

**FACTORS INFLUENCING IMPLEMENTATION OF INCLUSIVE EDUCATION IN
PRIMARY SCHOOLS IN IFO REFUGEE CAMP DADAAB, GARISA COUNTY,
KENYA.**

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Declaration

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

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Abstract

Education empowers people with the knowledge, skills and values they need to build a better world. Given the situation in Dadaab refugee camps, normal learning is faced with a number of challenges, however, little is known on schools in refugee camps are supposed to implement inclusive education (I.E) as per the policy of Ministry of Education Science and Technology (MOEST). Therefore the study established factors influencing implementation of inclusive education in primary schools in Ifo refugee camp dadaab, garisa county, kenya. The study objectives were: to establish how schools infrastructures influence implementation of Inclusive Education in Ifo refugee camp; establish how Children with Disability influence implementation of inclusive education in primary schools in Ifo refugee camp primary schools; determine the extent to which teachers' competence influence the implementation of inclusive education in Ifo refugee camp Primary Schools, Dadaab and to determine how availability of financial resources influences Inclusive Education in Ifo refugee camp primary schools. The study was guided by conceptual framework showing the relations between the variables on the factors influencing implementation of inclusive education and implementation of inclusive education. A descriptive survey research design was employed, a simple random sampling technique was used to obtain the sample size of 350 from which 328 were valid for data analysis depicting 93.7% of the total population. Open and closed ended questionnaires and interview schedules were used to collect data. A correlation of 0.82 using Pearson product moment correlation was obtained for Test re-tests reliability. Content validity was used to obtain the validity of the data instrument used. Quantitative data was analyzed using both inferential and descriptive statistics involving means, percentages and standard deviation and presented in tables. Qualitative data was transcribed and reported. The findings revealed that infrastructure had an influence on implementation of inclusive education with ($r=.524$, $p<.05$), and it accounted for 33.3% of implementation of inclusive education, (adjusted R Square=.333, $p<.01$, $F(1,327)=42.953$). It was also revealed that children with disability had an influence on implementation of inclusive education ($r=.338$, $p<.01$) and that there was a moderate but positive correlation between teacher competency and implementation of inclusive education ($r=.466$, $p<.01$). Finally the study revealed that there was a moderate significant positive correlation between sufficient funding and the implementation of inclusive education in IFO schools, ($r=.760$, $p<.01$). The study concluded that infrastructure; children with disability, teacher's competency and sufficient funding had an influence on the implementation of inclusive education. Finally, the study recommends that the Ministry of education conform the infrastructures layout to disability requirements; more teachers should be trained beyond certificate level to handle LWD in schools; and detailed plan for inclusive education should be budgeted and funded

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Abbreviations and Acronyms

ADEO	African Development and Emergencies Organization
CDW	Community Development Worker
CSIE	Center for Studies on Inclusive Education
CWHI	Children with Hearing Impairment
CWD	Children with Disability
EFA	Education for All
HI	Handicap International
INEE	Inter-Agency Education in Emergencies
LWD	Learners with Disability (will be interchangeably with CWD)
MOEST	Ministry of Education Science and Technology
PWD	People with Disability
SNE	Special Needs Education
UNHCR	United Nations High Commission for Refugees
UNICEF	United Nations International Children Educational Fund

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

As stated by Ban Kimoon the UNHCR secretary general in 2011, education is a major driving force for human development. It opens doors to the job market, combats inequality, improves maternal health, reduces child mortality, fosters solidarity, and promotes environmental stewardship. Education empowers people with the knowledge, skills and values they need to build a better world. If children miss education, they will find it hard to participate in a fast changing world which requires educated people. The World Education Forum held in April (2000) at Dakar Senegal was primarily aimed at taking stock of what has been done since Jomtien Conference in Thailand on Education for All (EFA). Noting that education is a fundamental human right, the World Education Forum reviewed some Jomtien goals of education to enable all children access education. Education is one of the vital and effective instruments a nation has at its disposal for promoting sustainable social and economic development Republic of Kenya (1999). Kenya introduced free primary education in 2003 for all children. The constitution of Kenya 2010 article 43 makes education a right for every Kenyan child while Kenya vision 2030 addresses the importance of education in ensuring relevant human and social capital for sustainable development. According to the Bill of Right in Kenya basic education is a fundamental human right. This resonates with the UN Convention on the Right of the Child 1989. Refugees follow Kenyan education system.

Dadaab refugee camp was established in 1991 by the government of Kenya and UNHCR to host Somali refugees. Over the years the camp population has also come to include other nationalities from the Great lakes, Ethiopia, South Sudan, Eritrea but this now constitutes less than 2% of the population. Currently the camp is 442,831 of whom 252,589 are children below the age of 18. In addition to this, the UNHCR verification report (2013) from IFO1,

Ifo 2, and Dagahaley indicates that there is an increase of people with disability from 6,641 to 8,102 registering at the camps. This gives room for assumption that the population of Children With Disability (CWD) might have to a large extent escalate to an alarming level, and may have serious implication to their education.

Table1.1 Children with disability in Dadaab refugee camp schools

	Dagahaley	Ifo	Hagadera	Total
Hearing impaired	221	281	139	641
Visually impaired	87	55	60	202
Physically Challenged	113	261	120	494
Mentally Challenged	507	463	430	1400
TOTAL	928	1060	749	2737

Dadaab Emis July (2013)

As stated by UNICEF (2010), learners with disability (LWD) are in many cases are subjected to discrimination, violence, abuse and also denial access to education. This is reaffirmed from the report by International Disability 2011 which revealed that children with disability are 1.7 times more likely to be subjected to violence and abuse than their non-disabled peers. UNESCO report of 2010 indicates that, in humanitarian crisis, both children and adults with disability tend to be overlooked in emergency registration system, and therefore they fail to receive such basic entitlement as food, water, clothing and access to educational activities.

Children who have previously had access to support services and have used assistive devices or mobility aids such as hearing aids, wheelchairs among others may have lost such devices during the crisis which in essence will reduce their previous level of functioning or independence. According to UNICEF Programme Guidance (2007), in many times of

insecurity, children with disability tend to be the first to be abandoned by families and last to receive emergency relief and assistance.; they also face a higher risk of becoming victims of abuse and neglect than other children, and are more likely to be exposed to the risk of longer term psycho-social disturbance.

1.2 Statement of the Problem

ADEO Rapid Assessment 2012 indicates that CWD in Dadaab refugee camps have been receiving education through integration and special units. Given the situation in Dadaab refugee camps, normal learning is faced with a number of challenges, however, schools in refugee camps are supposed to implement inclusive education (I.E) as per the policy of Ministry of Education Science and Technology (MOEST). In Ifo refugee camp primary schools, few CWD are learning in units.

There are many factors that influence I.E. Some have been identified as school infrastructure, LWD as learners in schools, teachers and availability of financial resources. The study seeks to establish how primary schools in Ifo refugee Camp are implementing I.E. This is in the light of the many challenges that refugees face in implementing I.E. Are primary schools implementing I.E., if not what factors are influencing I.E. implementation?

1.3 Purpose of the Study

The purpose of the study is to establish factors influencing implementation of inclusive education in Primary Schools in Ifo Camp, Dadaab district, Garisa county.

1.4 Research objectives

The study will be guided by the following objectives:

- i) To establish how schools infrastructures influence implementation of Inclusive Education in Ifo refugee camp.
- ii) To establish how Children with Disability influence implementation of inclusive education in primary schools in Ifo refugee camp primary schools.
- iii) To determine the extent to which teachers' competence influence the implementation of inclusive education in Ifo refugee camp Primary Schools, Dadaab.
- iv) To determine how availability of financial resources influences Inclusive . Education in Ifo refugee camp primary schools.

1.5 Research Questions

- i) How do school infrastructures affect implementation of Inclusive Education in primary schools in Ifo refugee camp?
- ii) How do Children With Disabilities influence implementation of Inclusive Education in primary schools in Ifo Camp?
- iii) To what extent do teachers' competences influence the implementation of inclusive education in primary schools in Ifo Refugee Camp?
- iv) How does a financial resource allocation influence implementation of Inclusive E in primary schools in Ifo refugee Camp?

1.6 Significance of the Study

The findings of the study may inform UNHCR and other donors in financial and human resource allocation to enhance I.E. The findings may also inform I.E. practitioners to know who LWD are and how they can fit in mainstream learning. How the infrastructure with

general compound layout together as factors that may influence I.E. set up shall be studied within Ifo primary schools. Educational Assessment and Resource Centers (EARC) could be built to identify LWD for proper placement besides provision of user friendly learning materials. Teachers may use principles of inclusion to serve all LWD while teaching them in the mainstream classrooms. The findings of the study may inform the recommendations to be made for schools to practice inclusive education as stated by the Salamanca Statement 1994. The findings could also address identified gaps.

1.7 Limitation of the Study

Ifo camp is an insecure place. Insecurity may limit the extent to which the researcher will move into sections and within blocks to interview respondents. Moreover, language barrier may limit direct communication and Somali community is secretive for which they may not be ready to offer information especially on areas considered critical as disability. The study intends to use questionnaires, interviews, observation and group focus discussion as key instruments of data collection. These may bring in some challenges as some items on the questionnaire may not be very clear to the respondents. Similarly some respondents may be shy such that they hold back information.

1.8 Delimitation of the Study

Over a period of time, it had been noted that many daring attacks do happen on Monday and Friday, those two days will be avoided for focus group discussion. General acceptance for the Islamic Relief organization may be used to reach all respondents. Armed escort may be used as the last resort. If insecurity will be very bad, operation continuity plan will be used whereby identified research assistants from the community may administer the instruments. Teachers used as research assistants will also interpret to bridge the language gap. Some

allowance will also be given for the margin of error after pretesting and retesting the instruments.

