

Factors affecting inclusion of physically disabled children into education system in public primary schools in Kenya: a case study of Kirinyaga District

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Abstract:

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. The principle of inclusive education was adopted at the Salamanca world conference on special needs education (UNESCO, 1994) and was restated at the Dakar world education forum (2000). This study sought to find out the factors affecting inclusion of physically disabled children into education system in public primary schools in Kenya. The research problem was as a result of the need to find out the factors affecting inclusion in public primary schools in Kenya. The main objective of the study was to find out the factors affecting the process of inclusion of physically disabled children into education system into public primary schools in Kenya. The research was descriptive and took the form of a case study. The target population comprised of the public primary schools in Kirinyaga district. Purposive sampling method was used to select key informants and random sampling method was used to select the schools. A ' questionnaire was administered and key informant guides used to collect primary data. The study also used secondary data collected from the ministry of education. The research findings were presented inform of frequency tables, percentages and measures of central tendency like mean. The research findings established that on average there were 3 physically disabled children per school. 65% confirmed inclusion of the physically disabled children in public primary schools while 28% were in special classes in the schools. 76% felt that the government was not significantly contributing to the processes of inclusion. 67% of the respondents noted that the current curriculum does not adequately address the education needs of the physically disabled children. The conclusion of these findings shows that the available facilities are not meeting the needs of the physically disabled children, the government has not played a significant role in contributing to the inclusion process, and also the curriculum is not flexible enough to address the needs of the physically disabled children. It is therefore recommended based on the findings that the government should actively be involved in the process of inclusion to ensure that all children regardless of their physical disabilities are included in the education system.