among these trained teacher respondents (50.7%) are not trained in any field

related to special education. Only (49.3%) of the respondents has basic training in special Education. This may imply that there is a gap when it comes to availability of experts who can handle inclusive Education professionally and efficiently. To meet the success of IE, training of teachers in skills to handle SNE need to be emphasized.

5.3 Summary of key Findings

On the first objective, the researcher sought to examine the preparedness of the teachers' and their qualifications in the effective implementation of inclusive Education (IE) in the primary schools in Dadaab Refugee camp. The respondents suggested various areas that should be emphasized to establish enough and qualified teaching force. These include training more teachers in SNE and retraining the regular teachers through INSETs, seminars and workshops (58.7%). This will facilitate the efforts to ensure efficient inclusive Education in Dadaab refugee camps and Kenya in general.

On the Second objective the researcher wanted to examine adequacy of teaching and learning resources that facilitate provision of inclusive education in primary schools in Dadaab refugee camp. Among the headteachers respondents' comments, lack of adequate teaching and learning aids at (66.7%) was one of the major challenges while lack of awareness programmes (70%) and unfavourable

learning environment (80%) impacted negatively on the successful implementation of Inclusive education in Dadaab refugee camps. Majority (82.4%) of the respondents indicated that the available structures, desks, classrooms and toilets have not been renovated to attain disability friendly status in the inclusive schools. Lack of instructional materials (92.6%) to handle and train SNE learners in the refugee camps therefore posed a major hindrance to the respondents. This shows that the efficient implementation has been compromised. This was also hammered by the researchers' observations in the visited institutions where 90% of the institutions the teaching/learning materials were inadequate and inappropriate. This may require the Kenyan government, non-governmental organizations as well as well wishers to help in funding the schools in Dadaab refugee camps in order to realize the goals of education and succeed in the education policies implementation.

The third objective required the researcher to assess if the physical facilities available in the schools facilitate provision of inclusive education in primary schools in Dadaab refugee camps. Majority (63.2%) of the respondents quoted that the classrooms were not renovated to suit SNE learners, majority (89.5%) indicated that desks were not designed for use by the SNE's, while a fair (52.6%) commented that toilets were not designed for use by learners with various categories of special needs. This indicates that the Kenya Government should set funding through programmes like FPE which may purchase SNE friendly

materials and equipments and thus promote inclusive learning in Dadaab refugee camps as well as source donor fundings to purchase assistive devices and modify structures to make the schools disability friendly.

Objective four required to establish if the school curriculum is appropriate to provide inclusive education in primary schools in dadaab refugee camps. Among the teachers, (90%) indicated the need to be equipped with necessary materials and skills in order to handle SNE learners effectively. All the respondents (100%) suggested that more special Education teachers should be recruited and trained to handle inclusive set up schools. The current regular teachers need to be trained through in-service (INSET) programmes so as to enrich the elements required for a successful and efficient inclusive Education. This is an indication that although the policy framework on inclusive education is clear, proper mechanism and materials to ensure adequate IE curriculum delivery is inadequate in primary schools in Dadaab refugee camps. Owing to the innovations in the policy; curriculum experts at the K.I.E and other stake holders have come up with a full fledged Department of Special Education which has been mandated to organize and structure SNE program. Institutions of Higher learning have also in conjunction with K.I.E been mandated to train SNE teachers with new courses friendly to the policy of inclusive learning. Therefore more teachers in Dadaab refugee camps should be trained or retrained through INSETs on special needs identification, assessment and intervention modalities.

In objective five of the study, the researcher wanted to establish if support services are adequate to facilitate provision of inclusive education in primary schools in Dadaab refugee camps. Majority (89.7%) of the respondents quoted that support services to facilitate SNEs are inadequate. The level of Government and NGOs in financing IE in Dadaab refugee camps is rated inadequate. To facilitate the funding and hence provision of adequate support services in the schools, more funding need to be sought through the government, NGOs, charitable Organizations, Donor funding, Friends of Kenya government and well wishers. Higher education and training for teachers should also be used and viewed as a strategy for stimulating the generation of desired structures and maximizing output for development dimensions in inclusive education.