1.9 Basic Assumptions of the Study

The study will make the following assumptions:

- i) All primary school in Ifo refugee camps have learners with disabilities.
- ii) Parents of CWD and teachers will participate in the study.

1.10 Definition of Significant Terms

Inclusion The concept inclusion refers to a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning and reducing exclusion within and from the education system UNESCO (2008).

Teacher competencies Arnesen et al. (2009) use it to refer to an individual's possession of the conditions necessary for achieving specific goals or meeting important demands presented by the environment. It concerns the knowledge, skills, and attitudes that are necessary to enable the individual to perform activities of a given occupation effectively or function in a way that meets or exceeds the standards expected in a particular profession Richey, Fields, & Foxon, (2001). For this study, teacher competency will be seen as the ability to change learner behavior as required by the society at every level of learning by rearranging learning environment to address the needs of the learner.

Special education needs The concept special needs is applied within education and often used interchangeably with special educational needs. Frederickson and Cline (2002) interpret special needs as an outcome of an interaction between individual characteristics of learners and the educational environment in which they are placed.

Disability According to World Health Organization [(WHO) (2002)] is an umbrella term covering impairments, activity limitations and participation limitations. However, in this study disability refers to hearing impaired, visually impaired, mentally challenged, physically challenged among those who may require adaptations in schools to enable them learn.

Impairment is considered as a problem in body function or structure which leads to difficulties in executing tasks or actions and involvement in life situations.

Hearing impairment may be defined as an abnormality in the functioning of the ear which leads to difficulties in perception and processing of spoken language. It includes two main sub-groups, deafness and hard of hearing.

Visually impaired refers to abnormally in the function of the eye which leads to difficulties in perception of visual images falling on visual fields of the eye. It includes two sub groups as the blind and the low vision.

Mentally Challenged includes those who may not be able to process concepts or be adaptive to changes or respond appropriately to unfolding circumstances.

Physically Challenged includes those people with deformity that may affect the functions

of the body such that there is no movement or limited movement with assistive mobility devices.

1.11 Organization of the study

The study consists of 5 chapters. Chapter one is the introductory and consists of the background information, statement of the problem, purpose of the study, the study objectives, research questions, significance of the study, limitations and delimitations of the study, assumptions, definition of significant terms and organization of the study. Chapter two is on related literature and it is organized to have an introduction, an overview of Inclusion Education in Mainstream Education System, Influence of school infrastructure on implementation of inclusive education in primary schools, Influence of LWD in implementation of Inclusive education, Influence of Teacher competence in the implementation of inclusive education in primary schools, Influence of financial availability on implementation of Inclusive education in primary schools, Summary of Literature Review and the theoretical and conceptual framework. Section three is on research methodology and consists of introduction, research design, target population, sample size and sampling procedures, research instruments, instrument validity and reliability, data collection procedures, data analysis techniques and ethical considerations. Chapter four contains the introduction, instrument return rate, data analysis and discussion of findings, and finally, chapter five will be composed of introduction, summary of the study, key findings, conclusion and recommendations, suggestion areas for further research.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This section presents a review of the related literature on the subject under study presented by various researchers, scholars, analysts and authors. In this chapter the already established perspectives concerning the topic are reviewed including proponents and contrary opinions. By the end of this literature review, the body of knowledge of this topic will be covered, gaps and recommendations well spelt out.

2.2 An Overview of Inclusive Education in Mainstream Education System.

Stainback & Stainback (1994), state that the goal of inclusion is not to erase differences, but to enable all to belong within an educational community that validates and values their individuality. Giorcelli (1995) outlines the following principles of full inclusion as placement of learners in the neighborhood schools, Zero rejection philosophy, Age and grade appropriate placement, No special classes or schools, Cooperative learning practiced and Special education support given to regular education.

The development of inclusion is attributed to the perceived inadequacy of segregated education with regard to reducing exclusion of children with special needs. It is claimed that children who are segregated from mainstream schooling may remain excluded in adult life from society and community in which they live, Mattingly and Mwesigwa, (2011). Inclusion is also perceived to be a response to the international call for nations to provide equal opportunities for persons who are marginalized to access relevant and quality education that responds to their needs. This is enshrined in international proclamations such as the Convention on the Rights of the Child UNICEF (1989); the World Declaration on Education for All UNESCO (1990); the United Nations Standard Rules on the Equalization of

Opportunities for Persons with Disabilities (UN, 1993) and, more recently, the Convention on the Rights of Persons with Disabilities (UN 2006).

The proclamations from these conferences portray inclusion as evolving from the idea that basic education is a right for all, and that this right should be provided for within the mainstream education systems, schools and classrooms. Some authors, however, indicate that the ideals of inclusion are not universally shared and are not endorsed by some of the stakeholders concerned with education of children with special needs. For instance, Winzer (2000) argues that the debate on inclusion is more philosophical than practical, and that it is not well operationalized to the level of the teacher, parent and the curriculum. His view is that most of inclusion programmes have not been successful due to implementation gaps, such as, inadequate financial resources, lack of trained personnel and inadequate policies and legislation aimed at developing appropriate curricula and for securing resources for implementing it. Similarly, Stewart and Kluwin (2001) argue that inclusion may force children with special needs to feel excluded because it affects their identity and self-esteem. This is thought to arise if these children are not accepted by their peers, or excluded in school activities. Although the above opinions are not directly related to the current study, being aware of the conflicting views may help minimize possible bias when exploring how teachers deal with learners with diverse needs in classrooms to develop competencies for fostering communicative interaction in inclusive classrooms.

Studies regarding the practice of inclusion also report mixed findings. For instance, Power and Hyde (2002), Pivik et al. (2002), Rafferty, Piscitelli, and Boettcher (2003), Hadjidakou, Petridou, and Stylianou (2008) have reported a positive impact of inclusion on some children with special needs. However, challenges have been reported with regard to some children with disabilities. The study conducted by Pivik et al. (2002) indicates that inclusion of

children with mobility impairment was limited by such barriers as negative attitudes from teachers and peers, inadequate knowledge and skills from teachers and environmental barriers.

Symes and Humphrey (2010) also conducted a study to examine the socio-metric status of children with autistic spectrum disorders and found that these children experienced lower levels of acceptance and higher levels of bullying from their peers. Furthermore, Estell et al. (2008) found that, although children with learning disabilities were similar to their peers in terms of group functioning, they were viewed to be lower in social standing by their peers. Findings from a study conducted by Eriksson, Welander, and Grandlund (2007) regarding inclusion of a mixed group of children with intellectual disability, children with motor impairment and children with visual impairment concluded that children with disabilities had fewer friends compared to their peers.

From an international perspective the United Nations Convention on the Rights of the Child (1989), The UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and UNESCO's Salamanca Statement and Framework for Action are international legal instruments against segregated education which denies children with disabilities the right to be in mainstream schooling and reinforces society's prejudice and discrimination against them. The rights enshrined in the UN Conventions are applicable to all children without discrimination including the right to education on the basis of equal opportunity. UN Standard Rule 6 requires all states to provide education for people with disabilities in integrated settings. Salamanca Statement is clearer and most unequivocal statement about inclusion with its guiding principle that 'ordinary schools should accommodate all children, regardless of their physical, intellectual, emotional, social, linguistic or other requirements. All educational policies, according to Salamanca statement

and accompanying Framework for Action stipulates that disabled children should attend their neighborhood school.

With regard to the Kenya Free Education Policy and Inclusion Policy in the advent of Universal Primary Education (UPE) and Free Primary Education (FPE) since Jomtien declaration on Education For All (EFA) 1990, Teachers and schools have been handling large class sizes, students from diverse cultural and linguistic backgrounds, students with developmental variations of skills, social problems and students with unacceptable behavior. In Kenya this is in tandem with Salamanca Framework for Action that highlighted the importance of valuing diversity, suggesting that human differences are normal and proposing that mainstream education systems recognize this by adapting to the needs of individual children and providing an inclusive education service. In IFO refugee camp the teacher pupil ratio is 1:120. Lower classes are crowded and teachers handle students with diverse needs Dadaab EMIS report July (2013).

2.3 Influence of School Infrastructure and Implementation of Inclusive Education in Primary Schools

In the placement perspective the key issue is the physical setting in which the children receive their education be rearrange to meet the needs of all learners. Schools should have resource rooms for LWD with disability to get required support. The buildings should be barrier free and the compound setting should have land marks that can allow smooth movements after orientation and mobility. Parents and peers are within the environment, so they should be supportive to LWD to enable them use residual ability or use assistive devices. Schools should be restructured and teachers should be proactive. Article 29 of the UN convention suggests that education should be directed at developing the child's personality, talents, mental and physical abilities to their fullest potential. The study will examine school

infrastructures and how they affect inclusion of children with disability. The information obtained will be discussed and inform recommendations. The child will learn in a conducive environment where they can move freely. The study will establish the nature of infrastructure and how it impacts on inclusive education. Infrastructures are important components in learning environment which should not disadvantage any learner.

2.4 Influence of LWDs and Implementation of Inclusion in Primary Schools.

Many scholars agree that inclusion is a natural practice that makes members of any society to coexist without any form of segregation. Knight (1999) observes that 20 per cent of students require special attention, but because they are not categorized as ‘disabled’, they are not eligible for special education services; The current system defines children as disabled and not disabled, with no in between; and the current dual system is discriminatory.

When collecting data, the researcher will examine factors touching on challenges LWD face while in school and how those challenges impact on inclusion in primary schools within Ifo camp. LWD have some residual ability which they can use if given appropriate assistive devices. Some children may require large prints to enable them read printed material as they use low vision optical devices; there are those who will require hearing aids to process spoken language; children confined on wheel chair will require barrier free environment to enable them move around; touch readers will use Braille machines and use brailled work to read.

