

**EXTENT OF SUCCESS IN IMPLEMENTATION OF INCLUSION OF
SPECIAL NEEDS CHILDREN'S ACCESS AND PARTICIPATION IN PRE
SCHOOLS, IN KERICHO COUNTY**

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**Research project submitted in partial fulfilment for the requirement for the award of
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DECLARATION

I hereby declare that this research project is my original work and has never been submitted to any learning institution for academic consideration.

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DEDICATION

I dedicate this research project to all preschool children in Kenya. They are the reason behind this study.

ACKNOWLEDGMENT

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Above all I thank God for the gift of life and grace.

ABSTRACT

The world conference on special needs education in Salamanca which was adopted for action on special needs education set the policy agenda for inclusive education on global basis. UNESCO 1994 affirmed that inclusive education challenges on exclusionary practices in education and prioritizes education as a right of all children regardless of their background or disability and aims at providing good quality education and community based education for all. Sessional paper No.1 of 2005 was launched by ministry of education and it offers basic policy framework for education with emphasis on the correction of existing inequalities and enhancement of development of capacity of SNE professionals and other services. Basic Education Act 2013 in its guiding principles propose progressive inclusion, non-discrimination, encouragement and protection of the marginalized, persons with disabilities as well as those with special educational needs and provisions of appropriate human resource funds, equipments, infrastructure and related resources that meet the needs of every child in basic education as well as the right of the child to free and compulsory education will be in consultation with the National Education Board and relevant County Education Board provided in the establishment of pre primary, Primary, secondary, mobile and adult continuing education within reasonably assessable distance within the county as well as special and integrated schools for learners with disability. The problem is that inequalities and disparities in accessing quality education among learners with special educational needs are still existent. The study was guided by the following objectives. To find out the extent to which children with special educational needs are enrolled in preschools of study as per the Basic Educational policy, establish the available facilities in the inclusive schools for use by children with special educational needs and to establish whether teachers are specially trained in handling of children with educational needs. Lev Vygotsky's socio-cultural Theory informed this study. A case study of two selected inclusive preschools in Kericho County was used. The case study employed purposive sample of two public pre-schools in Kericho County was used. The case study employed purposive sample of two public pre-schools. The respondents included: Two head teachers, general curriculum teachers who handle these children, resource teachers and Educational Assessment Resource centre officers. Interviews were conducted with the EARC officers, questionnaires given to head teachers and teachers and observation checklist was used by the researcher as well as photo and video taking with permission from the institution. Only 8% of the total population of pre-school children has special educational needs compared to the estimated percentage of special needs children in Kenya. All schools reported inadequate facilities and resources as well as irrelevance of the available ones hence the need of improvisation and general curriculum teachers lack basic skills in handling learners with special educational needs thus the two schools experience shortage of teachers trained in special Educational needs and those present are unable to handle individual educational needs of these children making inclusion an illusion. The researcher recommends that more sensitization on special educational needs should be carried out, percentage of teachers trained on SNE should be boosted and special school allowance to be offered to teachers in inclusive schools to motivate them and that both the National Government and county government as well as the NGO's should chip in to assist the inclusion initiative in terms of facilities and equipments required to make inclusion a reality.

TABLE OF CONTENTS

DECLARATION.....	ii
DEDICATION.....	iii
ACKNOWLEDGMENT	iv
ABSTRACT.....	v
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF ABBREVIATIONS AND ACRONYMS.....	xii
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background of the problem	1
1.2 Statement of the problem	4
1.3 Purpose of the Study	5
1.4 Research Objectives.....	5
1.5 Research Questions.....	5
1.6 Significance of the Study	5
1.7 Limitations of the Study.....	6
1.8 Delimitations of the Study	6
1.9 Definition of key Terms.....	6
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1 Introduction.....	8
2.2 Establishment of the extent to which special needs children are enrolled in the pre schools of study as per governments’ policy	9

2.3 Available facilities for use by special needs children and their relevance to educational needs in pre schools of study.	10
2.4 Establishment of whether teachers are trained specially to handle educational needs of special needs children	10
2.5 Global studies on special Education	11
2.5.1 Introduction.....	11
2.5.2 Towards inclusive Education in Ghana	11
2.6 Theoretical Framework.....	16
2.7 Conceptual framework.....	17
CHAPTER THREE	19
RESEARCH METHODOLOGY	19
3.1 Introduction.....	19
3.2 Research design	19
3.3 Population	20
3.4 Sampling procedure and sample size	20
3.4.1 Sampling of schools.....	20
3.4.2 Sampling of school administrators.....	20
3.4.3 Sampling of teachers.....	20
3.4.4 Sampling of EARC officers	20
3.5 Instruments.....	21
3.5.1 Interview	21
3.5.2 Observation checklists	22
3.5.3 Questionnaires.....	22
3.6 Instruments validity	22
3.7 Instrument Reliability	23
3.8 Data collection procedures.....	23

3.9 Ethical concerns	24
CHAPTER FOUR.....	25
DATA ANALYSIS RESULTS AND DISCUSSIONS	25
4.1 Introduction.....	25
4.2 Gender of the respondents	25
4.2.1 Teaching experience in years.....	26
4.2.2 Availability/adequacy and relevance of physical facilities.....	27
4.3 Teachers’ Education Level	28
4.5 Funding	30
4.5 From observation checklist.....	31
CHAPTER FIVE	32
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	32
5.1 Introduction.....	32
5.2 Summary of the findings of the study.....	32
5.3 Conclusions.....	34
5.4 Recommendations of the study.....	35
5.5 Suggestions for further research	37
REFERENCES.....	38
APPENDICES.....	41
Appendix I	41
Letter of Introduction	41
Appendix II.....	42
Questionnaire for Head Teachers.....	42
Appendix III.....	46
Questionnaire for Pre-School Teacher.....	46

Appendix IV.....	50
Interview for the EARC Officer	50
Appendix V.....	54
Observation schedule for preschool children.....	54
Appendix VI.....	58
Photo from Inclusive Pre Schools in Kericho County	58

LIST OF TABLES

Table 4.1 Respondents to the study by gender	25
Table 4.2 Distribution of Respondents by years of service in teaching profession.....	26
Table 4.3 Availability and relevance	27
Table 4.4 Level of Education of Teachers	28
Table 4.5 Distribution of children.....	30

LIST OF FIGURES

Fig 1.1 Conceptual Framework.....	18
Fig 3.1 Pre School as a sampling unit.....	21

LIST OF ABBREVIATIONS AND ACRONYMS

EARC	-	Educational Assessment Resource Centre
EFA	-	Education for all
ESSP	-	Education Sector Strategic Plan
FPE	-	Free Primary Education
IEP	-	Individual Education Plan
KICD	-	Kenya Institute of Curriculum Development
KIEP	-	Kenya Integrated Education Program
KISE	-	Kenya Institute of Special Education
KNUT	-	Kenya National Union of Teachers
MOE	-	Ministry of Education
NGO'S	-	Non Governmental Organizations
ROK	-	Republic of Kenya
SEN	-	Special Education Needs
SNE	-	Special Needs Education
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UN	-	United Nations

CHAPTER ONE

INTRODUCTION

1.1 Background of the problem

Special educational needs are conditions i.e. physical, mental or intellectual conditions with substantial and long term adverse effects on the learning ability (other than exposure) or the needs of those who learn differently or have disabilities that prevent or hinder or make it harder for them to access education or educational facilities of a kind generally provided for learners of the same age in the formal education system.