The last objective six of the study sought to establish the attitudes of head teachers and teachers towards inclusive education in Dadaab refugee camp primary schools. All the respondents (100%) strongly indicated a need for continued support in training and funding for inclusive education which is a clear indication that they have positive attitudes towards inclusive education and its successful implementation in the schools. A majority (84.2%) of the respondents strongly agreed that children with special needs need to be incorporated in a regular mainstream to facilitate their socio-emotional development while all respondents (100%) commented that Inclusive education is beneficial to both SNE`s and other regular learners social development.

5.4 Conclusions

The study achieved its objectives in investigating school based factors influencing education in public primary schools, in Dadaab Refugee camp. The factors included, the qualification of teachers, availability of support services, physical facilities, and learning/teaching materials as well as the appropriate methods necessary in the implementation of Inclusive Education and attitudes of respondents towards provision of Inclusive education. The findings led to the conclusion that the teachers in the inclusive schools needs to be encouraged and motivated to train in techniques of handling SNE learners. Secondly, the teaching/learning materials were inadequate and in other schools unavailable. Assistive devices were inadequate and in some schools missing. Classrooms, toilets, desks and other structures are not modified to be disability friendly. This was a challenge to special needs learners which also discourages them from school.

The NGOs should need to allocate more funds to schools in order to facilitate the construction and renovations in inclusive education schools, buy assistive devices as well as motivate SNE teachers. The findings also revealed that most of the teachers lack proper skills and knowledge to handle SNE learners. The MoE together with charitable organisations should organize for in-service programmes to retrain and enlighten SNE teachers. The study also revealed that support

services are inadequate to support the programme proper coordination is also lacking. However, the level of financing SNE in public primary schools is inadequate. This has led to poor infrastructure, inadequate teaching and learning facilities thus influencing effective and efficient implementation of inclusive Education.

5.5 Recommendations of the Study

In reference to the findings, the following recommendations were made,

- i. The Non-Governmental organizations should consider immediate restructuring of physical structures in schools and construction of ramps aiming at making them barrier free and disability friendly. This will ease accessibility to educational opportunities for learners with special needs.
- ii. The NGO's should recruit more teachers qualified in SNE to teach in the inclusive Education schools. The charitable organisations should also mobilize all teachers in public primary schools to undergo INSET training, seminars, workshops and symposium. This will constantly offer professional development which will improve the handling skills, instructional methodologies and competence in providing supportive devices to meet the special needs of all learners.
- iii. The NGOs should consider increasing the provision of teaching and learning resources in public primary schools to ensure that pupils with special needs

are adequately and appropriately catered for. This will help in the provision of functional and assistive devices to facilitate the teaching and learning in the inclusive schools.

- iv. The NGO's should source more funds to diversify provision of appropriate facilities. This will supplement available funds which is not sufficient to put in place adapted facilities, appropriate learning resources and purchase of devices for special needs in Education.
- v. In a bid to constantly produce teachers with SNE knowledge, the Teachers' Training institutes should restructure teacher education so as to include Special Education curriculum courses. The MoE should also organize a pilot study in some districts, sponsor primary teachers to attend INSET training and later evaluate the impact.

5.6 Suggestions for Further Study

The researcher proposes further research in the following areas,

- i. To establish whether all the special needs of children are catered for, their talents nurtured and developed to the higher institutional levels of Education and skill development institutions.
- ii. Further study should also be carried out in order to investigate the impact of inclusive learning in Dadaab refugee camps.

- iii. An evaluation of how inclusive teaching / learning in refugee camps have impacted on the beneficiaries once they are resettled back in their countries of origin.

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APPENDIX A

Introduction Letter

Mutie Eunice Wangari
University of Nairobi
Department of Educational
Administration and Planning
P.O. BOX 92
Kikuyu

The headteacher
..... Primary school

Dear sir/ Madam,

RE: FACTORS INFLUENCING PROVISION OF INCLUSIVE EDUCATION
DURING EDUCATION IN EMERGENCIES IN PRIMARY SCHOOLS IN
DADAAB REFUGEE CAMP

I am a postgraduate student in the University of Nairobi, pursuing a Master of Education degree in Administration and Planning. I am conducting research on the above topic in Dadaab Refugee Camp.

I therefore kindly request you to allow me administer questionnaire to the respondents in your school. Your positive participation in this study will be highly appreciated.

Thank you for your co-operation

Yours Faithfully

Mutie Eunice W.