Article 29 of the UN convention suggests that education should be directed at developing the child’s personality, talents, mental and physical abilities to their fullest potential. Refugee children pass through traumatizing situations with agonizing wars, long journey on foot and living under squalid conditions in the camp would make them find it hard to settle for

educational placement. They take long to adjust to new environment and to forget bad experiences they went through. The study will establish who the children with disabilities in schools are, what are some of the challenges they face in classrooms and school compound. The study will suggest how LWD can coexist and together with other children.

2.5 Influence of Teacher competence and implementation of inclusive education in primary schools.

In the philosophical perspective, they observe that ordinary classrooms should be modified in order to accommodate all learners. This implies that teachers should have the primary responsibility as well as the competencies for making arrangements that are necessary to enable the provision of appropriate education for all children in the class. From the body of literature, we must create effective alliances for inclusion to be realistic Wertheima (1997). This implies that professionals to work together for quality service delivery. Interdisciplinary approach in assessment and referral system is important for proper placement for LWD. As overcrowded classrooms can be a challenge for an inclusive classroom, the attitude of the teacher and ability to handle the class will play an important role for inclusive education to succeed. Teacher competency is integral part that will enable inclusion to take place in classrooms.

2.6 Influence of Availability of finance on implementation of inclusive education in primary schools.

Stubbs (2002) suggested that where there are few resources, a specialist teacher should help SNE children in a resource room within the school. Various reports agree that resources or lack of them are always used as a reason for lack of action. Underlying this is often lack of commitment to change. The Salamanca Statement recognizes that within inclusive schools, children with special educational needs should receive whatever extra support they may

require to ensure their effective education and provision of support services is paramount for the success of inclusive educational policies. LDW require assistive devices to enable them use residual ability. More funding will enable schools provide teaching learning materials appropriate to LWD. Schools will equally install water points in schools. As children get such support they will find school user friendly.

2.7 Summary of Literature Review

The related literature studied stated the importance of inclusive education. According to the body of literature referred to for this study, it can be said that when a child is put in a conducive learning environment, the child will interact freely. The buildings should be barrier free. The school environment should be distinctly marked such that LWD can move with no assistance or with minimal support. All in school community members should be supportive. LWD require assistive devices or compensatory devices to enable them use residual ability. Teachers and paramedics to train them and support them should be within reach. There should some deliberate attempt to give financial resources focusing on educational needs of LWD to enable schools provide and service some basic tools.

Studies carried out in Dadaab by Umbima (2012) HI in (2011), NRC in 2012 and ADEO in 2012 did not explicitly focus on inclusion. This is a gap which this study will bring out to enable LWD learn in regular schools with provision of available related resources.

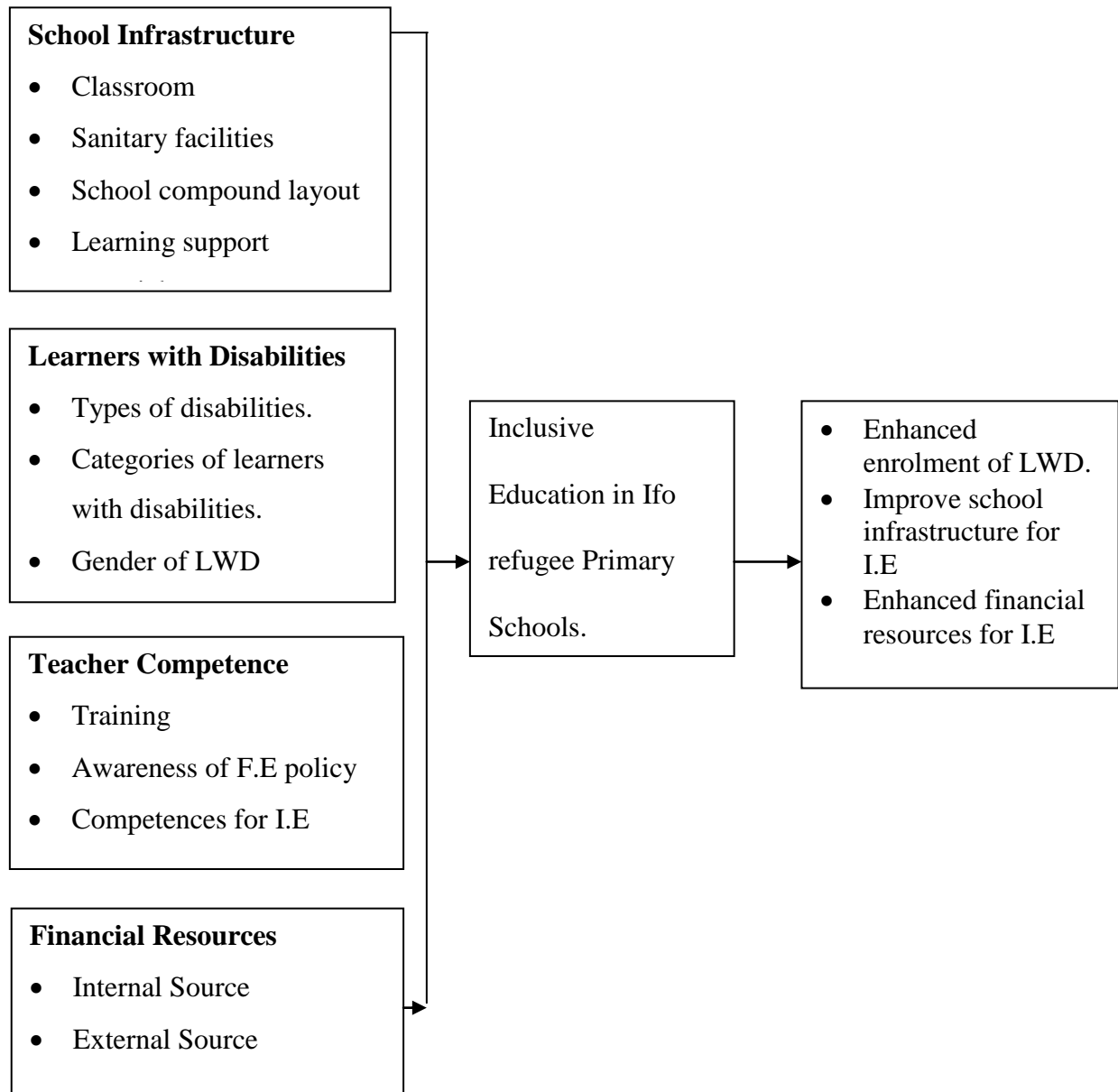
2.8 Theoretical Framework

This study is based on Social Model of Disability, as discussed by [Rieser (2002)] and the disability movement. This model encourages the society to view the issue of including the Persons with Disabilities from a human right and equality perspective rather than a focus on the PWDs as faulty. The model views the barriers that prevent PWDs from participating in

any situation as what handicaps them. In an inclusive setting, it is the school's responsibility to re-adjust or rearrange the environment to meet the learner's need but not the learners to adjust to meet the school's requirements. In the social model, it is well understood that children with disability could experience difficulties in the education system. This could be due to lack of adequate resources and materials, extensive, demanding, inaccessible school environment, rigid and inflexible curriculum, negative attitude among others. However, the inclusive education approach suggests that, those difficulties should not be explained simply in terms of children's impairments. It discourages the view that the learner faces such problems due to his/her impairment. Under those circumstances, the option is not to establish a separate special schools which would further separate these children from their peers and families, neither is it cost-effective. Instead, the school should work towards the removal of barriers to learning, and create an enabling and supportive environment for them. This model first sees the strength of the child, rather than the disability. It advocates for the inclusion of all children, however "severe" the disability or handicapped one is in the mainstream education system.

2.9 Conceptual Framework

Fig 2.1 Interrelationship between variables that affect Inclusive Education



When independent variables are applied in a school, CWD will learn together and through this process, all children will get quality education and more children will access education which is dependent variable on what is provided in schools.

Convention on the Right of the Child 1989 states that children have equal rights as any other child. Literature has it that many families hide CWD and in the ancient times some communities used to sacrifice them. Many scholars agree that a child from a hostile home, a child who is discriminated by family members may not do well in school. In schools, children from a given community learn together. Stainback and Stainback (1994) states that inclusion is not to erase differences; it is to enable all to learn together and values individuality. This statement agrees with that of Giocelli (1995) in the principle of full inclusion, placement of learners in the neighborhood schools zero rejection philosophy and when special education is support given, CWD will be able to learn. School and home factors must be positive for the child to learn.

As all in regular schools accept CWD there will be enhanced enrolment in schools as more children will be brought to school.

The study will hinge on the Kenya National Education Philosophy which focuses on the development of individual potential in holistic and integrated manner whereby the products shall be individuals who are intellectually, emotionally and physically balanced. This can be achieved by following the UNESCO's Salamanca statement which says, inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building on inclusive society and achieving education for all; moreover, they provide an effective education to the majority of the children, improve efficiency and ultimately the cost effectiveness of the entire education system (CSIE, 1995).

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This section will cover the research design; description of the area of study; the study population; sample size and sampling technique; instruments for data collection; procedures of data collection and methods of data analysis.

3.2 Research Design

The study used Descriptive Survey Research Design. Descriptive survey design seeks to uncover the nature of the factors in a given situation, the degree in which they exist and the relationship between them (Bell, 1993).

This design enabled the researcher to collect descriptive data that brought out characteristics of events and situations primarily by describing them as aspects that affected inclusion of children living with disability. Koul (1998) states that descriptive studies involve events that have already taken place and are related to the present condition. The inclusion of children with disability in education or other social event has not been discussed or investigated for known reasons within Dadaab refugee camps in general and Ifo camp in particular. The exclusion could be seen as a normal thing without knowing its demerits.

The study will employ the Qualitative research that involves collecting information on what people say or feel about issues or situations in their own words. Some items in the questionnaires will derive same answers as they are closed ended, such items will be sorted out as quantitative research design. The researcher will therefore go out physically to the people in sampled blocks and schools, to observe or talk, to them and record their findings on inclusion of learners with disability.