Inclusive education has constantly evolved over the years depending on people's perception of special educational needs of people in society. During the dark ages before seventeenth century, individual deviations such as social, physical, religious or intellectual was rarely tolerated and as such, individuals under these categories were subject to abuse, condemnation and destruction to extinct them from society (stiker,2002).According to Winzer ,(1993) most cultures subjected the special needs persons to cruelty, they were scorned and were deprived of rights and privileges. This was a result of misunderstanding of their pleas in the mid eighteenth century, enlightenment emerged leading to development of special needs education. There came a belief that people with disabilities could with appropriate education and training overcome their disabilities and end up positively contributing towards society (levinson,1967).By 19 the century first institutions or asylums began accommodating people with cognitive impairment and mental illness in Britain. (Ainscow 1994 and Atherton,2003) with increasing fear that people with disabilities were among the number of social groups leading to degeneration of society.

During the 20th century, asylums became more custodial than reforming in nature which saw the initial provision of special education in special schools which was set up by religious organizations where many countries adopted and extended it as part of national education arrangement. In this respect, the world conference on special needs Education in Salamanca in 1994 which was adopted for action on special needs Education thus set the policy agenda for inclusive education on global basis.(UNESCO,1994).Affirms that inclusive education challenges on exclusionary practices in education and prioritizes education as a right of all children regardless of their background or disability and aims at providing good quality education of and community based education for all. Inclusive education recognizes that special learning needs can emanate from social psychological, economic, cultural and physical factors (Salamanca, 1994).

For children with special educational needs an inclusive childcare program provides belonging, acceptance and developmentally appropriate practices. They learn typically developing skills from their classmates, when and how to use these skills and they have an opportunity to develop positive attitudes towards themselves and others who are different from themselves. Their goals are met in typical early childhood preschools to the greatest extent possible. The child has access to and participates in the curriculum activities available and supportive services in inclusive schools help to best meet individual's needs of a child.

Sessional paper No.1 of 2005 was launched by the Ministry of Education on 10th March 2010. It gives direction by offering basic policy framework for education. It emphasizes the correction of existing inequalities and enhancement of development of capacity of special Needs Education (SNE) professionals and other services.

Basic Education Act 2013 in its guiding principles include non-discrimination, encouragement and protection of the marginalized, persons with disability and those with special educational needs and provision of appropriate human resource funds equipments, infrastructure and related resources that meet the needs of every child in basic education. It also indicates that right of the child to free and compulsory education will be on and in consultation with the National Education Board and relevant County Education Board provided the establishment of pre-primary and secondary school, mobile schools and adult continuing centre within reasonably accessible distance within the county as well as special and integrated schools for learners with disability. A child shall be admitted without any discrimination. Subject to the constitution and the provisions of this Act. The cabinet secretary for education shall ensure that every special educational institution with learners with special educational needs is provided with appropriate trained teachers, non-teaching staff, infrastructure, learning materials and equipments suitable for such learners.

The aforementioned declarations influenced Kenya in the direction of wanting to implement inclusive education. Kenya being a developing country has been influenced by international policy documents. However, the government has not considerably focused on special Education needs of children who are excluded from school and the education system in terms of infrastructure and personnel as well as the curriculum needs (Chepkwony 2013).Despite the rapid developments in the provision for special educational needs, there exists a gap between the national policy objectives and actual provision at schools level. Individual Education Plan (IEP) system and systems of services to provide for the children's needs are not obvious in Kenya (Kiptarus,2005) without IEP the unique special educational needs for the child will not be transparent.

Inclusive education has been defined by different authors to embrace the participation of learners from all marginalized and excluded groups if at all possible in the cultures, curriculum and communities of local learning centers (Ainscow, Farrell and Tweedle,2000)

Leonard Chesire International is a regional training and development programme that has been working with Kenyan government and higher education establishment to retrain teachers and support a pilot inclusive education in five schools in Oriang Western Kenya since 2001.The programme provides technical and financial support for the project. By 2007, the project had been extended to 300 schools in Kisumu County. The question is whether the strategies have been adopted in regular schools on other parts of the country while the inclusion initiative takes shape. This formed part of the focus of the study in Kericho County.

1.2 Statement of the problem

The special Needs Education policy provides a comprehensive framework of the principles and strategies to be followed in order to create equal access to quality and relevant education and training for learners in inclusive institutions. The problem is that quite a number of children who have attained school going age suffer from various disabilities yet they qualify to be admitted in all existing pre primary schools. Going by what is happening, majority of these children aren't enrolled in schools. The purpose f this study was to examine the situation to find out what could be inhibiting these children from being enrolled in pre-schools in kericho county, bearing in mind the Basic Education Act statement that there shall be no discrimination thus the purpose of this study was to find out why this gap is existent.

1.3 Purpose of the Study

The purpose of this study was to determine the extent of success in implementation of inclusion of special needs children in terms of access and participation in Kericho county pre schools.

1.4 Research Objectives

- i. To establish the extent of enrollment of special needs children in pre schools of study as per the government policy
- ii. To find out the available facilities and their relevance to the needs of special needs children
- iii. To find out the extent to which teachers are specially trained to acquire competencies in handling of special educational needs of children

1.5 Research Questions

- i. Are special needs children enrolled in the pre schools of study as per governments' policy?
- ii. Are facilities adequate for the educational needs of special needs children?
- iii. Are teachers specially trained to handle educational needs of special needs children in pre schools of study?

1.6 Significance of the Study

Inclusive education has a bearing on the current trends and emerging issues. The study is thus beneficial to policy makers in the ministry of education in that the findings highlights the gaps existing in terms of enrolment, facilities and curriculum delivery personnel, parents and community will be enlightened in order to create situations that lessen handicapping conditions by offering materials and moral support to the children at large because of awareness of

inclusion and that disability is a situation that we cannot run away from but instead learn to live with. The study will be of benefit to school administration in terms of curriculum planning with special educational needs in mind in terms of time allocation for specialized skills, enhancement of motivation amongst learners with special educational needs and delegation of specialized content to those with appropriate knowledge and skills in inclusive classrooms. Kenya Institute of Curriculum development (KICD) will embrace recommendations from researches to enhance effective access and participation of special needs children in inclusive schools.

1.7 Limitations of the Study

Limitation is an aspect of the study that the researcher knows may adversely affect the results or generalization of the results but which he/she has no control over (Orodho, 2008). Limitations of this study includes prevailing weather conditions. i.e rains that made roads impassable hindering access and also the study heavily depended on schools that practice inclusion of learners with physical, visual and mental disabilities.

1.8 Delimitations of the Study

The delimitation of the study is the boundary limitation.(Orodho,2008).The study was confined to one county Kericho, the focus was an extent of success of implementation of inclusion and the study was confined to two public pre schools that have fully embraced inclusion.

1.9 Definition of key Terms

Implementation –is the realization of an application of a plan, idea or model design to carry out principles and strategies stipulated in the special Needs Education policy in order to create equal access to quality and relevant education and training in inclusive institutions.

Inclusive Education-the process of addressing and responding to diversity of needs of all learners and reducing exclusion to and within education system. Inclusive education is concerned with learners being placed in mainstream provision where there is a commitment of removing all barriers to the full participation of each child as valued and unique individual

Special needs children –these are children with identified disability, health or mental health conditions requiring early intervention, special education services and support or children without identified conditions but requiring specialized services, support or monitoring. Information book for parents April (2014). Means ensuring the system adjust to meet children’s need rather than expecting children to ‘fit’ into the system.

Special Education-is the education of learners with special needs in that it addresses learners individual needs

Special Need-any restriction or inability to perform an activity in a manner or range considered normal for a human being. Ranges from physical, mental, visual, hearing to speech.