APPENDIX B

HEADTEACHERS QUESTIONNAIRE

General instructions

This questionnaire is for the purpose of research on factors influencing provision of inclusive education during Education in Emergencies in primary schools in Dadaab refugee camp. You are kindly requested to complete the questionnaire indicating your honest response by putting a tick (✓) against your answer and filling in the blank spaces. Your response will be used for the study only. To ensure complete confidentiality please do not write your name or the name of your school anywhere in the questionnaire

Part A Background Information

1. What is your gender?
Male () Female()
2. For how long have you been a headteacher in the school?
Less than 1 year ()
1 – 5 years ()
6 – 10 years ()
Over ten years ()
3. What is your highest academic qualification?
BeD and above ()
Diploma ()
P1 ()
Untrained ()

Part B Headteachers Preparedness

4. Have you ever trained to manage inclusive education
Yes () No ()

If yes, do you consider the current training to be adequate?

.....

If No, what can be done to help you manage it adequately?

.....

5. Have you ever attended seminar/workshops on inclusive education?

Yes () No ()

If yes, how often? Once a term () once a year ()

Any other specify

If no, give reason(s)

6. Do you think the teachers are well equipped to handle children with special needs? Yes () No ()

Appropriateness of physical facilities

7. Does your school have adequate classes to cater for all the SNE enrolled pupils?

Yes () No ()

8. Have the classrooms and other buildings been renovated for easy access by children with special educational needs? Yes () No ()

Please explain _____

9. Have desks been modified for use by the learners with special educational need: Yes () No ()

10. Are there toilets specifically designed for learners with special educational needs? Yes () No ()

Appropriateness of curriculum

11. In your opinion, do learners with special need cope with the present curriculum?

Yes () No ()

12. Is time allocated for content delivery enough?

Yes () No ()

13. How do you rate the quality of curriculum offered in inclusive education

Very good () Good () Fair () poor () Very poor ()

Availability of resources and support services

14. Do you have teaching/learning resources to accommodate children with special education needs? Yes () No ()

If yes, are they adequate? Yes () No ()

If yes, explain

If no, what are the necessary teaching/learning resources needed

.....

15. Have the MOE inspectors visited your school this year?

Yes () No ()

How often do they visit? Often () Rarely () Not at all ()

If often, are they supportive in improvement of inclusive education?

Explain

16. How do you rate the government contribution towards improvement of inclusive education?

Good () Average () little () None ()

17. How is the level of financing special needs education in your school?

.....

18. A Do you have other sources of funds rather than the non-governmental organizations?

Yes () No ()

If yes, who?

B) Are the funds sufficient? Yes () No ()

If No, what do you think can be done to improve financing of inclusive education?

Part C Attitudes of headteachers

19. For the following items, please indicate the extent to which you strongly agree (SA), Agree (A) Uncertain (U) Disagree (D) Strongly Disagree (SD) with the statements

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| Children with special needs have right to be in regular/mainstream school | | | | | |
| Inclusive education has a positive effect on social, emotional and development of special children | | | | | |
| Inclusive is beneficial to both normal and children with special needs | | | | | |
| Inclusive Education has a positive academic growth to children with special needs. | | | | | |

Part D Challenges and recommendations

20. What is your opinion on inclusive education?

21. What are some of the problems faced by challenged children in your school?
.....

22. What problems have you encountered when managing inclusive education?

23. Give Suggestions on what can be done to improve inclusive education
.....

Thank you.

APPENDIX C
TEACHERS QUESTIONNAIRE

General instructions

This questionnaire is for the purpose of research on factors influencing implementation of inclusive education in primary schools in Dadaab refugee Camp. Kindly complete the questionnaire indicating your honest response by putting a tick (✓) against your answer and filling in the blank spaces. The information will be treated with confidentiality do not indicate your name or your school anywhere on the questionnaire. Please respond to all questions.

Part A Background Information

1. What is your gender?
Male () Female()

2. For how long have you been a teacher in this school?
Less than 1 year ()
1 – 5 years ()
6 – 10 years ()
Over ten years ()

3. What is your highest academic qualification?
BeD and above ()
Diploma ()
P1 ()
Untrained ()

Part B Teachers' preparedness

4. Have you ever trained to handle children with special needs?
Yes () No ()
If yes, do you consider the current training to be adequate?
.....

If No, what can be done to help you handle these children adequately?

.....