Descriptive design was selected because it allowed the use of holistic approach in the study of the sampled schools. It also made it easy to apply the research tools like questionnaires and interviews. Further, it allows for collection of data from a large number of respondents in a relatively short period of time as stated by Bless & Achola (1997); Ary, Jacobs & Rezavieh (1996). The study explored the head teachers, agency workers dealing with children in Dadaab, parents and students opinions and knowledge regarding factors influencing inclusion of LWD in regular schools within IFO refugee camp in Dadaab

3.3 Target Population

The study will be conducted in Ifo camp within Dadaab refugee camps in North Eastern within Garissa County. The target population of the study is comprised of head teachers within the first eight primary schools in Ifo camp established soon when Dadaab refugee camp was started. These schools are full primary schools up to class eight. LWD in these schools and their parents will form part of the target population. Parents of LWD in schools will share their experiences about the schools where their children go. Teachers teaching LWD in the eight primary schools will form part of target population. Schools within the camps are supported by UNHCR and UNICEF in financial support and resource mobilization. The officers managing education within these agencies will be part of the target population.

3.4 Sampling Procedure and Sample Size

Table 3.1 Sample size and Sampling Procedure

Groups	Population	Sample Size	Percentage
Head Teachers	8	8	100
Donor Agency	4	3	75
CWD	500	217	43.4
Teachers of CWD	15	14	93.3
Parents	150	108	72

Koul (1998) states that researcher can use stratified random sampling for population within one homogeneous group. LWD in each school were put within their type of disability. 200 CWD were randomly selected to form sample size for this group. All 8 head teachers and teachers of LWD were purposively sampled to participate in the study as stated by Mugenda (2003) that purposive sampling allows researcher to use cases that have required information with respect to the objectives of the study, the researcher selected informants who participated in the study from UN agencies implementing education by virtue of their positions using purposive sampling. LWD parents list will be assigned numbers. The sample size of each heterogeneous group was obtained by putting the assigned numbers in lottery and randomly picking the numbers using simple random sampling method.

3.5 Research Instruments

The study used the following research tools: questionnaires for parents and students; interview for head teachers, national teachers and Implementing partners; Focused Group

Discussions for the parents and pupils and Desk reviews of trends in inclusion of children with disability in schools and a study of already existing policies and literature.

3.5.1 Instrument Validity

Sherman and Webbs (1997) define validity as the degree to which the participants' observation achieves what it purposes to discover. Validity of an instrument is the degree to which it measures what it should measure. The content of the data collection instruments were scrutinized and analysis done against the primary objectives of this research exercise. For these instruments to be valid, their purpose should be in tandem with the general objectives of the research exercise. To ensure validity of the instrument, they were presented to the experts in University of Nairobi for scrutiny. The feedback was used to revise the instruments before preparing the final copy.

3.5.2 Instrument Reliability

Reliability of an instrument refers to its ability to produce same results on repeated applications to same set of respondents Mugenda (2003). The instruments were administered twice to some two schools at interval of one week in the test retest procedure and out of the school sample frame. A comparison of the two responses helped the researcher to assess the reliability of the tools. A test retest technique was used to find the reliability of the instruments. The two tests were correlated using Pearson Product Moment Correlation Coefficient formula. A correlation of 0.82 for all the instruments was achieved which a recommended reliability above .70 is according to Mugenda and Mugenda (2003).

3.6 Data Collection Procedure

The researcher sought permission from the National Commission for Science and Innovation through University of Nairobi before proceeding to the field for data collection. Letters

notifying the sampled schools of the intended research were dispatched two weeks before the researcher visits the sampled schools. The researcher administered the questionnaires and conducted the interviews at some point using interpreter.

3.7 Data Analysis Techniques

The data obtained from the field were interpreted, cleaned, coded, keypunched into a computer and analyzed as stated by Mugenda and Mugenda (2003). Qualitative data will be derived from open ended questions in the questionnaire, the interview scripts and focused group discussion. The data will be transcribed and categorized into themes in relation to the objectives of the study. The data were coded into descriptive codes analyzed using Statistic Package for Social Science (SPSS). Qualitative data were organized in themes using note cards. Field notes were edited and cleaned up Mugenda (2003). The researcher created categories, themes and patterns along the research questions. As stated by Mugenda (2003), this is the first step towards theory development which were discussed along these constructs of the phenomenon and relationship among the constructs. Quantitative data emanating from closed ended questions in the questionnaires were analyzed using descriptive statistics particularly frequency counts, percentages and mean. Frequency tables and percentage tables were used.

3.8 Ethical Consideration

The identity of respondents is concealed for confidentiality. Figures and codes had been used and not their real names. Privacy of respondents is respected. The researcher was cordial to respondents and respected their culture as information were collected. The respondents had the right to accept to participate or refuse to take part in the study. Information was only taken from respondents with their full consent or the consent of the parents and school for the

case of children. Such information may not be used for other purposes except for this research.

CHAPTER FOUR: DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

The study aimed at finding out factors influencing implementation of inclusive education in primary schools in Ifo refugee camp within Dadaab refugee camps. Dadaab refugee camp complex is situated in Garissa County, North Eastern Region Kenya. This chapter presents the findings of the data analyzed beginning with data on questionnaire response return rate, Demographic data, and study objectives. The response return rate is presented in frequency counts and percentages. Demographic data, which is the respondent's personal information has been simplified and presented in a table in frequency counts and percentages as well. Finally, the chapter presents a systematic analysis of objectives both in descriptive and inferential statistics as explained in chapter three. Several factors influencing inclusive education within the camp came up. These included school infrastructure, LWD, teacher competence and availability of the financial resource. This chapter has been discussed under the findings that were raised as research objectives. Presentations are in tables and after that, interpretation and discussion of the findings.

4.2 Questionnaire Response Return Rate

The information entails the respondents that gave the full information concerning the questions asked in the questionnaire. Individual respondents were therefore approached from each category of the respondents. These were head teachers, agencies, LWDs, teachers of LWD, and parents. The results are presented as shown in Table 4.1.

Table 4.1 Response Return Rate.

Groups	Sample Size	Percentage
Head Teachers	8	100
Donor Agency	2	66.7
LWD	202	93.0
Teachers of LWD	14	100
Parents	102	94.5
Total	328	93.7

Table 4.1 clearly indicates that 328(93.7%) responses were obtained from the total expected sample of 350(100%). This represents 93.7% of the research instruments distributed in Primary Schools within IFO refugee camp and agencies within Dadaab. With respect to category responses, 8(100%) of the head teachers, 2(66.7%) agencies, 202(93.0%) LWDs, 14(100.0%) teachers of LWD, and 102(94.50%) parents gave their responses. According to Mulusa (1990) study findings, 50% return rate was adequate 60% to 70% good and above 70% is very good. The return rate was considered very good to provide required information for the purpose of data analysis, and thus the feedback shows that the sample was well achieved and thus the views will form a good numerical estimation of the required results.

4.3 Demographic Characteristics of the Respondents

Respondent's demographic data was sought through a questionnaire. This is because the study required demographic information of the head teachers and teachers in terms of gender, qualifications, and experience. The respondents were asked to indicate their gender, level of education and experience. The results are presented as shown in Table 4.2.

Table 4.2 Demographic Characteristics of the Respondents

Variable	Category		Frequency	Percentage	Total frequency
Gender	Head teachers	Male	8	100.0	8
		Female	0	0.0	0
	Teachers	Male	12	80.0	12
		Female	2	2.0	2
Qualification	Teachers & head teachers	Primary	1	5	1
		Cert			
		KCSE	16	73	16
		KISE	5	22	5
Experience	Teachers & head teachers	Above ten	14	63.6	14
		years	5	22.7	5
			3	13.6	3

From the results in table 4.2, the study observed that 100% of the HT are males, and there is no female head teacher. This reveals that male teachers dominate positions of administration. In addition to the teacher's gender, the results revealed that out of the 8 HT and 14 teachers of children with special needs who participated in the study only 22.0% have KISE basic certificate in the area of special needs education. Additionally, from this number only 13.6% had experience of 10 years and above. It is also noted from the data that 73.0% have KCSE education level with experience of 5 years.

4.4 Influence of School Infrastructure on Inclusive Education

The main purpose of the study was to establish factors influencing implementation of inclusive education in Primary Schools in Ifo Camp, Dadaab District, Garissa County. The respondents therefore were asked to share their views on the four objectives of the study; the influence of school infrastructure on implementation of inclusive education; influence of children with disability on implementation of inclusive education; extent to which teacher's competency influence implementation of inclusive education; and influence of availability of financial resources on implementation of inclusive education.

4.4.1 Influence of Infrastructure on Implementation of Inclusive Education

To establish the influence of infrastructure on implementation of inclusive education in Primary Schools in Ifo Camp, Dadaab District, Garissa County, sampled respondents were asked to share their views on infrastructural influence in terms of Classroom, Sanitary facilities, and School compound layout. The results were tabulated in frequency counts and percentages as shown in Table 4.3.