Special Education Needs –means conditions that is physical, mental or intellectual with substantial and long term adverse effects on the learning ability (other than exposure) or the needs of those who learn differently or have disabilities that prevent/hinder/make it harder for them to access education or educational facilities of a kind generally provided for learners of the same age in the formal education system

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This study aimed at highlighting the extent of success in implementation of inclusive education. The review of related literature sought to obtain information on implementation of inclusion of children with special needs in inclusive schools, establish the extent to which special needs children are enrolled in pre schools of study as per government's policy, establish availability and relevance of facilities in inclusive pre schools to cater for educational needs of special needs children and to find out whether teachers are specially trained in handling of special education needs of special needs children as well as to highlight the existing gaps in access and participation in terms of equity and quality.

According to Reiser,(2008). An adoption of United Nations Conventions (UN) on the rights of people with disabilities requires development of an inclusive education for all children. The convention links inclusive education and the right to education of people with disabilities. Inclusive education is not only important for special needs children but it contributes towards removal of barriers and challenging stereotypes. Inclusive education is good for all participants in schooling because of the resulting improved societal attitude towards people with special needs. The underlying aim is to locate existing body of research on implementation of inclusion and to point out existing gaps.

As a result of inclusive education policies, research findings across the globe indicate that schools and teachers are struggling with varied special educational needs (wills & Cain, 2002). Globally there have been massive changes in public schools since 1980's. One of the greatest

changes is the amount of diversity in the classroom and teachers with a wide range of abilities and needs (Hallahan and Kaufman 1994). This could perhaps be the factor that has impacted greatly on diversity in the movement towards the inclusion of learners with special educational needs in the general education classroom. However, lack of voice from the marginalized and social exclusion is oftenly witnessed in a system that announce a commitment to empowerment but lack the will to ensure the commitment is a reality. Thus the policy statements make little or no impact on the lives of children with special educational needs.

2.2 Establishment of the extent to which special needs children are enrolled in the pre schools of study as per governments' policy

The study sought to establish the extent to which special needs children are enrolled in pre schools of study as per governments' policy in pre schools in Kericho County.

Ndurumo (1993) stated that the treatment of disabled has been received in different programmes. In USA for instance, apart from isolation, the existing programme was small such that a few students were served. The remaining portion of students who weren't served remained at home. Some children were kept in private institution where their parents paid heavily for them. Some children with mental retardation and sensory deficit reserved services in residential programmes (UNESCO, 2004) inclusive education ensure that all schools and centers of learning are open to all children. To do this, teachers are empowered with the necessary resources to modify curriculum, the school facilities and social systems are also modified so as to fully accommodate learners with diverse educational needs. Implementation of inclusive education requires proper planning and adequate support in terms of resources. There are no studies carried out relating to the extent of enrolment in Kenya from the time the country moved towards inclusion. This is what the study sought to find out in pre schools in Kericho County.

2.3 Available facilities for use by special needs children and their relevance to educational needs in pre schools of study.

The study sought establishment of available facilities for use by special needs children and their relevance to their educational needs. According to the taskforce (2003) on implementation of free primary Education, modification needed for special need Education (SNE) such as building adopted toilets, bathroom and bars to assist the children to hold on while bathing, ramps on doorstep with recommended gradient and playgrounds, spacious classes well lit and ventilated were highlighted and their aim was to ensure SNE learners are put in conducive learning environment free from difficulties and complexities (ROK,2003) If this has been realized then the number of special needs children enrolled in inclusive schools is expected to be high.

2.4 Establishment of whether teachers are trained specially to handle educational needs of special needs children

Karanja (2003) asserts that shortage of competent teachers and school psychologists affect the implementation of special needs Education. Even with best facilities, the education of children cannot be better than the personnel doing the work. It is imperative therefore that until society recognizes the importance of well educated and competent schools staff and necessary financial support to school, inclusion will remain an illusion. ROK (2003) states that teachers' professional studies are described in terms of task i.e. instruction and organization of pupils and materials as well as establishment of classrooms procedures to facilitate the work of the class and dealing with threats and disruptions of class order. The study sought to establish whether this is a reality. Furthermore the policy of inclusive education especially the vulnerable children and children with special educational needs indicate that teachers need skills to help them continue to provide relevant and supportive services to all children MOE (2004).

2.5 Global studies on special Education

2.5.1 Introduction

The Jomtien conference (1990) in Thailand the goals for “Education for all” were set and it was proclaimed that every person: Child youth and adult shall be able to benefit from educational opportunities which would meet their basic learning needs .Ever since that conference, UNESCO along with other UN agencies and a number of International, National and nongovernmental organizations work towards these goals. Ocloo et.al (2000) say the inclusion of persons with barriers to learning and development in ordinary schools and classrooms is part of a global human rights movement.

2.5.2 Towards inclusive Education in Ghana

The study considered Ghana because it is almost the same age with Kenya as well as persons with special needs were basically seen as liabilities in their families and communities. This meant there was no provision for their balanced growth and development hence the individuals were killed or overprotected, misdiagnosed and undereducated such that they led a life that was segregated and debased .Formal education in Ghana was generally started by missionaries and the first schools were established by Benevolence of Philanthropists and missionaries. In 1962, the Henderson committee recommended that all special schools should be taken over by the Ministry of Education and in 1968,a resolution was adopted by the conference of teachers of the disabled demanding that a separate directorate to be created for special schools in the country (Ocloo et.al 2000) .In Ghana today just like Kenya recognizes the numerous International Conventions and Declarations and therefore aims at promoting and protecting the human rights of the individual citizens . Again the National constitution of 1992 agrees with these rights.

In spite of these provisions the majority of persons with special needs do not enjoy fundamental human rights. The entitlement to these rights is frustrated and denied by various forms of discrimination, inclusion and exclusion arising from socio-economic, political, cultural and religious considerations that continue to justify inequalities and marginalized people with special educational needs on the basis of psychological difference. In 1995, the Division of special Education reported that only 250 persons with disabilities were being provided with basic education and that thousands of children were on the waiting list of admission. It is from this point that education in Ghana should be addressed from a social view of critique of exclusion and discrimination. This will go hand in hand with a right perspective in special education with emphasis on empowerment, participation and social change.

2.5.3. Implementation of Inclusive Education in Brunei Darussalam

Between 1975 and 1994 a number of international events took place that influence Brunei Darussalam in the direction of wanting to implement inclusive education (wong,2005). The events included the World Conference on Education for All; Salamanca Statement and Framework for Action on special Education, Declaration of Rights of Disabled Persons.

Following these events, the government of Brunei created the special Education unit (SEU) in the ministry of Education in 1994. Thereafter, students with partial, mild to moderate disabilities started being included in ordinary schools while students with severe to profound disabilities remained in the special schools and centers run by non-governmental organizations (NGOs).The first Special Education International Conference held in Brunei in 1996 further fostered inclusive education. The Country then passed and adopted a National Education Policy the following year which required that all children including those with special needs be provided with 12 years of

basic education. This policy in Brunei is equivalent to Education for All (EFA) but does not moderate compulsory provision of Education. The policy emphasizes the development of human resources to meet the skill needs of the country in a diversified economy. The policy indicates that the government is the main provider of education to children with special needs. However, the number of learners integrated in regular schools is not known according to Brunei Darussalam country Report (2005)

2.5.4 Development of Special Education in Kenya.

Quite a number of studies undertaken in Kenya in the recent years indicate onset of special education. Integration and now inclusion. the special education program in Kenya are offered in special residential and day schools,intergrated schools, units within regular schools and small homes that are constructed near regular schools. According to Otube (2004), Kenya embarked on re-examination of special education in May 1964 by establishing a committee to co-ordinate rehabilitation services for individuals with disabilities. Oketch (2009) notes that the committee came up with the sessional paper No 5 titled ‘care and rehabilitation of the Disabled in 1968. It was one of the earliest undertakings by the government of Kenya on special education.

