

**FACTORS AFFECTING INCLUSION OF LEARNERS WITH DISABILITIES
AMONG URBAN REFUGEES IN PUBLIC PRIMARY SCHOOLS IN RUIRU
DISTRICT, KIAMBU COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This research project is dedicated to my husband Jediel Kariuki, my mother Isabella Njeri, my children Christine Njeri and Jeff Mbutia for their love, caring hearts, support and understanding during the course of my study. To all the urban refugees with disabilities in Ruiru District with the hope they will have proper inclusive education.

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ABSTRACT

The objective of the study was to investigate the school factors affecting inclusion of learners with disabilities among urban refugees in public primary schools of Ruiru District, Kiambu County, Kenya. The specific objectives of the study were to: identify the environmental barriers eg. teaching/learning resources, unfriendly classrooms, inaccessible sanitary facilities and their effect on the inclusion of urban refugee learners with disabilities, establish teachers' attitude towards inclusion of urban refugee learners with disabilities, establish regular learners' attitude towards inclusion of urban refugee learners with disabilities and to assess the teachers' competencies in handling the inclusion of learners with different types of disabilities in public primary schools of Ruiru District, Kiambu County.

The study employed a descriptive survey design. This study targeted all the seven public primary schools with urban refugees who have disabilities in Ruiru District. All the twenty five community volunteer workers within Ruiru District working with the refugees, head teachers from the seven public primary schools, one hundred and eighty urban refugee pupils including those with disabilities and eighty teachers were targeted. All the targeted respondents were available for the study, making a 100% return rate.

The data was collected by use of questionnaires, focus group discussions and an interview schedule. Descriptive and analytical statistics were used to analyse the data obtained. Data collected from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). Qualitative and Quantitative data were analyzed thematically and using descriptive statistics including frequency counts and percentages. Data was presented in summary form using frequency distribution tables.

The main findings of the study were that unfavorable environmental barriers affected learners, teacher and host pupils' negative attitudes as well as lack of efficient teacher competencies in teaching affected urban refugees learners with disabilities

The study recommended that head teachers should ensure construction of accessible school facilities, parents' involvement in provision of necessary materials, teacher's training, awareness and guidance on how to handle urban refugees with disabilities. Further, host pupils to be sensitized on disability issues about the urban refugees as well as involved in interactive school activities. The study also recommends further study to be replicated to other regions of the country.

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LIST OF ABBREVIATIONS AND ACRONYMS

UNHCR: United Nations High Commissioner for Refugees

UNESCO: United Nations Educational, Scientific and Cultural
Organization

KISE: Kenya Institute of Special Education

IEP: Individualized Education Programme

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Kenya is host to the largest refugee population in Africa, with numbers increasing due to the current drought (Elhawary, Pantuliano & Pavanello, 2010). According to a recent report from UNHCR, there are 46401 refugees currently residing in Kenya; 9434 are asylum seekers constitute of 28,220 males, which makes 50.5percent of the population and 27,612 females, who are 45.5percent of the total population. There are also 18,333 children, who are 33percent of the population United Nations High Commission for Refugees (UNHCR, 2012). Although the refugee population is steadily increasing in Kenya's urban centers, the unofficial government policy on encampment has kept social services for refugees outside of the camp at a minimum as noted; children under the age of 18 compose a large portion of the refugee population entering Kenya. For refugee children, access to education is crucial. Education minimizes the impact of displacement on children's lives, while helping refugee children and youth integrate into a daily routine, and offering access to skills and learning that is essential for their development and future wellbeing (UNHCR, 2011).

The UNHCR, (2011) report also specifies the countries of refugee origin as; Somali, Ethiopia, Sudan, Dr Congo, Rwanda, Eritrea and Burundi among others. Most urban refugees are Somalis and Ethiopians who come to do business. As of November 2012, the UNHCR report states that the rate of new arrivals is 7,311. More than half of the Somali refugees who have entered Kenya since January 2011 are children under the age of 18. While the majority of the refugees in Kenya reside in refugee camps on the border of

Somalia and southern Sudan, a disputed number find their way to Nairobi, seeking better opportunities for employment and social services, and integration into the local community. In 2010, 46,000 refugees were officially registered in Nairobi, 11,000 waiting status determination. It is estimated that the total number of refugees (both registered and unregistered) in Nairobi could be greater than 100,000 (UNHCR, 2011).

The right to education was first declared in the 1948 Universal Declaration of Human Rights and has been recognised as a fundamental human right for over sixty years. Unfortunately, access to education is limited for refugee children in Kenya. The government of Kenya's policy that refugees should be confined to camps limits the services that can be provided to refugees in urban areas, creating an environment where urban refugee children are raised without the basic infrastructure that a state normally provides (Refugees Act, 2006).

In 2003, the Kenyan government passed the Education Act, which granted the right for free primary education to all children. While the act did not specifically cite refugee children, it noted that all children on Kenyan soil would be protected under the legislation. As a result of this act, refugee children have the right to access free primary education in Kenya (Refugees Act, 2006). However, many refugees are unaware of their rights and of Kenya's legal system. This problem is compounded when the children involved are those with disabilities, since most of them need specialized attention (UNESCO, 2009).

Refugees are also at times informed that they cannot send their children to primary school as the spaces are reserved for Kenyan citizens. This form of discrimination reflects the

lack of support for urban refugee education from the government of Kenya, as well as the lack of knowledge among schools and the public about refugee rights. Public school teachers who are supportive of refugees' rights to an education are often hesitant to report the number of refugees present in their classroom due to the governments' history of discouraging refugees from living in urban areas. In turn, this can create a resource crisis as teachers are funded based on the number of students in their class. Under reporting can result in less funding and a decline in the quality of education (UNESCO, 2009).

Learners with disabilities have existed in all societies for a long time without their problems being paid attention to. The reason for this lack of concern has been due to the fact that members of most societies have tended to see the people with disabilities as economically handicapped. People with disabilities have been seen by such societies as having little to contribute to the welfare of the society. United Nations Educational Scientific and Cultural Organization (UNESCO) (1974) expressed the views that parents of the children with disabilities tended to feel ashamed. Such children were therefore hidden away from the rest of the society.