Table 4.3 Influence of Infrastructure on Implementation of Inclusive Education

Item	SA	A	N	D	SD
	f(%)	f(%)	f(%)	f(%)	f(%)
Inadequate, spacious and well located classroom.	102(31.3)	144(44.3)	49(15.0)	18(5.5)	13(3.9)
Lack of Spacious and well situated sanitary facilities	100(30.6)	140(43.0)	58(17.9)	17(5.2)	11(3.3)
Toilets and latrines are not well build to suit implementation	103(31.6)	134(41.0)	68(20.8)	13(3.9)	9(2.7)
Ramps, paths, and runways are not	95(29.0)	140(43.0)	5(1.6)	77(23.5)	9(2.9)

well built to influence inclusive

education

Learning support and facilities are 96(29.6) 135(41.5) 70(21.5) 16(4.9) 8(2.6)

not well enhanced

Inadequate teachers and tutors 117(35.8) 127(39.1) 51(15.6) 20(6.2) 11(3.3)

KEY SA-Strongly Agree; A-Agree; N-Not sure; D-Disagree; SD-Strongly Disagree

From Table 4.3, 144(44.3%) of the respondents agreed that Inadequate, spacious and well-located classroom has slowed the implementation of inclusive education, 102(31.3%) strongly agreed, and only 13(3.9%) strongly disagreed. In addition 140(43.0%) of the respondents agreed that lack of spacious and well situated sanitary facilities has led to slow implementation of inclusive education, 100(30.6%) strongly agreed while 11(3.3%) strongly disagreed on this. Furthermore, Toilets and latrines are not well build to suit implementation, 134(41.0%) agreed, 103(31.6%) strongly agreed however 11(3.3%) strongly disagreed on this. The study findings also showed that 140(43.0%), strongly agreed that ramps, paths, and runways are not well built to influence inclusive education, and finally, 117(35.8%) and 127(39.1%) of the respondents strongly agreed that that inadequate teachers and tutors have influenced the slow implementation of inclusive education.

Pearson product moment correlation was also used to establish whether there was a relationship between infrastructure and implementation of inclusive education in Ifo camps.

The results are presented as shown in Table 4.4.

Table 4.4: Correlations between Infrastructure and Implementation of Inclusive Education.

Correlations		Infrastructure	Implementation
Infrastructure	Pearson correlation	1	.524**
	Sig. (2-tailed)		.006
	N	326	326
Implementation	Pearson correlation	.524**	1
	Sig. (2-tailed)	.006	
	N	326	326

** . Correlation is significant at the 0.01 level (2-tailed).

The results in table 4.4 indicate that there is a moderate positive significant relationship between infrastructure and implementation of inclusive education, ($r=.524$, $p<.05$). This implies that infrastructure has an influence on implementation of inclusive education, such that the better the infrastructure, the more the implementation. Thus due to low infrastructural development, there was low level of implementation of inclusive education. In addition to these findings, a simple linear regression was carried out to determine the influence of infrastructure on implementation of inclusive education in terms of the uniqueness and the percentage explained by infrastructure. Coefficients table results are presented as shown in Table 4.5.

Table 4.5 Model Coefficient Results on the Influence of Infrastructure on Implementation of Inclusive Education.

Coefficients ^a		Unstandardized		Standardized		
		Coefficients		Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	5.249	.216		24.295	.000
	Infrastructure	.598	.091	.584	-6.554	.000

a. Dependent Variable: Implementation

The results in Table 4.5 indicate that infrastructure has a unique influence on the implementation of inclusive education, (beta=.584, $p < .01$).

The percentage explained by infrastructure is presents as shown in Table 4.6.

Table 4.6 Model Summary Results on the Influence of Infrastructure on Implementation of Inclusive Education.

Model Summary		Std. Error Change Statistics							
Model	R	R ²	Adjusted R ²	Std. Error of Estimate	Change in R Square	F Change	df1	df2	Sig. Change
1	.584 ^a	.341	.333	.873	.341	42.953	1	58	.000

Model Summary

Model	R	R ²	Std. Error Change Statistics			Sig.	F		
			Adjusted R ²	of the R Square	Change				
			Estimate	Change	Change	df1	df2	Change	
1	.58	.341	.333	.873	.341	42.953	1	58	.000

a. Predictors: (Constant),

Infrastructure

The results indicate that infrastructure accounted for 33.3% of implementation of inclusive education, (adjusted R Square=.333, $p < .01$, $F(1,327)=42.953$). This shows that an improvement in infrastructure will lead to an improvement in the implementation of inclusive education. Thus, it is clear that infrastructure has an influence on the implementation of inclusive education.

In addition to the findings from parents, teachers and LWD, an in-depth interview was carried out with agencies on the influence of infrastructure on implementation of inclusive education. One of the respondents noted,

“Inclusive Education remains a problem to implement because of lack of resources, limited funds, lack teachers trained in special needs education.”

Another agency respondent who had served for 4 years added that “The inadequate infrastructure is a hindrance as it gives short sessions based on normal teaching” implying lack of growth and progress in infrastructural development has led to slow implementation. They also observed that the sequence of topics in the syllabus does not favor learners with disabilities. This concurs with the views of Leyser (2006) who observed that topics normally

in the syllabus are not sequenced to accommodate learners with disabilities particularly those with learning disabilities. She viewed this as a curriculum barrier which impact on adaptation negatively. The results also compares with, MOEST and UNESCO (2004) findings on the influence of barriers to inclusion which concluded that barriers inside and outside the classroom strongly influences curriculum implementation. The inclusive education policy needs to be revised in order to accommodate learners with barriers to learning.

4.4.2 Influence of Learners with Disability on Implementation of Inclusive Education

To explain the influence of learners with disability on implementation of inclusive education, the respondents were asked to give their views on how they thought Types of disabilities, Categories of learners with disabilities, and Gender of LWD influenced the implementation of inclusive education in the school. Frequency counts, percentages, means and standard deviations were established on the same and the results are presented in Table 4.7.

Table 4.7 Influence of Learners with a Disability on the Implementation of Inclusive Education.

Item	SD	D	A	SA	mean	SD
	f%	f%	f%	f%		
There are all types of learners with different disabilities, and, therefore, there is the implementation of inclusive education.	160(49.2)	116(35.5)	28(8.5)	22(6.8)	160(49.2)	.96
All categories of learners with disabilities are in the school, and this has led to implementation of	160(49.2)	127(38.9)	22(6.8)	17(5.1)	160(49.2)	.99

inclusive education

Majority of learners with disabilities are male
160(49.2) 122(37.3) 22(6.8) 22(6.8) 160(49.2) 1.0

Majority of learners with disabilities are female.
149(45.7) 133(40.7) 28(8.5) 17(5.1) 149(45.7) .98

Table 4.4 shows that 160(49.2%) strongly disagreed, 116(35.5%) disagreed while 22(6.8%) agreed that there are all types of learners with different disabilities, and, therefore, there is low implementation of inclusive education. From the study findings, 160(49.2%) strongly disagreed, and 127(38.9%) disagreed to the fact that all categories of learners with disabilities are in the school, and this has led to implementation of inclusive education, however, 17(5.1%) of the study population agreed with this fact. The assumption in refugee camps is that there is usually more female population than male occupants. From the study findings, 160(49.2%) strongly disagreed, 22(37.3%) disagreed while 4(6.8%) agreed on the virtue that majority of the learners with a disability were male. With the same assumption on hold, 149(45.8%) strongly disagreed, 133(40.7%) disagreed while 17(5.1%) agreed that majority of learners with disabilities are female. The means were also low, an indication that most of the respondents strongly disagreed on the Influence of learners with a disability on the implementation of inclusive education.

Pearson's correlation was also carried out to find the relationship between disability and the implementation of inclusive learning at IFO learning facilities. The results are presented as shown in Table 4.8

Table 4.8 Correlation between Disabilities and Implementation

		Disability	implementation
Disability	Pearson Correlation	1	.338**
	Sig. (2-tailed)		.000
	N	326	326
Implementation	Pearson Correlation	.338**	1
	Sig. (2-tailed)	.000	
	N	326	326

** . Correlation is significant at the 0.01 level (2-tailed).

The results revealed a low positive significant correlation between disabilities and implementation, ($r=.338^{**}$, $p<.01$). This implies that the respondents attributed the implementation of inclusive education on the nature and type of disabilities of learners with disabilities but to low level.

An interview with one of the agency respondent was conducted He was asked to indicate the ways in which he felt that learners with disabilities influenced implementation of inclusive education in the schools in terms of the type of learners, category of learners and gender of learners. He noted,

“According to my experience and observation for the time I have been in this position, gender does not have influence on the implementation of inclusive education. It is only the type of learners and the category of learners that have an influence. Diversity in the type of learners usually calls for sourcing of different types of professionals and teachers to aide in the inclusive studies. Also, when we have learners with high categories of disabilities, it calls for purchase of more sophisticated equipments, change in curriculum to

accommodate them and general improvement in the implementation of inclusive education and thus leading to implementation.”

From these findings, it is clear that type and category of learners, has an influence on the implementation of inclusive education. First, the type of learners will lead to the type of implementation that fits or accommodates all those types of the learners. Secondly, the category of learners also has a great influence on the implementation of inclusive education since this determines the extent to which the school administration has to go in order to accommodate learners with severe forms of disabilities.

4.4.3 Teachers’ Competence and Implementation of IE

This study was also keen to establish how teachers’ competence influence the implementation of inclusive education with respect to children with disability in IFO camp. They were therefore asked to share their views on inclusive education with regards to CWD against their competence in education. The results were presented in frequency counts and percentages

Table 4.9 Frequencies of Teachers’ Competence and Implementation of IE

Influence of IE	SA	A	N	D	SD	mean	std
	f%	f%	f%	f%	f%		
Teachers involved in teaching IFO LWD	155(47.5)	127(38.9)	27(8.4)	11(3.4)	6(1.6)	1.8	0.92
Awareness of special need policies and education	138(42.3)	127(38.9)	33(10.1)	17(5.1)	11(3.4)	1.9	1.02
Sign language use	155(47.5)	127(38.9)	22(6.8)	11(3.4)	11(3.4)	1.8	0.94

in educating CWD

Offer flexibility to 160(49.2) 116(35.5) 28(8.5) 11(3.4) 11(3.4) 1.7 0.96

accommodate

CWD

From the findings in Table 4.9, the results clearly shows that the teachers in IFO camp support the implementation of inclusive learning for both normal and disabled children as backed by the majority 155(47.5%) and 127(38.9%) of the respondents who strongly agreed and agreed respectively. The role of the teachers towards the implementation of inclusive learning supports the education policies laid by the Kenyan Ministry of Education, Science and Technology. This is supported by further findings of this study that indicated that at 138(42.3%) and 127(38.9%) of the teachers agreeing to be aware of need special policies and educating CWD.