By 1970’s Global trends and changes influenced Kenya towards integration of learners with special needs in regular schools. (ROK,2009). This laid the principles on: anti-discrimination, equity, social justice and basic human rights implying that learners with special needs should enjoy the same access as all other learners in mainstream. In 1986, Kenya Institute of Special Education was established to build the capacity of Special Needs Education (SNE) service providers through teacher training/teacher in servicing and Research. (ROK, 2009)

According to Ndurumo (1993), between 1980 and 1986, there was a remarkable growth in the enrolment of children and expansion of special education programs. A report by the Ministry of Education (ROK, 1999) indicates that there had been an increase in the number of special Education teacher's schools and physical facilities in the country leading to increased access and participation by children with special needs. Primary school enrolment increased from 6115 in 1990 to 8978 in 1998. The number of schools rose from 62 in 1990 to 107 by 1998. Educational budget caters for provision of materials and facilities and not for recruitment of teachers as the government continues to replace those who exit through retirement and natural attrition (KNUT, 2005). The persistence in non-recruitment of personnel in learning Institutions translates to more workload assigned to implementers of inclusive education.

In 2003, the government conceded that there were various challenges in providing free education specifically to learners with special needs-indicating that the government has not provided schools with the necessary equipment and facilities to enable learners with special needs to access education. To meet the mentioned challenges and to ensure the children with special needs equally benefit from Free Primary Education (FPE), the government set a taskforce in July 2003 to carry out an appraisal to enable it plan and provide education to learners. The commission was to carry out the following exercises; establish the number of children with special needs in Kenya, identify the gaps and barriers affecting the provision of special education, and identify institutional needs and support services required for children with special needs, establish the unit cost of learners with special needs and ascertain the effectiveness of various bodies of the Ministry of Education in their provision of SNE and recommended necessary reorganization.

Upon concluding its exercise, Otube (2004) indicates some recommendations by the taskforce that there should be massive training and in servicing of teachers in SNE, the schools with public utilities be made disability friendly, SNE be included in all the activities of the Ministry of Education .As part of its strategies the government also established an Education Sector Strategic plan (ESSP) to take effect sometime between years 2003-2007. The aim of the plan was to identify the governments priorities for special education. True to the ESSP spirit, the government did come up with a special education policy guideline in 2010 in response to the sessional paper No.1 of 2005,"Special Needs Education Policy" which stated the overall government policy direction on learners with needs and disabilities. On 10th March 2010,at the Kenya Institute of Education, the Ministry of Education launched what is dubbed Special Needs Education Policy. Among other objectives, the National SNE Policy framework seeks to promote and facilitate inclusion of children with special needs in formal and non formal education and training and to put in place measures to promote barrier-free learning institutions. The SNE policy sets out clear policy guidelines for all education subsectors including SNE and further underscores the government's commitments to ensuring that learners with special needs have equal access to quality and relevant education.

Despite the rise in enrolment rates of learners with special needs especially after the introduction of free primary Education (FPE) the government of Kenya pointed out that the total enrolled pupil population was still very small compared to the population of children which is estimated at one million. It further notes that the Educational Assessment Resource Centres (EARC) had identified 100,000 children needing special education by 2003 and even those identified had not been placed in special education programs (Otube,2004).

Toward the end of 20th century, there was an acute shortage felt mostly in all special schools especially at primary school level and acute shortage of technical and support staff, Braille transcribers, audiologists, speech therapists, interpreters, physiotherapist, occupational therapist and teacher aides at the primary, secondary and vocational levels. The needs of children with disabilities could not be met if most of the teachers did not have at least basic training in special education. Another limiting factor as cited by EFA was that the existing teachers in special schools did not receive guidance from inspectors on a regular basis to ensure quality of service Otube (2004) points out that the EFA report also cited inadequate specialized equipment and instructional materials in all schools such as hearing aids for the deaf, Braille materials and white canes for the learners with visual impairment as well as wheel chairs and crutches for the physically handicapped. This study therefore seeks to establish the extent of success in implementation of inclusion of special needs children's access and participation in preschools in Kericho County.

2.6 Theoretical Framework

The study sought to highlight the extent of success in implementation of inclusion of special needs children in pre schools in terms of access and participation. The study is pegged on Lev Vygotsky's Theory (1896-1934) whose ideas were instrumental in shaping the learning processes in Russia, Europe and United States. Vygotsky's socio-cultural theory is rooted on the understanding of the nature of the disability and the means to compensate for it. To him, compensation arises from socialization and enculturation. He demonstrated that disability varies psychologically in different cultural and social environment (Gindis 1999, 2003).

According to Vygotsky's view, the main objective of special education should be the creation of a "positive differential approach" that can fully develop a handicapped child's higher

psychological functions and overall personality. Vygotsky's was a critique of segregation and mindless inclusion. In his early writings he advocated for the correct full inclusion model whereas in his later writing he proposed very different learning environment where all staff could concentrate on the individual needs of the child. He emphasized that methods should be changed as well as schools setting and that the learner must always be maintained as much as possible within the mainstream social and cultural environment. He highlighted the role of experience in learner's construction of knowledge within a social context.

Vygotsky's socio-cultural theory became appropriate to this study because it places the child's learning within the socio, cultural and historical settings which focus on children cultural values and beliefs. He posits that learning and development cannot proceed without access to education offered within the learning environment. The theory also correlates with the provisions of Kenya's SNE policy framework which recognizes inclusive schooling as inclusion of all learners regardless of ability into the same schools and classrooms with peers who are not considered to have special needs. Inclusive education should therefore extend beyond physical proximity to providing learners with the support required in order to belong and achieve in both class and community at large. Thus inclusion is both a process and outcome of understanding, acceptance and valuing of differences among today's school children hence an avenue for achieving access, participation, social justice and equity in our society.

2.7 Conceptual framework

According to Kombo & Tromp (2006) conceptual framework can be understood as a tool intended to assist the researcher to develop awareness and understanding of a situation under scrutiny and reforming as a result of investigation. Learners with special needs learn social skills and independence from interaction with normal learners. Access and Participation results from

the interplay of the following variables. Inclusive education for learners with special educational needs as independent variable, resource centre, physical environment, curriculum adaptation, subject teaching and administration being intervening variables; Access to school and Active participation as dependent variables