5. Have you ever attended seminar/workshops on inclusive education?

Yes () No ()

If yes, how often? Once a term () once a year ()

Any other specify

If no, give reason(s)

Part C Appropriateness of physical facilities

6. Does your school have classes specifically modified to accommodate pupils with special educational needs? Yes () No ()

7. Are the pupils able to access the classrooms with ease? Yes () No ()

8. Has the school provided desks specifically designed for use by pupils with special educational needs? Yes () No ()

9. Have the toilets been renovated to cater for special educational needs?

Yes () No ()

Appropriateness of curriculum

10. In your own opinion, do learners with special need cope with the present curriculum?

Yes () No ()

If yes, explain

11. Is time allocated for content delivery enough?

Yes () No ()

12. How do you rate the quality of curriculum offered in inclusive education

Very Good () Good () Fair () Poor () Very

poor ()

Availability of resources and support services

13. Do you have learning/teaching resources to accommodate children with special educational needs?

Yes () No () If yes are they adequate? Yes () No ()

If No what are the necessary teaching/ learning resources needed

.....

14. Have the MoE inspectors visited your class this year? Yes () No ()
 How often do they visit? Often () Rarely () Not at all ()
 If often are they supportive in improvement of inclusive Education?
-

ATTITUDES OF TEACHERS

15. For the following items, please indicate the extent to which you strongly agree (SA), Agree (A) Uncertain (U) Disagree (D), Strongly Disagree (SD) with the statements.

| Statement | SA | A | U | D | SD |
|--|----|---|---|---|----|
| Children with special needs have right to be in regular/ mainstream school | | | | | |
| Inclusive education has a positive effect on social, emotional and development of special children | | | | | |
| Inclusive education is beneficial to both normal and children with special needs | | | | | |
| Inclusive education lower the quality of instruction for all students | | | | | |
| Parents fear children with special education needs will not receive proper education | | | | | |
| Parents of regular school complain because inclusive education affects the normal learning | | | | | |
| Children in regular school support those with special needs | | | | | |
| Inclusive education has a positive academic growth to children with special needs | | | | | |

Part D Challenges and recommendations

16. What in your opinion is inclusive education?
-
17. What are some of the problems encountered by special children in your school?
-

18. What problems do you encounter when dealing with these children?
.....
19. What in your opinion can be done to improve provision of inclusive education?

Thank you

APPENDIX D
OBSERVATION SCHEDULE

The following were areas which the researcher will observe on the ground. This is with the aim to establish the availability of barrier-free facilities in the primary schools in Dadaab Refugee camp for effective provision of inclusive education.

| Facility | Available | Not available | State/ Functionality |
|----------------------------------|-----------|---------------|----------------------|
| Barrier- Free environment | | | |
| Adapted Toilets | | | |
| Ramps on doorways | | | |
| Adapted desks | | | |
| Walkers / crutches | | | |
| Spacious classrooms | | | |
| Wheel chairs | | | |
| Swings | | | |

| Teaching and Learning materials | | | |
|--|--|--|--|
| Counting abacus | | | |
| Shape/texture matching board | | | |
| Shapes and colour blocks | | | |
| Clock face models | | | |
| Wooden television | | | |
| Sign language manual | | | |
| Lacing/button frames | | | |
| Threading/bead number sets | | | |

REPUBLIC OF KENYA



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NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref:

Date:

NCST/RCD/14/012/1589

29th November 2012

Eunice Wangari Mutie
University of Nairobi
P.O.Box 92-0902
Kikuyu.

RE: RESEARCH AUTHORIZATION

Following your application dated *16th November, 2012* for authority to carry out research on "*Factors influencing provision of inclusive education in primary schools in Daadab Refugee Camp, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Garissa District** for a period ending **31st January, 2013.**

You are advised to report to **the District Commissioner and the District Education Officer, Garissa District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

A handwritten signature in black ink, appearing to read 'M. K. Rugutt'.

DR M.K. RUGUTT, PhD, HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioner
The District Education Officer
Garissa District.

"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development".

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/012/1589

THIS IS TO CERTIFY THAT: Date of issue: 29th November 2012

Prof./Dr./Mr./Mrs./Miss/Institution: Fee received: KSh. 1,000

Eunice Wangari Mutie

(Address) University of Nairobi

P.O.Box 92-0902, Kikuyu

has been permitted to conduct research in

Location


Garissa District


North Eastern Province

on the topic: Factors influencing provision

of inclusive education in primary schools in

Daadab Refugee Camp, Kenya


 Applicant's Signature


 Secretary
 National Council for
 Science & Technology

for a period ending: 31st January 2013