Interestingly, teachers' competence is further expressed in the aspect of using sign language to execute teaching and learning for CWD in IFO camp. The results indicate that 155(47.5%) and 127(38.9%) accepting the use of sign language utility towards inclusive education in addition to the flexibility to educate CWD. This indicates that teachers' competence supports the implementation of inclusive education for children with disability in IFO refugee camp.

In addition to these findings, Pearson Product moment correlation revealed a positive significant correlation between teacher's competency and implementation of inclusive education. The results are presented as shown in table 4.10.

Table 4.10: Correlation between Teacher Competency and Implementation of Inclusive Education.

		Teacher	
		Competency	Implementation
Teacher Competency	Pearson Correlation	1	.466 ^{**}
	Sig. (2-tailed)		.000
	N		326
Implementation	Pearson Correlation	.466 ^{**}	1
	Sig. (2-tailed)	.000	
	N	326	328

** . Correlation is significant at the 0.01 level (2-tailed).

The results in table 4.10 indicate that there is a moderate but positive correlation between teacher competency and implementation of inclusive education ($r=.466$, $p<.01$). This implies that teacher competency has an influence on the implementation of inclusive education.

In addition to these findings, an interview carried out with agencies concerning their views on the effect of teacher competency on implementation of inclusive education revealed a inadequacy on teacher competency, he pointed out that;

“Only teachers trained in special needs understand LWD but the do not have the capacity to handle these learners. Unlike for regular learners, these sector requires teachers who are more competent to deal with LWD. However, the more the competent teachers, the more the need for implementation of inclusive education. They are generally low achievers.”

The findings are synonymous with the views Onuigbo, Liziana and Uze (2012), who stated that many regular education teachers who feel unprepared and fearful to work with learners with disabilities in regular class display frustration, anger and negative attitude towards inclusive education. They believe that including learners with disabilities in the regular class could lead to lower academic standards. Eskay, Mezieobi and Eke (2013) and Ayiela (2012) were of similar opinion when they observed that teachers pretend to be positive in order to conceal their frustrations and limitations in handling learners with disabilities

4.4.4 Influence of Financial Resources on the Implementation of Inclusive Education

In order to assess the extent to which financial resources influence implementation of inclusive education, in IFO refugee camp, the respondents (teachers and parents) were asked to state whether financial aids available from the government, donors, and parents were sufficient to uplift the initiative. The results are presented in frequency counts and percentages in Table 4.11

Table 4.11 Influence of Ifo Financial Resources Towards the Implementation of Inclusive education

Item	SA	A	N	D	SD
Sufficient Funding	105(32.2)	116(35.6)	66(20.3)	28(8.5)	11(3.4)
Internal findings					
Parents	27(8.4)	50(15.3)	83(25.4)	88(27.1)	77(23.7)
External funding					
Government	105(32.2)	99(30.5)	83(25.4)	33(10.2)	11(3.4)
Donors/NGOs	116(35.6)	111(33.9)	72(22.0)	22(6.8)	6(1.7)

KEY SA-Strongly Agree; A-Agree; N-Not sure; D-Disagree; SD-Strongly Disagree

The results in Table 4.11 indicate that approximately 32% (n=105) of the respondents strongly agree while 35.6% agree that sufficient funding has an influence on the implementation of IE in IFO camp. In contrast, internal funding that, in this case, was referred as funds from the parents was poorly rated with the vast majority 88 and 77 from the 326 respondents disagreeing that it has an influence in the implementation of IE in IFO camp; only 27 and 50 from the 326 respondents thought it had an influence by either acknowledging its effort on the initiative.

Government support through funding was thought to have an influence in implementing IE for CWD in IFO camp, Dadaab District where majority of the sample respondents, 105(32.2%) strongly agreeing, 99 (30.5%) agreeing with only 11(3.4%) disagreeing. The government and donor/NGO donor funds were the most significant backbone towards the

implementation of IE for CWD in IFO camp. This was supported by this study findings in the former and the latter as follows; 116 (35.6%), and 111 (33.9%) agreed that donor(NGO) findings had an influence on the implementation of IE with only 6 (1.7%) disagreeing to this factor. Further, Pearson Correlation coefficient was also carried out to find out the relationship between financial support and the implementation of IE for CWD in IFO camp. The results are presented as shown in Table 4.12.

Table 4.12 Correlations between Funding and IE Implementation

		Sufficient Funding	IE implementation
Sufficient	Pearson Correlation	1	.360**
Funding	Sig. (2-tailed)		.000
	N	326	326
IE	Pearson Correlation	.360**	1
implementation	Sig. (2-tailed)	.000	
	N	326	326

** . Correlation is significant at the 0.01 level (2-tailed).

The results in Table 4.4.4 reveal that there was a moderate significant positive correlation between sufficient funding and the implementation of IE in IFO schools, ($r=.760$, $p< .01$). This implies that IE implementation is majorly a result of adequate funding especially from the government and the donors (NGOs).

Further interviews revealed slow implementation due to inadequate funding. One of the agencies revealed that sometimes funding was inadequate, a requirement for sufficient implementation of inclusive education. He noted,

“Sometimes we receive funds from the government, though there are a lot of regulations just as NGOs, which make it difficult for us to help the schools implement

inclusive education. We therefore need more funders since there are some machines that are shared among schools through our consultation due to lack of enough funds for implementation of inclusive education.”

From these notes, it is clear that funding has an influence on the implementation of inclusive education. However, due to lack of sufficient funds, there is slow growth of the implementation of inclusive education among primary schools. These findings are similar with those of Stubs (2002), who suggested that where there are few resources, a specialist teacher should help SNE children in a resource room within the school. Various reports agree that resources or lack of them are always used as a reason for lack of action. Underlying this is often lack of commitment to change. The Salamanca Statement recognizes that within inclusive schools, children with special educational needs should receive whatever extra support they may require to ensure their effective education and provision of support services is paramount for the success of inclusive educational policies.

CHAPTER FIVE: SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with a summary, conclusion and recommendations of the study. The general objective was on factors influencing implementation of inclusive education in Ifo refugee camp within Dadaab refugee camps in Garissa County North Eastern Kenya.

5.2 Summary of the Study Findings

The purpose of the study was to establish factors influencing implementation of inclusive education in Primary Schools in Ifo camp, Dadaab District, Garissa County with the following objectives: To establish how schools infrastructures influence implementation of Inclusive Education in Ifo refugee camp; To establish how Children with Disability influence implementation of inclusive education in primary schools in Ifo refugee camp primary schools; To determine the extent to which teachers' competence affect the implementation of inclusive education in Ifo refugee camp Primary Schools, Dadaab; To determine how the availability of financial resources influences Inclusive Education in Ifo refugee camp primary schools.

5.2.1 Influence of Infrastructure on Implementation of IE

The infrastructural layout of learning facilities for CWD should be barrier free, and be clearly marked to allow free movement within the facility. According to the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and UNESCO's Salamanca Statement and Framework for Action are international legal instruments against segregated education which denies children with disabilities the right to be in mainstream schooling and reinforces society's prejudice and discrimination against them. The results of

this finding however, found that the learning facility in IFO camp was poorly distinguished to promote equal opportunity for all children. The results highlighted that 26(44.3%) of the respondents agreed that Inadequate, spacious and well-located classroom has slowed the implementation of inclusive education, 18(31.3%) strongly agreed, and only 2(3.9%) strongly disagreed. Further, the study revealed clear demonstration of inadequate implementation of IE at the IFO camp in Daadab. Due to lack of Spacious and well situated sanitary facilities has slowed down the implementation of inclusive education, 18(30.6%) strongly agreed, 25(43.0%) of the respondents agreed, while 2(3.3%) strongly disagreed on this factor.

Furthermore, Toilets and latrines are not well build to suit implementation, 24(41.0%) agreed, 19(31.6%) strongly agreed however 2(3.3%) strongly disagreed on this.

Salamanca Statement is clearer and a most unequivocal statement about inclusion with its guiding principle that `ordinary schools should accommodate all children, regardless of their physical, intellectual, emotional, social, linguistic or other requirements. The physical layout of IFO camp barely supported the implementation of IE learning for CWD. The study findings also shows that 24(41.4%), 23(39.1%) agreed, 17(29.6%), 21(35.8%) strongly agreed that Ramps, paths, and runways are not well built to influence inclusive education.

All educational policies, according to Salamanca are accompanying Framework for Action stipulates that physically challenged children should attend their neighborhood school. In response to this statement, this study has found out that IFO camp learning facilities are eager to promote IE, however, infrastructural fallout hinders the implementation of this initiative. The inadequacy of teachers and tutors explains this fact with 21(35.8%) and 23(39.1%) of the respondents strongly agreed that disagreed that Inadequate teachers and tutors have influenced the slow implementation of inclusive education.

The results indicate that there is a moderate positive significant relationship between infrastructure and implementation of inclusive education, ($r=.524$, $p<.05$). This implies that infrastructure has an influence on implementation of inclusive education, such that the better the infrastructure, the more the implementation and thus since there was low infrastructural development, there was low level of implementation of inclusive education.