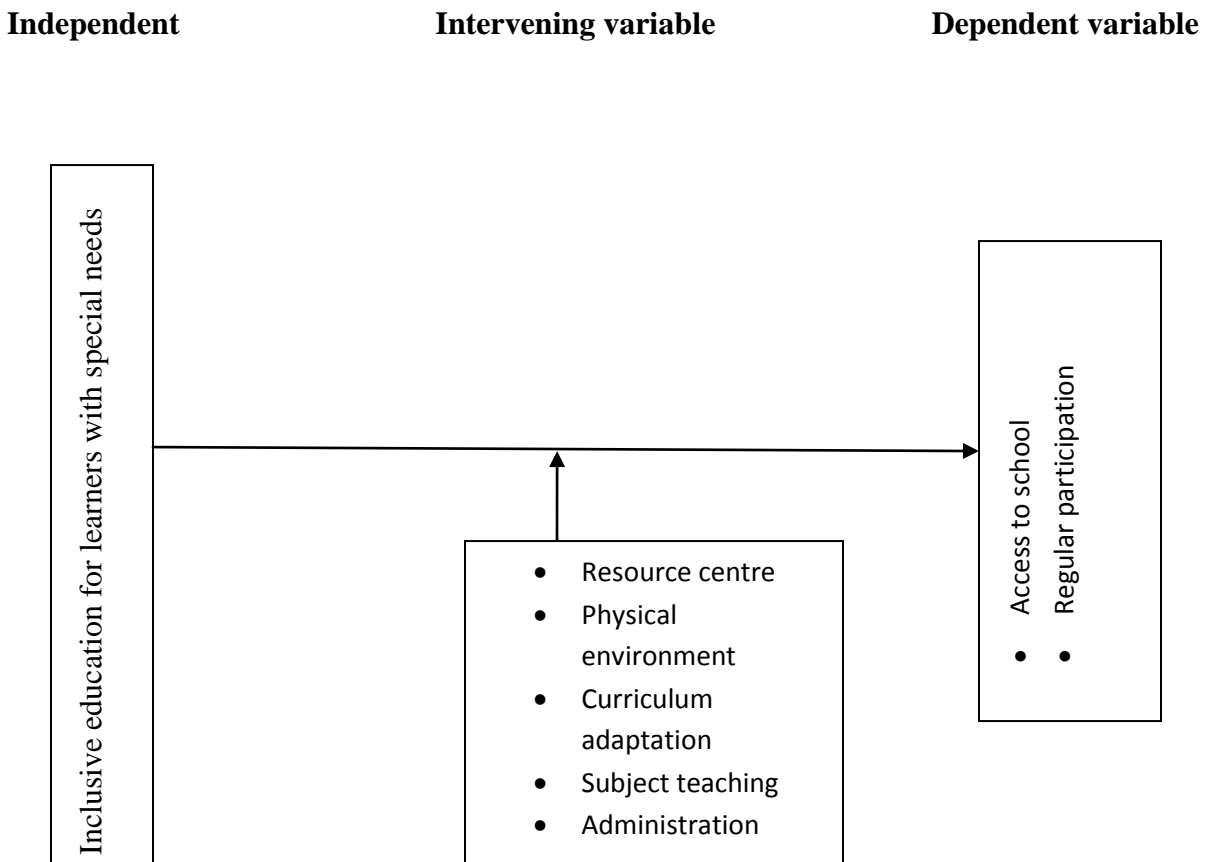


Fig 1.1 Conceptual Framework

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research designs employed on this study, sampling strategies and research instruments as well as data collection procedures.

3.2 Research design

A qualitative case study of two public pre schools that practice inclusion in Kericho County was used. The reason being they are the only schools that have embraced inclusion fully. The focus of the study was to highlight the extend of success of implementation of inclusion of special needs children in pre schools in Kericho County in terms of access and participation forming a useful background for a major investigation and will act as an illustration of what is happening in general in inclusive schools. The case study employed purposive sampling of two public pre schools administrators and teachers for the purpose of comparison although the study itself is not comparative. Use of purposive sampling implies that the way the researcher samples must be tied to the objectives. Purposive sampling is virtually synonymous with qualitative research Palys, T(2008).This will facilitate cross reference or triangulation of information obtained. Assessment team n Kericho county office and teachers from the selected pre schools to part in the study. Other reasons for choosing case study include: the case study has the strength of moving from a single case to cross-site analysis of different cases and it will enhance understanding of inclusive education practices considering that inclusion is relatively a new concept and the number of schools that have embraced inclusion is still low. Inclusive education in Kenya used descriptive survey hence improving the chances of case study research design results credibility and validity.

3.3 Population

The study was carried out in two inclusive public pre schools and the respondents include school administrators, regular schools teachers and education assessment resource centre officers in Kericho County. The elected participants guided the study because they interact with special needs children in inclusive schools.

3.4 Sampling procedure and sample size

3.4.1 Sampling of schools

Public pre schools were purposively selected for the study. The information oriented sampling of pre schools was guided by the following criteria. The fact that the pre schools are in Kericho County and are public schools in order to accomplish the purpose of the study.

3.4.2 Sampling of school administrators

The study used administrators of both selected schools in order to facilitate comparison although the study is not comparative

3.4.3 Sampling of teachers

Purposive sampling of teachers was employed to obtain the number of teachers who took part in the study. The method was employed because teachers are important sources of information related to implementation of inclusion of special needs children in their respective pre schools.

3.4.4 Sampling of EARC officers

The number of officers working in the Educational Assessment Resource centre was low indicating the need to use all of them. This study used the information provided by the officers

who work in Kericho County Educational Assessment Resource Centre. The main reason for sourcing information from them is that they possess specific information on aspects of this study.

Pre-School as a sampling unit

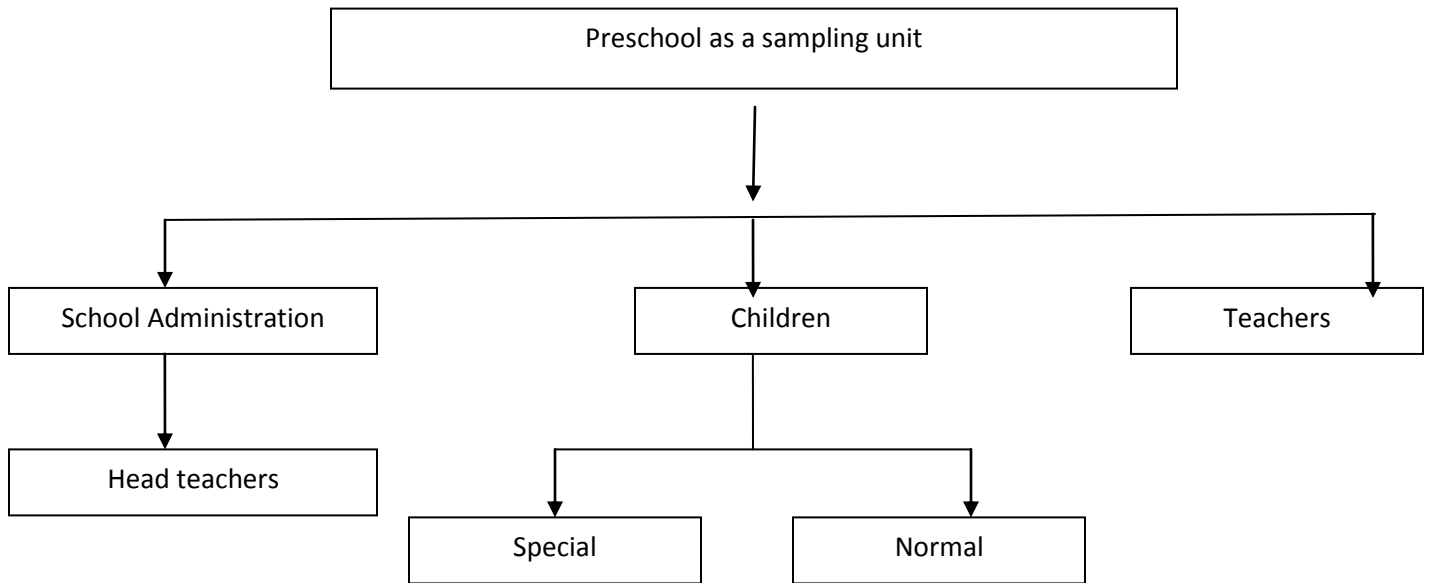


Fig 3.1 Pre School as a sampling unit

3.5 Instruments

The study employed interviews, questionnaires and observations schedules in data collection.

3.5.1 Interview

An interview guide was developed to collect data from Educational Assessment officers. Interviews became beneficial in that they allowed the researcher to penetrate the feelings and thinking of interviewees as well as providing the researcher with opportunity to obtain

clarifications and probes leading to collection of well as elicit intrinsic feelings and opinion on the research participants.

3.5.2 Observation checklists

It is a technique in which the researcher accesses the scene of behavior or action in order to find out that which is going on through visual approach. The researcher prepared an observation schedule in order to direct the observation. This enabled the researcher to be natural in terms of penetrating that which is happening. The researcher also employed use of recording and photo taking with permission from the schools administration. Observation also allowed children with different abilities to be observed at varied learning environment leading to detailed data on children's behavior.

3.5.3 Questionnaires

Questionnaires were utilized by the study where the respondents provided answers by writing. They were employed on teachers and headteachers to enable them provide vital information about implementation of inclusion in their schools. They were both open ended and closed in order to elicit more information.