In a highly competitive world, where success is judged by one's educational achievement and economic status, the children with disabilities have to learn not only to accept the limitations placed upon them by their handicap but also how to measure up to all the demands which society places upon him or her. Theme of the international year of the disabled person, 1981, stated "Full participation of disabled persons." This theme was developed from an international meeting held at UNESCO headquarters, which had emphasized the need for a commitment by all Governments and individuals to integrate

the disabled as fully as possible into their societies. More recent international involvement in the area of disability was seen at the 17th world congress of Rehabilitation International held in Nairobi, Kenya in September 1992. This meeting stressed the urgent need for total integration of the disabled in the society each according to his or her own ability Kenya supports this by having assessment centres and resource centre which assess children with various disabilities in order to have them referred to appropriate schools where they are able to pursue educational goals with least problems. We have special schools which have been established as well as special units within regular schools to cater for the educational needs of the persons with disabilities. It is important for every society to realize that persons with disabilities are also part of that society they belong to. It is therefore the responsibility of the society to ensure that its persons with disabilities become fully integrated in the society and become economically independent Experts in special education argue that full integration for refugee children with disabilities can only be achieved if schools accept to offer training in the same environment for all children regardless of their physical, mental, or social status, or what is referred to as inclusive education (Waruguru, 2002).

According to UNESCO (1994) inclusion has become the most effective approach to address the learning needs of all students in regular schools and classrooms. International initiatives from the United Nations, UNESCO, the World Bank and Non-governmental organizations jointly contribute to a growing consensus that all children have the right to be educated together, regardless of their disability or learning difficulty and that inclusive education is a human right that makes good educational and social sense. The current thinking advocates educating the children with disabilities within the regular school

community, rather than segregating them in special schools except the very severe to profound handicapping conditions. They have a right to lead dignified lives and should be given every opportunity to compete on equal terms with non-disabled children. It is however not clear whether this inclusion of learners with disabilities extends to learners with disabilities among urban refugees.

Inclusive education is rooted in the right to education as enshrined in Article 26 of the 1948 Universal Declaration of Human Rights. A number of treaties and normative instruments have since reaffirmed this right, three of which are mentioned here. UNESCO's 1960 Convention against Discrimination in Education stipulates that States have the obligation to expand educational opportunities for all who remain deprived of primary education. The 1966 International Covenant on Economic, Social and Cultural Rights reaffirms the right to education for all and highlights the principle of free compulsory education. Finally, the Convention on the Rights of the Child, the most widely ratified human rights treaty, spells out the right of children not to be discriminated against. It also expresses commitments about the aims of education, recognizing that the learner is at the centre of the learning experience. This affects content and pedagogy, and - more broadly - how schools are managed (Govinda, 2009).

Ruiru is a town in the Thika District of Kenya's Central Province. Located within three kilometers of Nairobi's city boundary, Ruiru is a dormitory town for the nation's capital, and is connected by both rail and road. The town covers an area of 292km sq, and is surrounded by numerous coffee plantations. Agriculture is one of the main economic activities in Ruiru followed by industrial works and transportation. It is well-served by an

extensive bus/matatu network and a local rail network that provides services linking much of Ruiru to the city centre and mainline rail services. There is also wide variety of activities available for everybody in Ruiru. From sports, business to quality education among others. Ruiru supports local services through a network of community centers across the municipal council, by managing centers in partnership with community associations or by directly providing managing services and centers. The council works with health, education, youth and voluntary services as well as key welfare organizations to help people keep safe, independent and ensure that they get the best out of life.

According to 1991 estimation, Ruiru had a population of over 100,000 people while in the year 2005 it grew to a population of over 200,000. Currently, the population stands at over 234,000 signifying an increase in population growth mainly attributed to migration of people from Nairobi as a result of housing shortage.

Ruiru District has 30 public primary schools and 126 private schools. All these schools have admitted all learners who are educable regardless of gender, ethnicity, colour or country of origin. Ruiru is a cosmopolitan town where many people have come to work in the factories and coffee estate in the town. Refugees have been attracted to this town since it seems the host community is welcoming. This culminates from the fact that a lot of sensitization has been done by IRC and UNHCR to the local administration, all community volunteer workers both from the refugee community and the host community.

This has helped the refugee community come out from denial and fear and be able to interact freely with the host community. ICR kituo cha sheria has held various forums

like football tournaments which had enhanced the relationships. Ruiru is a host to refugees from countries like Sudan, Ethiopia, Uganda, Congo and Rwanda.

Refugees in Ruiru have not been left behind. Most of them are accessing education. However majority of the refugee prefer to go to private schools since they are not many requirements to be met as compared to the public schools. These include birth certificates amongst others. According to a survey done by the Refugee Consortium of Kenya (2008), it was found that even after the enactment and commencement of implementation of Kenya Refugee Act that elaborates a legal framework within which refugees can claim and protect their rights, the legal status of refugees remains precarious thus constituting the biggest risk factor to the safety of refugees. This situation of uncertainty means that refugees do not yet have proper documentation including permanent identification card that officially recognizes and legitimizes their presence as well as enabling them to engage in different forms of income generation to improve their livelihoods. This has somehow affected them in accessing education in public schools and more when it comes to children with disabilities. From a general observation, most refugees don't know that disabled children should go to school just like any other child.

According to the data from the District Education Office in Ruiru, public schools with urban refugees including those with disabilities are as follows

Figure 1.1 Public schools with urban refugee including those with disabilities in Ruiru District

School	Number of boys	Number of girls	Total
Mwiki	122	1201	142
Githurai Kimbo	25	15	40
Ruiru	7	7	14
Matopeni	5	7	12
Gitothua	5	1	6
Githungiru	7	8	15
Kwangethe	1	5	5

Source Ruiru District Education Office (2012)

All of the above mentioned schools have special units catering for all refugee learners with different forms of disabilities like attention deficit, hyperactivity disorder and physical impairments among others. Some of the refugees' students with disability have social problems emanating from traumas undergone back at their countries.

According to the child friendly manual from UNICEF, all schools should be friendly in terms of : An inclusive child friendly school, a safe and a protective school, equity and equality promoting school, health and nutrition promoting school and enhancing school-community linkages and partners. This information prompted the researcher to investigate whether there are school factors affecting inclusion of urban refugees in the above mentioned public schools in Ruiru District Kiambu County.

The most notable challenges facing urban refugees according to the Refugee Consortium of Kenya are language barriers, lack of proper documents like refugees determination status, culture diversity, disabled children hidden in houses due to lack of information, fear of being known that one has a disabled child in a foreign country, discrimination and stigma, risky and insecure environment where children especially those with autism disappear from schools as there is no proper fencing and poor infrastructure.