5.2.2 Influence of LWD on Implementation of IE

UNESCO (2008), defines the concept of inclusion as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning and reducing exclusion within and from the education system. According to Knight (1999), observes that 20 percent of students requires special attention, but because they are not categorized as 'disabled,' they are not eligible for special education services. This gives an indication that CWD themselves can define the concept of IE in a learning institution. The study seeks to determine their contribution and influence to the implementation of IE in IFO camp. 29(49.2%) strongly agreed, 21(35.5%) agreed while 4(6.8%) disagreed that there are all types of learners with different disabilities, and, therefore, there is the implementation of inclusive education. Further to this probe, From the study findings, 29 (49.2%) strongly agreed, 23(38.9%) agreed to the fact that all categories of learners with disabilities are in the school, and this has led to implementation of inclusive education, however, 3(5.1%) of the study population disagreed with this fact. The diversity of this fact was presented in gender where the results indicated that there was a universal distribution of both male and female CWD in the IFO learning schools in Dadaab. CWD presences in a school promote the implementation of IE in a school given that people with a disability often needs assistive devices or support to have the same level ground of learning as normal children.

5.2.3 Influence of Teachers Competency on Implementation of IE

The teachers and tutors contribution is inevitable in the execution of teaching and learning in children. Teachers competence is, therefore, an utmost in this activity, paramount especially where diversity is observed. According to Richey, Fields, & Foxon, (2001) teachers' competence concerns the knowledge, skills, and attitudes that are necessary to enable the individual to perform activities of a given occupation effectively or function in a way that meets or exceeds the standards expected in education profession. The study sampled the teachers involved in teaching primary school learners in IFO camp. Among them, only 22% had a KISE certification with a majority of them qualified to the level of high school level (KCSE certification). From the response, the teachers were keen to support the implementation of IE in Ifo primary schools. The results of this study found out that 28(47.5%) strongly agreeing and 23(38.9%) agreeing to the fact that teachers are involved in teaching CWD at the camp with only 2 (3.4%) disagreeing to this. The overwhelming response in favor of this practice indicates that teacher competence present at the camp support the implementation of IE learning. This was further supported by the awareness of teachers about the education policies for inclusive education and policies surrounding the teaching and learning of CWD. 25(42.3%) strongly agreed, and 23(38.9%) agreed that the teachers were aware of special-need policies and educating CWD by the Kenyan Ministry of Education, Science and Technology. The teachers were keen to offer learning assistance to CWD; 28(47.5%) and 23 (38.9%) accepted the use of assistive measures such as sign language, hearing aids and larger and vividwriting utility towards inclusive education in addition to flexibility to educate CWD. The results complemented previous studies that stated that LWD have some residual ability that they can use if given appropriate assistive devices. "Some children may require large prints to enable them read printed material as they use low vision optical devices; there are those who will require hearing aids to process spoken

language; children confined to wheelchair will require barrier-free environment to enable them move around; touch readers will use Braille machines and use brail work to read.”

5.2.4 Influence of Funding on Implementation of IE

Financial resource is a determinant factor in the implementation of a policy. In regards to this study, “Factors influencing implementation of inclusive education in primary schools in Ifo refugee camp Dadaab, Garissa County, Kenya,” availability, sustainability and adequacy of financial support was sorted to determine its impact. The results suggested that there was relatively sufficient funding towards the enhancement of IE for LWD in IFO camp. Approximately 32% (n=59) of the respondents strongly agreed with 35.6% agreeing to complement that sufficient funding that were available has an influence on the implementation of IE in IFO camp. Internal funding involving LWD parents had the least influence given that most of the parents were struggling to put up with life in the camps. With the introduction of free primary education by the Kenyan government, government funding was significant in the implementation of IE not only in IFO camp but also throughout the primary schools in Kenya. Government financing and donor (NGO initiative) fundings were the most predominant funding option that supported the implementation IE in IFO camp. The fundings were mainly used to source for devices used by LWD to offer assistance in learning with other children. Mainly, the funds from the donor community were used to purchase such devices as hearing devices, spectacle, wheelchairs among many others as explained by the agencies and teacher respondents.

5.3 Conclusions

The study was conducted comprehensively to determine the contribution of four major factors in influencing inclusive education in IFO refugee camp for LWD. The following were the conclusions that were drawn to finalize this research.

The schools infrastructural layout of IFO primary schools was not adequately designed to promote the implementation of IE. Despite LWD presences in these learning facilities; LWD presence indicates their urge for education; the infrastructural layout downplayed this initiative. The ramps, paths were not clearly marked for ease of movements. The infrastructures within the schools were developed without consideration to LWD.

The fair distribution of both genders of LWD in this learning institution indicates no or little stigma related to LWD. However, by observation it was estimated that more LWD fear coming to schools and their parents are not at ease to allow their children with disability to come to school. Due to the poor infrastructural layout of most of the learning facilities LWD does not get adequate needed support from other children in schools to facilitate their movement as thus hindering IE implementation. Only a small proportion of schools had some equipment as individual hearing aids, wheelchairs white cane and Braille machines. All the schools with such equipment did not have maintenance and service for any equipment that was faulty could not be used.

Averagely the teachers cannot be said to have adequate professional skills required to support inclusive education in support to LWD. Teachers input is paramount in education and is the primary tool relied on by children in their educational growth and development. The results of this study indicate that while teachers were not professionally trained to handle special children with disability, they were willing to offer support to discharge their mandate for equal education. With this effort the study, recommends that with the right training, the teachers could be an excellent resource to full implementation of IE for LWD.

Provision of finances was done wholesomely for education for all children in primary schools with some isolated items for CWD. Despite the effort expressed by the government and the donors towards IE implementation. This study concludes that government and donor input

were significant however more emphasis need to be laid towards learners with adisability to eliminate the gap between them and the normal children. Such learning facilities, as a hearing aid, low vision devices and wheelchair could be financed with the ready availability of these funds. Moreover, the infrastructural topography could be improved using these funds to enhance the implementation of IE healing for CWD in IFO camp, Dadaab Refugee camp.

5.4 Recommendations

1. There is need to adjust the infrastructures layout to conform to disability requirements in all primary schools in Ifo refugee camp to accommodate all learners.
2. Sensitization and training of parents for LWD should be carried out to enable them raise up their children properly and sensitize them to give equal opportunities to CWD. This will allow these children to participate inclusively at home. This will have a multiplying effect in that in schools, LWD will have confidence built at home which will promote inclusive education in schools.
3. More teachers should be trained beyond certificate level to handle LWD in schools. More national teachers should be engaged the current level of one per school is low.
4. Education plans from UNHCR should have inclusive education as an item of planning. The detailed plan for inclusive education should be budgeted and funded. This will promote inclusive education.

There should be more initiative to increase the funding to supplement education for LWD in IFO learning facilities to provide for such learning aid for learners with a disability.

5.5 Suggestion for Further Studies

1. There is also evidence in this study that significant number of teachers experience challenges presented by barriers in the classroom which influences effective teaching. This is well supported by literature which recommends modification of the curriculum to reduce the influence of these barriers. This is an area that requires urgent collaborative research among professionals serving various agencies in the UNHCR education set up.
2. The study recommends further studies on the influence of teachers' experience on the classroom level implementation of inclusive education in Ifo refugee camps.
3. The current studies dealt with the influence of LWD on the implementation of inclusive education; however, the study recommends that further studies be carried out on the influence of home environment, parental support and socio-economic status of the parents on implementation of inclusive education.
4. Funding is a key requisite towards the progress of inclusive schools for effective inclusion. Since most of these schools are funded by donor agencies, the study recommends further studies on the influence of donor agency policies and regulations on the implementation of inclusive education in primary schools.

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APPENDICES

APPENDIX A: Questionnaire for LWD

The Questionnaire is intended to collect information on factors affecting inclusion of children with disability in primary schools. Information provided will be treated with necessary confidence. Your precise answer will be scored on the scale (5) I strongly agree (4) I Agree (3) I'm not sure (2) I disagree (1) I strongly disagree.

SECTION A: PERSONAL INFORMATION

Background Information

1. School_____ Class

2. Gender: Girl () Boy () (tick as appropriate)

3. Age _____

SECTION B: INFLUENCE OF INFRASTRUCTURE

Rate the extent to which you think the following factors influence implementation of inclusive education

Item	SD	D	N	A	SA
Inadequate, spacious and well located classroom hinder LWD					
Lack of Spacious and well situated sanitary facilities for LWD					
Toilets and latrines are not well build to suit LWD					
Ramps, paths, and runways are not well built to influence inclusive education					
Learning support and facilities are not well enhanced to suit LWD					
Inadequate teachers and tutors					

SECTION C: INFLUENCE OF CHILDREN WITH DISABILITIES

Item	SD f%	D f%	A f%	SA f%
There are all types of learners with different disabilities, and, therefore, there is the implementation of inclusive education.				
All categories of learners with disabilities are in the school, and this has led to implementation of inclusive education				
Majority of learners with disabilities are male				
Majority of learners with disabilities are female.				

SECTION C: INFLUENCE OF TEACHERS' COMPETENCY

Influence on IE	SD	D	N	A	SA
Teachers involved in teaching IFO LWD					
Awareness of special need policies and education					
Sign language use in educating CWD					
Offer flexibility to accommodate CWD					

SECTION D: INFLUENCE OF FUNDING

Rate the extent to which you think the following factors influence Implementation of Inclusive Education

Item	SA	A	N	D	SD
Sufficient Funding					
There is adequate Internal funding from Parents which influence implementation of IE					
External funding from the Government is sufficient to enhance implementation of IE					
UNHCR gives enough funds to support implementation of IE					
Other Donors/NGOs fund implementation of IE					

APPENDIX B: Questionnaire for Head Teachers

This questionnaire is intended to gather information from PTA members. Their contribution to support LWD learn through inclusion in various schools will be captured. Please fill in the blank spaces provided or tick where necessary. Information provided will be treated with necessary confidence.