3.6 Instruments validity

Validity is the accuracy and meaningfulness of inference that are based on the research results. The validity a measure whether the results are true or not i.e. the extent to which the instrument measures what is it supposed to measure (Mugenda, 1999). It is also based on how an instrument fulfills the function it is supposed to perform (Kerlinger ,2003). In the case of this study, validity was aimed at gauging whether the subject matter was clear and relevant in generating meaningful data. Validating would determine whether the respondents perceive

questions in the questionnaire the way the researcher intended. For this study, the research instruments were presented to three independent experts for their scrutiny and they made their comments that were used to improve on the final copies of the instruments.

3.7 Instrument Reliability

Orodho (2004) states reliability as the degree to which a measuring procedure gives similar results over a number of repeated trials. It also refers to a measure of extent to which a research instrument yield consistent results after repeated trials, Mugenda & Mugenda (2003). The reliability of the research instruments was tested in pilot study. The instruments were given to the respondents in the selected three schools that did not appear in the final study list of sampled schools. The responded were interviewed and others filled the questionnaires and at the end of the exercise they were asked to rephrase their statements to ascertain whether they meant what they had said initially and whether they concentrated as they gave their responses, thus the instruments were found to be reliable. The initial pilot study was to test whether the instruments were reliable enough to go on with data collection hence improve on reliability.

3.8 Data collection procedures

The researcher obtained a permit from the Ministry of education through the school of graduate studies, University of Nairobi letter of introduction. The exercise involved interviewing the Educational Assessment Resource Centre officers where the researcher visited the EARC office in Kericho County, introduced herself to the officers and explained to them the purpose of the study.

The questionnaires were administered to respondents who included heads of the institution and teachers in the preschools of study. The researcher distributed the questionnaires to the

respondents who in turn filled them and later in the day collected them after they were dully filled after the agreed duration of time. The researcher made a reconnaissance trip to he selected schools prior to the commencement of the research so as to familiarize herself with the geographical area and to make arrangements with the school head teachers on the appropriate time to carry out the study.

3.9 Ethical concerns

The researcher ensured that research participants were fully informed about the procedures and the risks involved in the research hence he need to have their consent in order to participate thus the researcher acted professionally.

Any information gathered was to be treated with utmost confidentiality and was not to be made available to any person not directly involved in the study.

The researcher then reported the data results in line with research title and study objectives that guided the construction of the instruments used in data collection.

CHAPTER FOUR

DATA ANALYSIS RESULTS AND DISCUSSIONS

4.1 Introduction

The research was undertaken with the purpose of describing the extent of success in implementation of inclusion of special needs children in terms of access and participation in kericho county pre schools. The researcher used the responses from schools head teachers, teachers and educational assessment resource centre officers. They provided their responses regarding certain aspects of inclusive education through interview and questionnaires. A descriptive data analysis presented below was based on research questions of the study which were:

- i) Are special needs children enrolled in the pre schools of study as per governments' policy?
- ii) Are facilities available and relevant to the educational needs of special needs children?
- iii) Are teachers specially trained to handle educational needs of special needs children in pre schools of study?

4.2 Gender of the respondents

Table 4.1 Respondents to the study by gender

Gender	Frequency	%
Male	3	49
Female	4	51
Total	7	100

The number of teachers matches that of ordinary mainstream meaning that they experience overload in terms of wanting to cater for educational needs of special needs children who require specialized attention in terms of time, resources and curriculum adaptation. They experience challenges posed by the large classes they handle.

4.2.1 Teaching experience in years

Table 4.2 Distribution of Respondents by years of service in teaching profession.

Teaching experience in yrs	Frequency	%
1-5	1	17
6-10	2	33
11-15	3	50
16-20	0	0
Above 20	0	0
Total	6	100

Majority of teachers (33%) have experience ranging between 6-10 years where as most of the teachers (50%) have 11-15 years experience. This is fairly good percentage in terms of experience of teachers in terms of skilled handling of learners.

Ainscow (1992) believed that experience together with adequate training is needed for the responsibilities and the demands imposed on educators. Educators in an inclusive classroom may even have more responsibilities and demands imposed on them because of the learners with special educational needs they have to teach. Berg (1996) maintains that the more experience and training the educator has, the more confidence he/she will have in teaching.

4.2.2 Availability/adequacy and relevance of physical facilities

Table 4.3 Availability and relevance

Availability			Relevance		
		%			%
Yes	3	43	Yes	5	71
No	4	57	No	2	29
Total	7	100	Total	7	100

57% of the schools reported inadequate facilities and 71% of relevance of the available facilities hence the need for adjustment and improvisation. The selection of pre schools was based on the fact that they had embraced inclusion much earlier i.e 1970 and 1990 respectively.

Majority of the teachers felt that physical facilities were inadequate citing that they aren't structured to accommodate learners with disabilities. The classroom in the selected preschool in the selected pres schools of study established that the facilities were not structured to accommodate learners with special needs according to head teachers and class teachers.

Physical environment play a critical role in successful implementation of inclusive education. The ministry of education's objective is to enhance provision of accessible safe and friendly environment and facilities for learners with specific educational needs. Learners with specific educational needs require specialized educational resources at individual and school levels depending on the nature and extent of their disability (ROK,2009). Inadequacy of specialized materials include: Braille machines, tactile models, talking books, text books and low vision devices. Teachers pointed out the absence of teaching/learning resources.

Findings from the interviews with teachers indicate that the learning environment that is buildings, amenities, equipments and furniture pose accessibility challenges to learners with special needs. They are not allowing them to operate and access education with minimal hindrance. This include lack of special toilets, ramps and pavements as some of infrastructural concerns of the schools as well as absence of guardrails, poor lighting in classrooms, muddy foot paths and open drains. Bell and Rhodes (1996) stated that the resources are important because the school uses them to advance the learning opportunities offered to the pupils.

Teaching and learning materials for instance textbooks ,walking sticks, Braille machines, tactile models were available in the pre schools of study but aren't enough for use by the learners with special needs thus they do not meet their special educational needs. Most of the learning materials available were improvised and were not comfortable to learners. Hearing aids, visual aids, ramps, leveled doorstep, adopted toilets and latrines. Safe play grounds were not available. This hinders special needs learners from attending schools thus lowering the enrolment and quality of education.

4.3 Teachers' Education Level

Table 4.4 Level of Education of Teachers

Level	No	%
KCPE/KCSE	0	0
KCSE/KCE	0	0
P1/ECD CERT	2	29
ECD DIP/SNE	2	29
BED/ECE/SNE	3	42
Total	7	100

From the table, 71% of the preschool teachers are trained in SNE .The training the teachers have undertaken was out of their own initiative especially after completing their initial courses.

According to Sodium (1998) human resources had a significant effect on learners in school. It is important to note that without teaching and learning materials learning is hampered. Karanja (2003) asserted that shortage of competent teachers, school psychologists; curriculum supervisors and administrators affect the implementation of SNE education.

Ocloo and Subey (2008) found that Ghanaian teachers were well aware of inclusive education but inadequate infrastructure and shortage of specially trained teachers impeded the implementation of inclusive education. Also initial training of teachers was reported to be lacking in the area of special needs education and this was said to have had major implications for the inclusive practice. Both general curriculum teachers and resource teachers stated that there is need for more special training and induction courses related to inclusion. It is evident that there is need for more training for successful implementations of inclusive education.

In his research, Wanjohi (2013) noted that teachers do not have adequate training on handling both the disabled and normal learners in one class. This affects the understanding of some of the learner's educational needs as it is reflected in their performance in general. Thus lack of adequate teacher training to handle both disabled and non disabled learners in the same class negatively affects the success of inclusive education.