1.2 Statement of the Problem

In spite of the enormous efforts put forth by families, special educators, and mental health professionals, the individual with a learning disability has one final challenge to meet in life: social acceptance (Frengut, 2003). Today, a child with disability must be capable of gaining acceptance into a societal structure that can be cruel and rejecting at times. By definition, the person with disability already feels marginalized from mainstream society, and entry into the world community places a tremendous burden on their shoulders. This marginalization is compounded when the child is an urban refugee.

These are the children and youth most likely to be denied access to the schools as they are deemed unlikely to benefit from any education or be hidden away by their parents (Dorothy, 2003). Even though parents may recognize education as a right for every child and rise above society's negative attitudes, they cannot require that schools open their gates to all children. Schools can still decide that some children are 'uneducable' and therefore do not belong in the school environment. There are bound to be challenges that schools face in the effort to fully embrace the notion of inclusive education, especially for

the urban refugee children. This study therefore sought to determine the factors affecting inclusion of learners with disabilities among the urban refugees within Ruiru District.

1.3 Purpose of the Study

The purpose of the study was to investigate the factors affecting inclusion of learners with disabilities among urban refugees in public primary schools of Ruiru District, Kiambu County, Kenya.

1.4 Objectives of the study

The study was guided by the following objectives, to:-

- i. Identify the school environmental barriers and their effect on the inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County
- ii. Establish the effects of teachers' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County
- iii. Determine the effects of learners' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County
- iv. Establish teachers' competencies in handling the inclusion of learners with different types of disabilities in public primary schools of Ruiru District, Kiambu County.

1.5 Research Questions

The study sought to answer to the following research questions:

- i. To what extent do environmental barriers affect the inclusion of urban refugee learners with disabilities in public primary schools in Ruiru District, Kiambu County?
- ii. How do teachers' attitudes affect inclusion of urban refugee learners with disabilities in public primary schools in Ruiru District, Kiambu County?
- iii. How do the host pupils' attitudes affect inclusion of urban refugee learners with disabilities in public primary schools in Ruiru District, Kiambu County?
- iv. Are the teachers competent to handle inclusion of urban refugee learners with disabilities in public primary schools in Ruiru District, Kiambu County?

1.6 Significance of the study

The results of the study may help the society to appreciate people with disabilities. It may help sweep away the barriers of ignorance and misunderstanding that keeps people with disabilities and those without apart. The study may also help the society to know the challenges that urban refugee child with disabilities face and how to solve some of these challenges. The information may also be utilized by the Ruiru District Education office to perform an evaluation of inclusion so that it can be a successful program.

The study may be useful to the policy makers who may be guided by the results of this study in budgeting for the change and also start marketing inclusive education to organizations that fund and support education in this country. The results of the study may help improve programme design and implementation of inclusive education, daily

procedures, and pre-service and in-service teacher training and support services. The study may add to the existing body of knowledge on special education, inclusive education, and disabilities.

1.7 Limitations of the Study

It was not possible to cover the opinions of the urban refugee children with disabilities because this would require considerable time, which the researcher could not get due to the time limit placed by the school. The school timetable interfered with the collection of data such that the researcher was given very little time to collect data from the respondents. The researcher overcame this limitation by asking the head teachers to retain the respondents after school for a short period each day till all the data was collected.

1.8 Delimitations of the Study

The study confined itself to some selected public secondary schools in Ruiru District. The study focused on the factors that affect the inclusion of learners with disabilities among urban refugees in public primary schools of Ruiru District, Kiambu County, Kenya.

1.9 Assumptions of the Study

The study was made the following assumptions.

- i. Respondents were sincere in responding to the issues raised in the questionnaire.
- ii. That there are factors affecting inclusion of learners with disabilities among the urban refugees in public primary schools in Ruiru, Kiambu County.

1.10 Definitions of significant terms

Inclusion referred to the opportunity for persons with disability to participate fully in all of the educational, employment, consumer, recreational, community and domestic activities that typify everyday society in public primary schools in Ruiru District.

Inclusive education referred to the process of addressing learners' needs within the regular school using all available resources to create opportunities to learn in preparing them for life.

Regular learners referred to learners without any identified handicapping condition which can limit their participation in any type of physical or mental activity in public primary schools in Ruiru District.

Persons Living with Disabilities referred to persons who are challenged in sensory abilities, mental, and/or physical characteristics in public primary schools in Ruiru District.

Regular school referred to a school for non-handicapped children (normal learners) in public primary schools in Ruiru District.

Special Education referred to individually designed instructional service to meet the unique educational needs of disabled or handicapped persons in public primary schools in Ruiru District.

Special schools referred to schools for those children with learning problems for example visual problems, hearing problems, mental retardation etc in public primary schools in Ruiru District.

Special unit referred to a unit within a regular school for children with special needs in public primary schools in Ruiru District.

Exceptional children referred to children who deviate from the average or normal child in mental, social, sensory, neuromuscular and physical characteristics in public primary schools in Ruiru District. .

School environmental barriers referred to any obstruction in the surrounding that interferes with the normal learning of children with disabilities in public primary schools in Ruiru District.

1.11 Organization of the Study

The study was organized into five chapters. Chapter one dealt with general introduction to the study, statement of the problem, purpose of the study, objective of the study, basic assumptions of the study, limitations and delimitations of the study and definitions of significant terms. Chapter two covered the literature review under the following sub-themes; concept of inclusion, types of disabilities, environmental barriers affecting refugee learners with disabilities in an inclusive setting, teachers' perception towards inclusion of learners with disabilities, host pupils' perceptions towards urban refugee learners with disabilities, teachers' competencies in handling learners with disabilities in an inclusive setting. Chapter three described the methodology of research design, target population, sample size and sampling procedures, research instruments, validity and reliability of instruments, data collection procedure and data analysis. Chapter four covered data analysis under the following sub-headings: types of disabilities, environmental barriers affecting refugee learners with disabilities in an inclusive setting, teachers' perception towards inclusion of learners with disabilities, host pupils' perceptions towards urban refugee learners with disabilities, teachers' competencies in

handling learners with disabilities in an inclusive setting. Chapter five presents summary of the study, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with review of related literature. It will explore the literature on school factors affecting inclusion of learners with disabilities among urban refugees. Data will be reviewed under the following sub-headings: The Concept of Inclusion in primary schools, Types of Disabilities, Environmental Barriers Affecting Learners with Disabilities in an Inclusive Setting, Teachers' Perceptions towards Inclusion of Learners with Disabilities, Host Pupils' Perceptions towards Urban Refugee Learners with Disabilities and Teachers' Competencies in Handling Learners with Disabilities in an Inclusive Setting. A summary of the literature reviewed will be presented in this chapter. The theoretical and conceptual frameworks are also presented in this chapter.