1. What type of school is your school?

Gender: Male () Female () (tick as appropriate)

2. Period of Teaching in years
3. Highest Professional Qualification
4. What is your age bracket?

i. Up to 30 years []

iii. Between 41 – 50 years []

ii. Between 31 – 40 years []

iv. Above 50 years []

SECTION B: INFLUENCE OF INFRASTRUCTURE

Rate the extent to which you think the following factors influence implementation of inclusive education

Item	SD	D	N	A	SA
Inadequate, spacious and well located classroom hinder LWD					
Lack of Spacious and well situated sanitary facilities for LWD					
Toilets and latrines are not well build to suit LWD					
Ramps, paths, and runways are not well built to influence inclusive education					
Learning support and facilities are not well enhanced to suit LWD					
Inadequate teachers and tutors					

SECTION C: INFLUENCE OF CHILDREN WITH DISABILITIES

PUPIL/ PARENTAL INVOLVEMENT IN CHILDREN'S EDUCATION

Item	SD f%	D f%	A f%	SA f%
There are all types of learners with different disabilities, and, therefore, there is the implementation of inclusive education.				
All categories of learners with disabilities are in the school, and this has led to implementation of inclusive education				
Majority of learners with disabilities are male				
Majority of learners with disabilities are female.				

SECTION C: INFLUENCE OF TEACHERS' COMPETENCY

Influence of IE	SD	D	N	A	SA
Teachers involved in teaching IFO CWD					
Awareness of special need policies and education					
Sign language use in educating CWD					
Offer flexibility to accommodate CWD					

SECTION D: INFLUENCE OF FUNDING

Rate the extent to which you think the following factors influence Implementation of Inclusive Education

Item	SA	A	N	D	SD
Sufficient Funding					
Internal findings Parents					

External funding					
Government					
Donors/NGOs					

APPENDIX C: Questionnaire for Teachers Teaching LWD

Introduction

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential and used for Academic purposes only. Please tick [] where appropriate or fill in the required information on the spaces provided under the question.

Background Data

1. What is your gender? Male [] Female []

2. What is your age bracket?

i. Up to 30 years []

iii. Between 41 – 50 years []

ii. Between 31 – 40 years []

iv. Above 50 years []

3. How long have you taught LWD?

SECTION B: INFLUENCE OF INFRASTRUCTURE

Rate the extent to which you think the following factors influence implementation of inclusive education

Item	SD	D	N	A	SA
Inadequate, spacious and well located classroom hinder LWD					
Lack of Spacious and well situated sanitary facilities for LWD					
Toilets and latrines are not well build to suit LWD					
Ramps, paths, and runways are not well built to influence inclusive education					
Learning support and facilities are not well enhanced to suit LWD					
Inadequate teachers and tutors					

SECTION C: INFLUENCE OF CHILDREN WITH DISABILITIES

Item	SD	D	A	SA
There are all types of learners with different disabilities, and, therefore, there is the implementation of inclusive education.				
All categories of learners with disabilities are in the school, and this has led to implementation of inclusive education				
Majority of learners with disabilities are male				
Majority of learners with disabilities are female.				

1. SECTION C: INFLUENCE OF TEACHERS' COMPETENCY

Influence of IE	SD	D	N	A	SA
Teachers involved in teaching IFO CWD					
Awareness of special need policies and education					
Sign language use in educating CWD					
Offer flexibility to accommodate CWD					

SECTION D: INFLUENCE OF FUNDING

Rate the extent to which you think the following factors influence Implementation of Inclusive Education

Item	SA	A	N	D	SD
Sufficient Funding					
Internal findings					
Parents					
External funding					
Government					
Donors/NGOs					

APPENDIX D: Questionnaire for the Parents

Introduction

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential and used for Academic purposes only. Please tick [] where appropriate or fill in the required information on the spaces provided under the question.

SECTION A

Background Data

1. What is your gender? Male [] Female []

2. What is your age bracket?

i. Up to 30 years []

iii. Between 41 – 50 years []

ii. Between 31 – 40 years []

iv. Above 50 years []

3. Do you have a CWD?

SECTION B: INFLUENCE OF INFRASTRUCTURE

Rate the extent to which you think the following factors influence implementation of inclusive education

Item	SD	D	N	A	SA
Inadequate, spacious and well located classroom hinder LWD					
Lack of Spacious and well situated sanitary facilities for LWD					
Toilets and latrines are not well build to suit LWD					
Ramps, paths, and runways are not well built to influence inclusive education					
Learning support and facilities are not well enhanced to suit LWD					
Inadequate teachers and tutors					

SECTION C: INFLUENCE OF CHILDREN WITH DISABILITIES

Item	SD	D	A	SA
There are all types of learners with different disabilities, and, therefore, there is the implementation of inclusive education.				
All categories of learners with disabilities are in the school, and this has led to implementation of inclusive education				
Majority of learners with disabilities are male				
Majority of learners with disabilities are female.				

SECTION C: INFLUENCE OF TEACHERS' COMPETENCY

Influence of IE	SD	D	N	A	SA
Teachers involved in teaching IFO CWD					
Awareness of special need policies and education					
Sign language use in educating CWD					
Offer flexibility to accommodate CWD					

SECTION D: INFLUENCE OF FUNDING

Rate the extent to which you think the following factors influence Implementation of Inclusive Education

Item	SA	A	N	D	SD
Sufficient Funding					
There is adequate Internal funding from Parents which influence implementation of IE					
External funding from the Government is sufficient to enhance implementation of IE					
UNHCR gives enough funds to support implementation of IE					
Other Donors/NGOs fund implementation of IE					

APPENDIX E: Interview Schedule for the Implementing Agency

The researcher will administer an interview to one of the implementing agency offering primary education at Ifo Refugee Camp.

All the information given shall be treated with utmost confidentiality.

1. What is the enrollment of learners with disabilities in primary schools in the camp?
State types of disability by gender.
2. What is your opinion regarding introduction of inclusion of learners with disabilities in primary schools in the camp?
3. Are there trained teachers who can implement inclusive education in the camp?
4. Comment on the suitability of available teaching/learning resources to cater for learners with special needs in primary schools?
5. What infrastructural facilities are required to accommodate learners with disabilities in schools?
6. Is there financial allocation for CWD to IPs to enable them implement inclusive education?
7. What could you recommend for the challenges you mentioned above?
8. What recommendation could you make concerning inclusion of learners with disabilities?

THANK YOU

APPENDIX F: Observation Checklist

The researcher will observe the specific physical school facilities in the school. The

Information gathered from the observation is intended to help the researcher to conclude whether the physical school environmental factors support inclusion of learners with disabilities in primary schools in Ifo Refugee Camp.

Item - Available or Not available

- Wide doors which open from outside
- Lighting
- Horse shoe sitting arrangement
- Ramps in the toilet
- Flattened ground
- Rail
- Landmark for the blind
- School gate
- Braille
- Acoustic room
- Wheelchair
- ramps
- Spacious classroom
- Desks/chairs made for use by learners with disabilities

APPENDICES G: Sample Size Calculation Table

Appendix I: Krejcie and Morgan (1970) Table for Determining Sample Size

N-n	N-n	N-n	N-n	N-n
10-10	100-80	280-162	800-260	2800-338
15-14	110-86	290-165	850-265	3000-341
20-19	120-92	300-169	900-269	3500-346
25-24	130-97	320-175	950-274	4000-351
30-28	140-103	340-181	1000-278	4500-354
35-32	150-108	360-186	1100-285	5000-357
40-36	160-113	380-191	1200-291	6000-361
45-40	170-118	400-196	1300-297	7000-364
50-44	180-123	420-201	1400-302	8000-367
55-48	190-127	440-205	1500-306	9000-368
60-52	200-132	460-210	1600-310	10000-370
65-56	210-136	480-241	1700-313	15000-375
70-59	220-140	500-217	1800-317	20000-377
75-63	230-144	550-226	1900-320	30000-379
80-66	240-148	600-234	2000-322	40000-380
85-70	250-152	650-242	2200-327	50000-381
90-73	260-155	700-248	2400-331	75000-382
95-76	270-159	750-254	2600-335	1000000-384

To All Head Teachers

Friends Primary School

Halane primary School

Hornimo Primary School

Hormud Primary School

Abdul Aziz Primary School

Horsed Primary School

Midnimo Primary School

Horyal Primary School

RE: VISIT TO YOUR SCHOOL WITH REGARD TO INCLUSIVE EDUCATION

Your school has been identified to participate on the above subject. You will be given a questionnaire to provide information. You may equally give more information that will bring out provision of education to children with disability in your school. The date to visit your school will be communicated with further request to invite parents of children with special needs in your school who will also participate in the study.

Your cooperation on this matter will be highly valued.

Kind regards,

Fanuel Onyuka Randiki

APPENDIX I: Research Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

29th January, 2015

NACOSTI/P/15/0278/4341

Fanuel Onyuka Randiki
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing implementation of inclusive education in primary schools in IFO Refugee Camp, Dadaab,*" I am pleased to inform you that you have been authorized to undertake research in **Garissa County** for a period ending **10th April, 2015**.

You are advised to report **the County Commissioner and the County Director of Education, Garissa County** before embarking on the research project.

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


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Garissa County.

The County Director of Education
Garissa County.

THIS IS TO CERTIFY THAT:

**MR. FANUEL ONYUKA RANDIKI
of UNIVERSITY OF NAIROBI, 0-40100**

**Kisumu, has been permitted to conduct
research in Garissa County**

**on the topic: FACTORS INFLUENCING
IMPLEMENTATION OF INCLUSIVE
EDUCATION IN PRIMARY SCHOOLS IN
IFO REFUGEE CAMP, DADAAB**

**for the period ending:
10th April, 2015**

**Applicant's
Signature**

Permit No : NACOSTI/P/15/0278/4341

Date Of Issue : 29th January, 2015

Fee Received :Ksh 1,000



[Handwritten Signature]
Secretary

**National Commission for Science,
Technology & Innovation**

APPENDIX J: Ifo Refugee Camp