4.4 Distribution of children

Table 4.5 Distribution of children

children		%
Special	22	8%
Normal	250	92%
Total	272	100

On 8% of the children in the pre schools of study possess special educational need against 92%. This is very low considering that preschools under study are inclusive and they are the only ones in the entire Kericho-County. Going by the estimated 10% of children born with disability, this percentage is way below the number of children with special needs that are these schools.

4.5 Funding

From the questionnaires, the head teachers cited that lack of funds affect enrolment of learners with disabilities. They suggested that the issue of funding should be addressed by the government .UNESCO (2006) noted that the government policy measures and investment is important in alleviating household costs burden in order to increase access to ensure teaching and learning inputs and internal efficiency. According to Oyugi (2010).He asserted that the scheme introduced in 2003 by the government was introduced to reduce disparities and irregularities in provision of primary education. It is the feeling of head teachers and teachers that there is need to increase allocation for inclusive education to cater for training and development of staff and to provide basic needs like lunch for learners by the government. Other suggestions include timely and consistent disbursement of funds and enhancement of information technology, Services in

record keeping. The schools administrators from both school of study admitted that implementation of inclusive education was being hampered by lack of funds.

The objectives of inclusive Education in Kenya Assessments Report (2013) indicate that in an ideal inclusive situation, boys and girls are equipped with assistive devices to enable them to go to school. This is lacking on the ground as well as lack of required basic standard equipment to go to school. Other objectives were that the county governments give allocation to parents of children with disabilities to purchase basic standard equipments to go to school i.e uniform. Boys and girls have access to transport to go to school through county government and that parents of children with disabilities have access to psychological support through counseling. This helps them to understand disability and they are sensitized to reduce stigma and discrimination towards children with disabilities hence demystify cultural beliefs and myths which are all lacking on the ground.

4.5 From observation checklist

Teaching and learning material i.e textbooks, wheel chairs, walking sticks, crutches, tactile globe were available but were not enough for learners with disabilities hence improvisation thus not comfortable to learners as they use them. Visual aids, ramps and leveled playgrounds adopted furniture, adapted toilets and latrines were also lacking. This makes learners not to attend schools thus lowering the enrolment and access to inclusive education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to describe the extent of success in implementation of inclusion of special needs children in selected pre schools in Kericho County. The qualitative study included description of extent of success in implementation of inclusion in terms of enrolment, facilities and teachers training level in regard to access and participation of learners with special education needs. This chapter includes the summary of the findings, conclusion and recommendation for follow up research in the area of inclusive education. The summary is a reflection of information gained from the study. Recommendations identify potential topics for educators to borrow from as they implement. The final part contains areas for future studies.

5.2 Summary of the findings of the study

The special Needs Education policy provides a comprehensive framework of the principles and strategies to be followed in order to create equal access to quality and relevant education and training for learners in inclusive institutions. The problem is that quite a number of children who have attained school going age suffer from various disabilities yet they qualify to be admitted in all existing pre primary schools. Going by what is happening, majority of these children aren't enrolled in schools. The purpose of this study was to examine the situation to find out what could be inhibiting these children from being enrolled in pre-schools in Kericho County, bearing in mind the Basic Education Act statement that there shall be no discrimination thus the purpose of this study was to find out why this gap is existent.

The purpose of this study was to determine the extent of success in implementation of inclusion of special needs children in terms of access and participation in Kericho county pre schools: to establish the extent of enrollment of special needs children in pre schools of study as per the government policy; to find out the available facilities and their relevance to the needs of special needs children; to find out the extent to which teachers are specially trained to acquire competencies in handling of special educational needs of children. Inclusive education has a bearing on the current trends and emerging issues. The study is thus beneficial to policy makers in the ministry of education in that the findings highlights the gaps existing in terms of enrolment, facilities and curriculum delivery personnel, parents and community will be enlightened in order to create situations that lessen handicapping conditions by offering materials and moral support to the children at large because of awareness of inclusion and that disability is a situation that we cannot run away from but instead learn to live with. The study will be of benefit to school administration in terms of curriculum planning with special educational needs in mind in terms of time allocation for specialized skills, enhancement of motivation amongst learners with special educational needs and delegation of specialized content to those with appropriate knowledge and skills in inclusive classrooms. Kenya Institute of Curriculum development (KICD) will embrace recommendations from researches to enhance effective access and participation of special needs children in inclusive schools.

This section provides summary of the extent of success in implementation of inclusive education. The data from the study not only revealed the people's understanding an implementation of inclusive but also elicited experiences of teachers and EARC officers concerning inclusion.

The following showed that enrolment of learners with special educational needs remain a huge challenge because of unwillingness of schools to take them citing inability to attend to their

educational needs as a result of shortage of skilled personnel and lack of facilities. In the cases where resource teachers are few as evidenced by the number of teachers available in those schools, teachers usually experience more workload.

The study established that general curriculum teachers lack basic knowledge in handling learners with special educational needs citing that their initial courses do not prepare them adequately to face the challenges in handling special needs children in inclusive pre schools. The inclusive pre schools selected for the study experience shortage of resource teachers trained in SNE mainly because the teachers already trained and placed in inclusive schools fear laborious work and even if they choose to undertake the responsibility their morale is lowered by the fact that they do not receive special schools allowance which is paid to teachers teaching in special schools across the country yet there are more challenges than teachers in special schools.

Whereas the policy on SNE advocates for development and implementation mechanisms to identify and strengthen recruitment for SNE personnel, the findings revealed that there has not been any recruitment of this nature in the study schools. Placement of special needs children in an inclusive setting without proper preparation requires great deal of investment. Findings revealed problems with allocation of funds.

5.3 Conclusions

The study aimed at describing the extent of success in implementation of inclusion of special needs children's access and participation in pre schools in Kericho County. The results may not be generalized in the whole country. Based on the data collected it can be concluded that:

The percentage of teachers trained is fairly ok. However the motivation aspect is lacking special allowance should be introduced for those teachers who trained as not all of them get a chance to

be in special schools where trained teachers paid special school allowance. This will boost their morale and also encourage the others to train in this field for the challenges of those children require an extra effort by the teacher which can be achieved through teacher motivation.

Funded refresher training for teaching is necessary for teachers to aid handling of emerging issues and also sharpen skills. National government and county government as well as NGO's should recognize and chip in to assist this minority group.

This is in form of facilities and equipments required. It was noted that teachers struggle to improvise required facilities since some have broken down while some are obsolete which is quite frustrating. The learning and playing environment in the schools of study is not upto standard hence not conducive for learning and playing which greatly hampers mingling of children hence affect socialization.

Some cases of parents dropping their special needs children and dropping was reported thus the community at large needs more sensitization especially to parents should be done by both national and county government on their need to take their children to school. This is lacking as evidenced by low percentage of enrolment. This will enable them to accept the reality that there is a future for special needs children hence teachers and other stakeholders who wish to chip in and assist.

5.4 Recommendations of the study

The findings of this study may apply to a variety of institutions that implement conclusion. The conclusions provide policy makers with information relating to implementation of inclusion. The recommendations below intend to attract intervention from education sector both national and

county government, EARC centres, universities, KICD, KISE, head teachers and teachers in schools that have embraced inclusion.