2.2 The Concept of Inclusion in Primary Schools

Inclusive education is rooted in the right to education as enshrined in Article 26 of the 1948 Universal Declaration of Human Rights. A number of treaties and normative instruments have since reaffirmed this right, three of which are mentioned here. UNESCO's 1960 Convention against Discrimination in Education stipulates that States have the obligation to expand educational opportunities for all who remain deprived of primary education (Govinda, 2009).

However, the right to education does not automatically imply inclusion. The right to inclusive education was initially stated in the Salamanca Statement and Framework for

Action on Special Education in 1994 which emphasized that the schools need to change and adapt to the diverse needs of all learners (UNESCO, 1994). The UN Convention on the Rights of Persons with Disabilities established inclusive education as a legal right. The importance of proper resourcing for inclusion is also highlighted in the Standard Rules on the Equalization of Opportunities for Persons with Disabilities and other disability movement documents. There is however still a long way to go before Education for All becomes a reality and it will not work unless there are more participation at all levels, change of attitudes, allocation of resources and alleviation of poverty among others (Mwaura, 2009).

The Salamanca recommendations emphasized the fundamental right to education for every child, unique characteristics, interests, abilities and learning needs, the need to structure educational systems and design the programmes to accommodate them within a child centred pedagogy capable of meeting these needs. The conclusion arrived here was that regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve efficiency and the cost effectiveness of the entire education system (Salamanca Statement UNESCO, 1994). Inclusive education therefore involves all children learning together with the peers in the same physical environment thus extending the scope of the schools so that it can include a greater diversity of children.

Plethora of literature has emerged recently, which look at the inclusive education from educational reforms perspectives. Schools should respond to diverse needs of all children

and fit themselves in children's learning styles and needs, and not the other way. Ferguson (1996), Udavi-Solner (1996), Thomas et al (1998), Ainscow (1999) and Mittler (2000) have extensively dealt on the school reforms perspectives to develop the concept and practices of inclusive education. Continuing with this approach, Sebba and Ainscow (1996) have offered a definition of inclusion: Inclusion describes the process by which a school attempts to respond to all pupils as individuals by reconsidering its curricular organization and provision. Through this process, the school builds its capacity to accept all pupils from the local community who wish to attend and, in so doing, reduces the need to exclude pupils.

The approach has to be different in respect of the developing countries where large proportion of children is still out of school. Those who get enrolled are unable to complete minimum prescribed number of school years. The 1994 UNESCO World Conference also realized this situation when it argued that a school should; accommodate all children regardless of their physical, intellectual, social, linguistic or other conditions. This should include disabled and gifted children, street and working children, children from remote or nomadic populations, children from linguistic, ethnic, or cultural minorities and children from other disadvantaged or marginalized area and groups, (UNESCO, 1994, Framework for Action on Special Needs Education). These inclusive schools; must recognize and respond to the diverse needs of their students, accommodating both different styles of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities, (UNESCO, 1994, Framework for Action on

Special Needs Education). These studies show the importance of inclusive education. Bearing this in mind, the researcher set out to establish the school factors affecting the inclusion of urban refugee learners with disabilities in public primary schools in Ruiru District.

2.3 Effects of School Environmental Barriers Affecting the Inclusion of urban refugee learners with disabilities in public Schools in Ruiru District

There are walls between schools and children before they get enrolled, they face walls with curriculum inside the classrooms and finally ‘they face more walls when they have to take examinations which determine how successful they will be in life’ (Jha, 2002). On walls and barriers confronting the school system today, it is further observed: Removing barriers and bringing all children together in school irrespective of their physical and mental abilities, or social and economic status, and securing their participation in learning activities leads to the initiation of the process of inclusive education. Once walls within schools are broken, schools move out of their boundaries, end isolation and reach out to the communities. The distance between formal schools, non-formal schools, special schools and open schools will be eliminated (Jha, 2002).

The most school systems are confronting two types of barriers, external and internal. Children face external barriers before coming to and getting enrolled in schools. The nature of such barriers could be physical location of schools, social stigmatization or economic conditions of children. Sometimes non-availability of school or its location in area that cannot be accessed becomes the major barrier for children to get education.

Children with disabilities face barriers if the building has not been constructed with their mobility needs in mind (Beech, 2002).

Providing accessible education does not just mean securing physical and mobility access but also sensory, communication and information access. Without accessible and low-cost means of transport, it can be impossible for many children with disabilities to get to school. And even if that is provided, schools throughout the region lack the necessary adaptations to render them accessible to children with a range of different disabilities. The architecture of schools is one of the most pressing obstacles in creating more physically accessible schools. Refurbishing these schools with accessibility features, such as ramps and lifts, is expensive and may require innovative solutions. As yet, progress is slow with only superficial changes being made, such as ramps into buildings (IDA Draft Policy Statement).

Accessible and flexible curricula can be key to creating schools that meet the needs of all students. An inclusive approach seeks to discourage teaching that is based on a criterion of averages. This means that some students will inevitably fall behind while others will find work too easy. Curriculum must take into consideration the different abilities and needs of all students. It must be capable of being adapted to meet diverse needs. Strategies such as flexible time frames for work completion, differentiation of tasks, flexibility for teachers, time for additional support and emphasis on vocational as well as academic goals can be useful (UNESCO, 2005). Together with flexible curricula, flexible teaching-learning methodology is necessary.

According to Beech (2002), schools offer variety of reasons, particularly in countries, which do not have strong neighborhood school policy, for rejecting students' admissions. It could be elimination during the selection test or on the ground that the school does not have facilities particularly for children with disabilities or because parents are not able to pay high fees, particularly in case of private schools. These barriers can be taken care of by strong public policy interventions. Countries have enacted laws, which call for education of children with disabilities in regular schools as far as possible. Special schools exist for the severely disabled only. Developed countries are able to organize neighborhood or comprehensive school concept where most children go to publicly funded local schools in the neighborhood. Such equity in regard to the access may not be visible in developing countries. The common school system policy is yet to be extended to private schools in India, which enroll 9 percent of secondary students, while 46 percent of the secondary enrolment is in private aided schools, followed by 45 percent in government schools. These different sets of schools offer differential levels of facilities and support thus creating inequities not only in access but also in success. Those able to access private schools have higher possibility of success as compared to those who have no choice but to go to government schools (Beech, 2002).

Children face barriers within schools and classrooms owing to organization of curriculum and teaching methodologies. At times, they are assessed and 'identified' and thereafter isolated within schools, or even classrooms, to receive discriminatory curriculum. In England, under the existing policy more than 20 percent children are being identified and labeled as 'special educational needs' with or without 'statements'. Stated children more than often are sent out of schools. Curriculum in many developing countries is not

child friendly or relevant to the needs of children. It is content based and children learn by rote and memorization. Linguistics and logical-mathematical areas of learning are overemphasized, while other areas of intelligence remains unexplored. Realization is coming in many countries, such as in the economically forward countries of East Asia, that present system of school and curricular organization may not be able to cope with the challenges of the 21st century. A recent Time magazine survey of East Asian schools reports on ‘Japan completing its radical (educational) restructuring, abolishing Saturday classes, encouraging volunteerism and allowing schools to experiment with different curricula; Taiwan scrapping its university entrance exam system in favor of a more holistic approach that considers grades, essays and extracurricular activities, and South Korea picking up to a third of incoming college students not for their test scores but for their unique talents’ (Beech, 2002). Elliot (2002) reports on changes being attempted in American schools where students ‘learn social skills and group work in environment that celebrates diversity.’

Inclusive education and its evolution in school system as a process for removing barriers to access and success is a growing phenomenon. This study sought to establish the factors affecting the inclusion of urban refugee learners with disabilities in Ruiru District.

2.4 Effects of teachers Attitude Towards Inclusion of Urban Refugee Learners with Disabilities

Favourable teacher attitudes are thought by many educators to be crucial if inclusive education will succeed. Booth and Ainscow (1998) contend that in studies involving inclusive education, it is absolutely imperative for the investigator to specify the type of

disabilities because teacher attitudes have been found to vary with the type of disability and the extent of instructional adaptations required for accommodating such students.

Rajecki (1982), argues that attitudes are such an important area to study because they influence so much of our personal lives. To him, attitudes include desires, convictions, feelings views, opinions, beliefs, hopes, judgments and sentiments. The study of attitudes is thus important because there is a general belief that human behaviour and actions are influenced by attitudes, whereby attitudes are seen as the cause and behaviour as the consequence (Mushoriwa 1998).

Wilezenski (1992), Booth & Ainscow (1998), conducted a study in Australia on teacher attitudes towards inclusive education. He found that teachers were more positive about students whose programmes focused on social inclusion than those requiring physical changes in their school or classroom. The teachers were also more accepting to students with physical disabilities than to those who necessitated academic modifications. Such research findings indicate that the type of disability and the demands it eventually makes on the teacher will influence teacher attitudes towards including a child with such a disability in a regular class.

De Boer et al. (2011), teachers are seen as key persons to implement inclusive education. Positive attitudes are therefore argued as playing a considerable role in implementing this educational change successfully. The aim of this study is to examine what attitudes teachers hold towards inclusive education, which variables are related to their attitudes and if these affect the social participation of pupils with special needs in regular schools. A review of 26 studies revealed that the majority of teachers hold neutral or negative attitudes towards the inclusion of pupils with special needs in regular primary education.

No studies reported clear positive results. Several variables are found which relate to teachers' attitudes, such as training, experience with inclusive education and pupils' type of disability. No conclusion could be drawn regarding the effects of teachers' attitudes on the social participation of pupils with special needs.

A study conducted by Keitany, (2011) on factors influencing the attitude of students, teachers and other educators towards inclusive education established that head teachers and MoE officials view inclusive education as a good idea. However, most parents are not concerned with integration and are marginally involved. Majority of the teachers were of the view that the training they got did not prepare them adequately to meet the educational needs of learners with disabilities. It also featured that most of the teachers are not patient with learners with disabilities in class. There is also lack of enough writing and learning materials for learners with disabilities. The study recommended that sensitization should be done in schools and community to eliminate negative attitudes towards inclusion, more teachers to be trained in SNE and schools and community to be made barrier free.

A conclusion that can thus perhaps be safely reached from the literature reviewed above is that ordinary class teachers are more likely to have positive attitudes towards a handicapped pupil if they believe they can make a contribution towards his/her educational development. This study therefore sought to establish teachers' attitudes towards inclusive education in Ruiru District.

2.5 Effect of Host Pupils' Attitudes towards the Inclusion of Urban Refugee

Learners with Disabilities in public primary Schools

Hodkinson (2007) investigated how non-disabled children view disability in general and what attitudes they hold toward peers with a disability. He collected data from two primary schools in the United Kingdom. School A had some inclusion practices in place for students with a disability. School B was not an inclusive school. A total of 53 students from year 5 classrooms participated in the study (year 5 classrooms contain students aged 9-10 years). The most significant finding of this study is that a child's level of understanding or conceptualization about the nature of disability can interfere with the creation of positive attitudes about disability. Furthermore, Hodkinson suggested that inclusion alone may not reduce negative attitudes, but may, in fact, increase negative attitudes.

Perceptions and attitudes towards different types of disability also vary among different stakeholders, such as children, teachers and media, as was shown by studies in Sri Lanka and Pakistan. While children with disabilities prefer to be with other children and receive education in regular classrooms/schools, they are at the same time unsure of their capabilities and fear the reactions of other children (Hayat, 1994).

2.6 Effects of Teachers' Competencies in Handling Learners with Disabilities in

Public Primary Schools

Appropriate teacher education is the predictor of successful inclusive education (fet al 1996). Avramidis et al (2000) found that regardless of any form of professional development as with school-based in-service or pre-service training it was teachers with

substantial training in special education held higher positive attitudes than those with little or no training about inclusion. The research finding reveals that teachers received university based professional development showed highest mean scores in all three components of attitudes, i.e. cognition, affection and conation. Additionally, this group of teachers also demonstrated more confidence in meeting the IEP requirements of students with disabilities. Lanier et al (1996) pointed out following adequate introductory education, the teacher viewed inclusion of students with disabilities possible with the passage of time and experience.

The effect of training to generating positive attitude was seen with both groups of pre-service and in-service teachers. (Ali et al 2006, Bradshaw 2006) affirmed that only one required course appears to yield significant differences in attitudes between the groups. Opportunities to attend courses relating to the IE programmes were the tool to increase the level of teachers' competency.

2.7 Summary of Literature Review

The literature review reveals that apart from accessible education, there are other essential environmental barriers that may hinder children with disabilities from utilizing the facility fully. Although the situation has been addressed, some of the schools cannot still meet the criteria of handling different disabilities that are among the children. UNESCO suggests various other efficient ways such as differentiation of task.