- i) Learners with SNE should be thoroughly assessed at Educational Assessment Resource centers (EARCS) to establish the degree of their disability. To make teachers instrumental to receive adequate training and skills to enable the teacher to respond and cope with demands presented by inclusive setting. Teachers' service commission should consider motivating teachers in inclusive schools through payment of special allowance especially to teachers who have attained specialized skills as well as ensure that those already trained are posted to work in inclusive stations.
- ii) Teacher training institution and universities should review their curriculum to include intensive special needs education so that teachers are prepared to work in varied environment. The curriculum needs be flexibly designed to allow teachers to manipulate it and apply various teaching strategies i.e book and teachers guides need to be sensitive for teachers to adjust according to learners educational needs. For learning environment to be conducive the schools should take initiative to improve on physical facilities to make them sensitive to educational needs of SNE learners sensitization and awareness creation should be prioritized and the Ministry of Education should ensure that funding of SNE programs are regular and adequate. Initial training in teachers colleges in universities should be reviewed to focus on the teaching of the SNE children that is knowledge and skills enhanced.
- iii) Medical practitioners should be involved in assessment of pupils to be placed in inclusive schools to ascertain the degree of their disability.

- iv) Teachers' service commission should consider paying special school allowance to teachers who teach in inclusive schools as their job description that caters for their extra service provision.
- v) The government should enhance the funding of inclusive education through provision of lunch and transport to make inclusive a reality, government should also expand feeder schools and boarding facilities should also be increased in the county to realize inclusion fully and make it beneficial for all learners without discrimination

5.5 Suggestions for further research

- i) A survey needs to be undertaken to determine the extent of success of implementation on inclusion in Kenya preferably using quantitative method to ascertain the actual success in Kenya at large.

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APPENDICES

Appendix I

Letter of Introduction



UNIVERSITY OF NAIROBI

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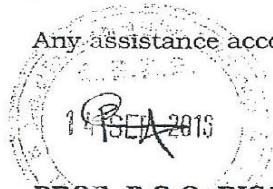
14 September 2016

TO WHOM IT MAY CONCERN

RE: JOYCE CHEPKIRUI BOIT REG. NO. E57/70384/2013

This is to certify that **Joyce Chepkirui Boit Reg. Number E57/70384/2013** is a student of the University of Nairobi, Department of Educational Communication and Technology pursuing M.Ed degree in Early Childhood Education. She has completed the course work and now working on the project. Her project is titled "**Extent of success in implementation of inclusion of special needs children's access and participation in preschools in Kericho County .**"

Any assistance accorded to her will be highly appreciated.



PROF. P.O.O. DIGOLO
SUPERVISOR

DEPARTMENT OF EDUCATIONAL COMMUNICATION & TECHNOLOGY

Appendix II

Questionnaire for Head Teachers

Dear respondent,

The aim of this questionnaire is to enable the researcher determine the extent of success in implementation of inclusion of special needs children in pre-schools in Kericho County.

Tick where applicable:

1. Gender : M F

2. School

.....

3. Teaching experience in years: 1 – 5 6 – 10 11 – 15

16 – 20 21 and above

4. How many children are there in ECD classes?

B.....

G.....

T.....

5. Do you practice inclusion of learners with special needs in your school?

Yes

No

If you YES, what category of learners with special needs do you enroll?

Physical Mental Sight Hearing

6. How many learners with special needs do you have in your ECD classes?

B..... G.....

T.....

7. When was inclusion started in your school?

.....
.....

8. Who provides you with the facilities for learners with special needs?

.....
.....
.....

9. Are facilities for learners with special needs adequate?

YES NO

10. Are facilities relevant to the category of specific need?

YES NO

If NO what is the modification made?

.....

.....

11. How many pre-school teachers are trained in handling special needs children?

M F T

12. What is the education level of the pre-school teachers?

KCPE/KCSE

KCSE/KCE

P1/ECD certificate

ECD Diploma / SNE

BED/ECE/SNE

13. How prepared are pre-school teachers to handle various categories of learners with special needs?.....

.....

.....

14. List the challenges facing inclusion in your pre-school

- i).....
- .ii).....
- iii).....
- iv).....
- v).....
- vi).....
- vii).....
- viii).....
- ix).....

Appendix III

Questionnaire for Pre-School Teacher

Dear respondent,

The aim of this questionnaire is to enable the researcher determine the extent of success in implementation of inclusion of special needs children in pre-schools in Kericho County.

Tick where applicable:

1. Gender : M F

2. School

.....
.....

3. Teaching experience in years: 1 – 5 6 – 10 11 – 15
16 – 20 21 and above

4. How many children are there in your class?

B..... G.....
T.....

5. Do you have inclusion of learners with special needs in your school?

Yes

No

If you YES, what category of learners with special needs do you enroll?

Physical Mental Sight Hearing

6. How many learners with special needs do you have in your ECD classes?

B..... G.....
T.....

7. Who provides you with the facilities for learners with special needs?

.....
.....
.....

8. Are facilities for learners with special needs adequate?

YES NO

9. Are facilities relevant to the category of specific need?

YES NO

If NO what is the modification made?

.....
.....

10. What is your education level

	M	F	T
KCPE/KCSE	<input type="text"/>	<input type="text"/>	<input type="text"/>
KCSE/KCE	<input type="text"/>	<input type="text"/>	<input type="text"/>
P1/ECD certificate	<input type="text"/>	<input type="text"/>	<input type="text"/>
ECD Diploma / SNE	<input type="text"/>	<input type="text"/>	<input type="text"/>
BED/ECE/SNE	<input type="text"/>	<input type="text"/>	<input type="text"/>

11. How prepared are you in handling different categories of special needs children?

.....

.....

.....

12. List the challenges facing inclusion in your school

i).....

.....

ii).....

.....

iii).....

.....

iv).....

.....

v).....

.....

vi).....

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vii).....

.....

viii).....

.....

ix).....

.....

x).....

.....

Appendix IV

Interview for the EARC Officer

Dear respondent,

The aim of this interview is to enable the researcher determine the extent of success in implementation of inclusion of special needs children in pre-schools in Kericho County.

1. Gender : M F

2. EARC Center

.....

3. How many ECD centers do you have in Kericho County?

.....

4. Do you practice inclusion in all pre-schools in Kericho County as per government s policy?

YES

NO

5. Are facilities for use by special needs learners available in ECD centers?

YES

NO

SOME

6. Who provides the facilities for use by the special needs children in ECD centers in Kericho County?

.....
.....

7. Are facilities for learners with special needs adequate?

.....
.....
.....
.....

8. Are facilities relevant to the category of specific need?

YES NO

If NO what can be done to ensure the categories of specific needs are catered for?

.....
.....
.....

9. How prepared are ECD teachers to handle the various categories of learners with special needs?

.....
.....
.....
.....

10. Name some of the benefits of inclusion

- i).....
- ii).....
- iii).....
- iv).....
- v).....

11. List the challenges facing inclusion in your pre-schools in Kericho County?

- i)
- ii)).....
- iii) \
- iv).....
- v)
- vi).....
- vii).....
- viii)
- ix).....
- x)

12. Give recommendations on inclusion to:

Parents

.....

.....

.....

.....

Teachers

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Ministry of Education

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Kenya Institute of Curriculum Development (KICD)

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Teachers Service Commission

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13. How can we improve inclusion across the County?

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Appendix V

Observation schedule for preschool children

1. School.....
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2. Number of children in preschool

B.....G.....T.....

3. Number of special needs children in the preschool

B.....G.....T.....

4. Available equipment for use by special need children

i)

ii)

iii)

iv)

v)

vi)

vii).....

viii)

ix)

x)

5. Are the equipments adequate for use by the special need children?

YES

NO

6. Are the equipments and facilities relevant to a specific category of learners needs?

YES

NO

7. Do children enjoy their stay in inclusive school? ie do they interact well, learn together and play together

YES

NO

8. Do children have inclusive classes concentrate during class time

YES

NO

9. How many teachers are trained to handle special needs children?

M F T

10. What are challenges facing implementation of inclusion in this school?

i)
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ii)
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iii)
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iv)

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v)

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11. Recommendations on inclusion implementations to:

Teachers.....

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M.O.E.....

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T.S.C.....

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Government.....
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Appendix VI

Photo from Inclusive Pre Schools in Kericho County