Further, the review indicates that teacher's attitudes are such an important area to study because they influence so much of inclusive students' lives. Moreover the type of disability herewith that affects students' academic performance and other curriculum

activities wavers the teachers preference of students. However the attitude in some cases is positive where the academics have no short fall due to disability.

In an investigation carried out by Hodkinson (2007) suggested that inclusion of children with disabilities among non-disabled children may not reduce negative attitudes, but may, in fact, increase negative attitudes. This is released when disabled children try to show their capabilities but at the same time fear the reactions of other students. In teachers' competencies in handling learners with disabilities in an inclusive setting the research reveals that teachers who receive university based professional development show highest mean scores in all three components of attitudes unlike those who don't and have no clue on how to handle such cases. Furthermore, this group of teachers also demonstrates more confidence in meeting the IEP requirements of students with disabilities; although the situation can be controlled if more opportunities are provided to attend the relevant courses.

2.8 Theoretical Framework

This study was based on the Social Model of Disability. The Social Model was created by disabled people themselves. It was primarily a result of society's response to them but also of their experience of the health and welfare system which made them feel socially isolated and oppressed. The denial of opportunities, the restriction of choice and self-determination and the lack of control over the support systems in their lives led them to question the assumptions underlying the traditional dominance of the medical model. Through the social model, disability is understood as an unequal relationship within a

society in which the needs of people with impairments are often given little or no consideration.

People with impairments are disabled by the fact that they are excluded from participation within the mainstream of society as a result of physical, organizational and attitudinal barriers. These barriers prevent them from gaining equal access to information, education, employment, public transport, housing and social/recreational opportunities. However, recent developments promote inclusion. Anti-discrimination legislation, equal-opportunity policies and programmes of positive action have arisen because it is now more widely recognized that disabled people are necessarily and unjustly restricted in or prevented from taking part in a whole range of social activities which non-disabled people access and take for granted.

Social Model definitions were first proposed by the Union of the Physically Impaired against Segregation(UPIAS, 1976) as follows:-

Impairment: lacking part or all of a limb, or having a defective limb, organ or mechanism of the body.

Disability: the disadvantage or restriction of activity caused by a contemporary social organization which takes little or no account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities.

Disabled people, irrespective of the nature of their impairment, all too often still share a commonality of exclusion. As Davis (1996) highlights:

“A person who is hearing-impaired may have no difficulty boarding public transport, whilst a paralyzed wheelchair-user would most likely be prevented from sharing the same

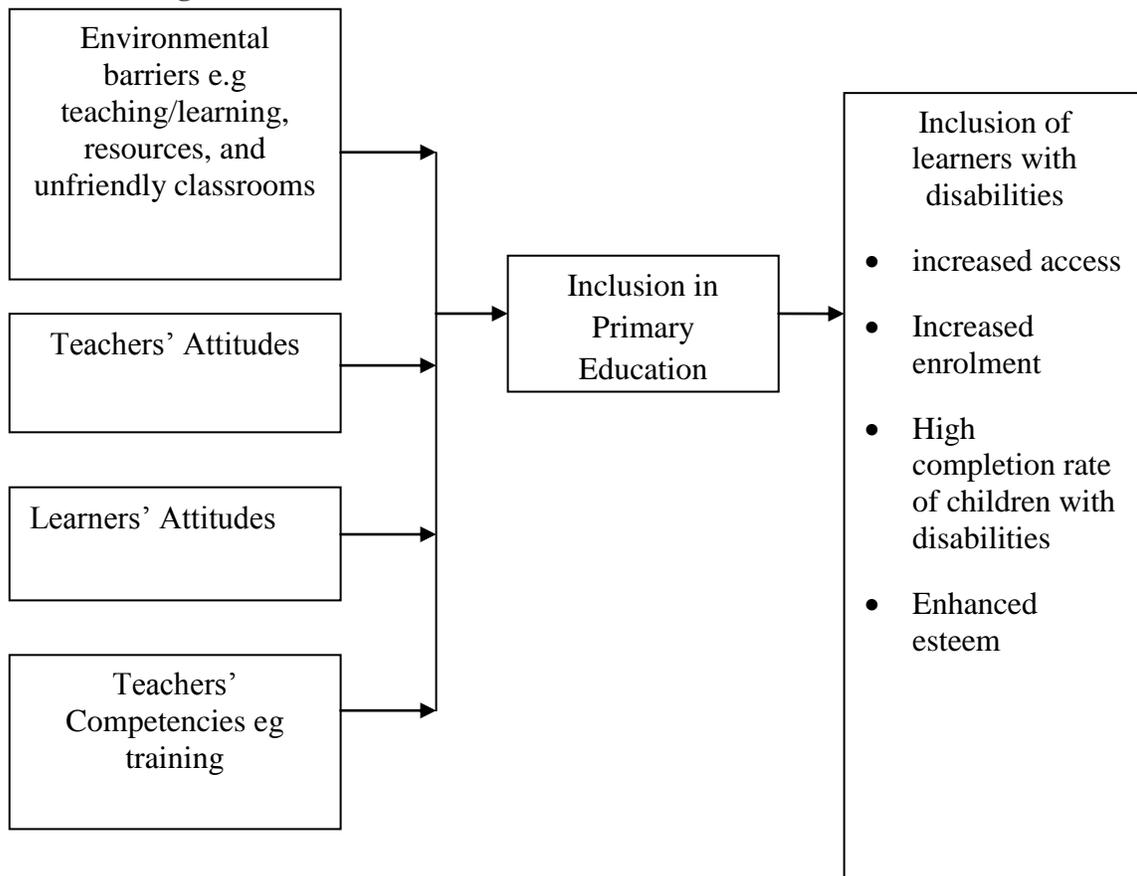
journey. By contrast, the paralyzed person may have no difficulty in making her or his intentions known at a booking office, whilst the deaf person might be totally unable to carry out the same activity”.

The employment rate for disabled people in Scotland is 47% compared with 82% for non-disabled people. The inability to earn a living can arise because of a range of real but surmountable barriers like lack of access to public transport or the negative attitudes of some employers. It follows that if disabled people are to be able to join in mainstream society, which is their human right, the way society is organized must be changed.

2.9 Conceptual Framework

A conceptual framework is a of presentation that shows the coherence through variables empirical research of how the independent variables impact upon the dependent variables of the research and illustrates the outcome. The conceptual framework of this study identifies the variables under study and shows their relationships as indicated in figure 2.1.

Figure 2.1: School factors affecting inclusion of learners with special needs among urban refugees



As shown in Figure 2.1, the independent variables of the study are Environmental barriers, Teachers' Attitudes, Learners' Attitudes and Teachers' Competencies. These variables are expected to affect the inclusion of learners with disabilities in primary

education, which is the dependent variable of the study. In this study, environmental barriers refer to any obstruction in the surrounding that interferes with the normal learning of children with disabilities these are friendly classrooms, accessible sanitation facilities, horse-shoe seating arrangement, safe playing grounds, wide doors etc. Attitudes on the other hand include desires, convictions, feelings views, opinions, beliefs, hopes, judgments and sentiments. Teacher's competencies refer to the training of teachers in order to equip them with the necessary skills to handle urban refugee children with disabilities in primary schools. Inclusion of urban refugees' learners with disabilities leads to increased access to education, increased enrolment, enhanced esteem and high completion rate of children with disabilities.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with research design, the target population, sample size and sampling procedures, data collection instruments, validity and reliability of the instruments, data collection procedures and also data analysis techniques.

3.2 Research Design

The study adopted a descriptive survey design to investigate the factors affecting inclusion of learners with disabilities among urban refugees in Ruiru District. The idea behind qualitative methods is to measure variables by asking people questions and then to examine relationships between the variables. Surveys also attempt to capture attitude or patterns of past behavior. Survey research uses questionnaires and interviews to collect information about people's attitudes, beliefs, feelings, behaviors, and lifestyles. Descriptive survey designs was used in preliminary and exploratory studies(Luck and Ruben, 1992) to allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). This study adopted the asking of questions once. The study sought data from different respondents. The choice of this design was made based on the fact that the researcher will not manipulate variables. The other reason for choosing this design was that data for all objectives would be collected and adequately analyzed.

3.3 Target population

This study targeted all the 10 public primary schools with urban refugees who have disabilities in Ruiru District. All the 30 community volunteer workers within Ruiru District working with the refugees, from the public primary schools, 200 urban refugee pupils including those with disabilities and 100 teachers were also targeted.

3.4 Sample Size and Sampling Procedures

This section described the procedures used in sampling and gave the sample sizes for the schools head teachers, teachers urban refugees with disabilities and community volunteers. Sampling according to Mugenda and Mugenda (1999), is the process of selecting a number of individuals for a study in such a way that the individuals selected represents the large group from which they were selected. Mugenda and Mugenda (1999) further suggest that a researcher would have to use 30 percent of the total target population as a sample size for it to be accepted as a good representative sample. According to (Mugenda and Mugenda 1999) purposive sampling is used when information required can only be obtained from a specific source. All the 7 head teachers from the 7 schools therefore participated in the study. Keeping with Mugenda and Mugenda's (1999) suggestion, simple random sampling was used to select 80 teachers and 60 urban refugee children with disabilities and 8 community volunteer workers were also randomly selected to participate in the study.

3.5 Research Instruments

The data for this study was collected by use of questionnaires, focus group guide and an interview guide. Orodho (2009) states that a questionnaire has the ability to collect a large amount of information in a reasonably quick space of time. The questionnaire was used to collect data from head teachers and teachers. The questionnaire had both open-ended questions and closed questions. Open-ended questions were used to seek in-depth information while closed questions could be easily analyzed and understood. The head teachers questionnaires had five parts: A, demographic data of the head teachers; B, environmental barriers affecting the inclusion of urban refugee learners with disabilities; C, teachers' attitudes affecting the inclusion of urban refugee learners with disabilities; D, host learners' attitudes affecting the inclusion of urban refugee learners with disabilities and E, teachers' competencies affecting the inclusion of urban refugee learners with disabilities. The teachers questionnaires had two sections section one brought about demographic information of the teachers and the second section prompted information on factors affecting inclusion of learners with disabilities among urban refugees in public primary school.

The interview guide was used to seek information from community volunteer workers. The researcher also used an interview guide to enrich responses and fill in the information gaps. The community volunteer workers were asked a series of questions in an interview concerning: the environmental barriers affecting the inclusion of urban refugee learners with disabilities, teachers' attitudes affecting the inclusion of urban refugee learners with disabilities, learners' attitudes affecting the inclusion of urban

refugee learners with disabilities and teachers' competencies affecting the inclusion of urban refugee learners with disabilities. There was a focus group discussion for the urban refugee learners with disabilities together with the host learners where they answered questions on their relations, interactions and acceptance.

3.5.1 Validity of the instruments

According to Mugenda and Mugenda (1999), validity is defined as the accuracy and meaningfulness of inferences, which are based on the research results. As such, the researcher sought assistance from her supervisors, in order to help improve content validity of the instrument. In other words, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. Validity, according to Borg and Gall (1989) is the degree to which a test measures what it purports to measure.

All assessments of validity are subjective opinions based on the judgment of the researcher (Wiersma, 1985). The piloted questionnaires were assessed for clarity and those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its face validity.

In order to improve validity, the supervisor validated the value content of the instruments then modifications were made where necessary. Information gathered was also cross-checked with other secondary sources to ensure authenticity and accuracy.

3.5.2 Reliability of the Instruments

Mugenda and Mugenda (1999) attest that reliability is a measure of degree to which a research instrument yields consistent results or data after repeated trials. The researcher

used the test-retest method which involves administering the same instrument twice to the same group of subjects and then comparing the two scores. The reliability of the test (instrument) was estimated by examining the consistency of the responses between the two tests. This revealed a high level of reliability.

3.6 Data Collection Procedures

The researcher got an introduction letter from the University and a research permit from the National Council for Science and Technology. After this, the researcher visited the DEO and wrote letters to head teacher asking for permission to carry the study. Through the head teachers, the researcher administered the questionnaires to all respondents herself. The set of questionnaires were administered in two ways; drop and pick and personally administered questionnaires. The drop and pick method was used where the respondent were busy. These were collected a week after they were distributed. Personally administered questionnaires were used for the principles because as stated by Kothari (2003), it helps to establish rapport with the respondents and make clarifications, increasing return ratios.

3.7 Data Analysis techniques

Descriptive and analytical statistics were used to analyze the data obtained. Data collected from the field was coded and entered into the computer for analysis using the Statistical Package for Social Sciences (SPSS). Data analysis procedures employed involved both qualitative and quantitative procedures. Qualitative data was analyzed thematically, whereby similar responses are tallied to come up with frequency counts and then percentages calculated based on the total number of responses. Quantitative data was analyzed using descriptive statistics including frequency counts and percentages. Bell

(1993) maintains that when making the results known to a variety of readers, percentages have a considerable advantage over more complex statistics. Data was presented in summary form using frequency distribution tables and bar charts.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATIONS

4.1 Introduction

This chapter presents the results of the study. It deals with the discussion of findings under the following sub-headings; questionnaire return rate, demographic data, environmental barriers affecting the inclusion of urban refugee learners with disabilities in public primary schools, teachers' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools, learners' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools and teachers' competencies in handling the inclusion of learners with different types of disabilities in public primary schools.

4.2 Questionnaire Return Rate

The researcher printed questionnaires for all the sampled respondents, that is; all the 7 head teachers, 80 teachers. All the respondents were available for the study and filled in the questionnaires. None of the questionnaires got lost or was filled out wrongly to warrant discarding. Since all the questionnaires printed were returned, the questionnaire return rate was 100%.

Table 4.1 Questionnaire return rate

Respondents	Expected	Returned	Percent (%)
teachers	80	80	100.0
Head teachers	7	7	100.0
Total	87	87	100

4.3 Demographic Data

The study sought to establish respondents' demographic data. The respondents were therefore asked to provide answers to the prompting questions regarding their demographics. This section will present the head teachers' demographic data then the teachers'.

4.3.1 Head Teachers' Demographic Data

Data collected showed that all the 7 head teachers who participated in the study were male. Table 4.2 shows the head teachers' ages in years.

Table 4.2: Head teachers' ages

Age	f	Percent (%)
41-50	3	42.9
above 50	4	57.1
Total	7	100.0

The table shows that 57.1 percent of the head teachers were above 50 years of age and 42.9 percent of them were between 41-50 years. The head teachers were advanced in age and would therefore have encountered urban refugee children in their careers at one point. They are likely to know the school factors affecting the inclusion of learners with disabilities. Data collected further showed that 42.9 percent of the head teachers had attained diplomas while 57.1 percent of them had Bachelors in Education. This indicates that the head teachers were well educated and are therefore expected to manage the challenges they meet in their profession, especially those that have to do with the inclusion of learners with disabilities in regular classrooms.

Table 4.2 shows the head teachers' work experience.

Table 4.3: Head teachers' work experience

Duration of work	f	Percent (%)
5-10yrs	2	28.6
11-15yrs	2	28.6
Above 15years	3	42.9
Total	7	100.0

Table 4.2 shows information that 28.6 percent of the head teachers had worked for 5-10 years while the same percentage had worked for 11-15 years. On the other hand, 42.9 percent had worked for more than 15 years. In the overall, all the head teachers had worked for more than 5 years, which shows that they have gained enough experience to enable them to understand the problems associated with the inclusion of learners with disabilities, especially those that are urban refugees and how to solve them.

4.3.2 Teachers' Demographic Data

This section presents the teachers' demographic data.

Table 4.3 Teachers gender

Gender	f	Percent (%)
Male	13	16.3
Female	67	83.3
Total	80	100.0

Out of the 80 teachers who participated in the study, there were 83.3 percent females and 16.3 percent males. This showed that there were more female teachers than male teachers.

Table 4.4 shows the type of schools the teachers taught in.

Table 4.4: Type of school

Type of school	f	Percent (%)
Regular	33	41.3
Regular with a special unit	47	58.8
Total	80	100.0

As shown in the table, most of the teachers taught in regular schools with a special unit. This implies that there is no inclusion in these schools since the learners with disabilities would be expected to attend their lessons in the special units.

Table 4.5 shows the teachers' working experience.

Table 4.5: Teachers' working experience

Teaching experience	f	Percent (%)
1-5yrs	7	8.8
6-10yrs	5	6.3
11-15yrs	12	15.0
Above 16years	56	70.0
Total	80	100.0

As shown in table 4.5, 8.8 percent of the teachers had worked for 1-5 years, 6.3 percent of them had worked for 6-10 years, and 15 percent of them had worked for 11-15 years while 70 percent had worked above 16 years. This shows that they are experienced enough to know the benefits of inclusive education. They are also likely to know the challenges faced by learners with disabilities, especially those who are urban refugees.

The teachers were further asked their present positions regarding their training on special needs and they replied as shown in table 4.6.

Table 4.6: Training of teachers

Present position	f	Percent (%)
Training on special needs	17	21.3
No training on special needs	63	78.8
Total	80	100.0

Table 4.6 shows that 78.8 percent of the teachers had no training on special needs and 21.3 percent of them had been trained. This implies that the teachers may have a problem with teaching urban refugee learners with disabilities.

4.3.3 Demographic Data of Community Volunteers

This section presents data collected from interviews held by the community volunteers working with children with disabilities. The community volunteer workers were asked the nature of their work as volunteers, whether they had received any training and whether they were aware of refugee children with disabilities.

The responses on the nature of work done by community volunteers are as shown in Table 4.7.

Table 4.7: Nature of work done by community volunteers

Nature of work	f	Percent (%)
Community mobilizer	5	62.5
Facilitator in counseling programs	3	37.5
Total	8	100.0

As shown in table 4.7, 62.5 percent of the community volunteers were community mobilizers while 37.5 percent were facilitators in counseling programs.

Further, the study established that all, 100 percent of the community volunteers had been trained by bodies like UNHCR and IRC. However, only 25 percent of them said they had been specifically trained on how to handle refugee children with disabilities. This shows a gap in training which needs to be addressed for the success of inclusive education of urban refugee learners with disabilities. The training that the community' volunteers have received from the non-governmental organizations have not adequately trickled down to the teachers and children in their schools.

On awareness of refugee children with disabilities, all the 100 percent of the community volunteers said they were aware of the urban refugee children in Ruiru District.

Further, the community volunteers were asked how many schools with urban refugee children with disabilities they knew of. The responses are as shown in table 4.8

Table 4.8 Number of school with urban refugees children with disabilities

Number of school with urban refugees	f	%
1-5 schools	20	25
6-10 schools	60	75
Total	80	100.0

From the table above, 25 percent of them said they knew of between 1 to 5 such schools while 75 percent of them said they knew of 6 to 10 such schools. Knowing such schools would enable them to know the challenges faced by such children and seek avenues to help them.

4.4 Environmental Barriers Affecting the Inclusion of Urban Refugee Learners with Disabilities in Public Primary Schools

The first research objective sought to determine the environmental barriers affecting the inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District. The respondents were asked a series of questions whose responses addressed this objective.

The teachers were given a series of statements in a table and they were required to either agree or disagree with the statements. They responded as shown in Table 4.9

Table 4.9 Environmental barriers to inclusion of urban refugee pupils with disabilities

Statements	Yes		No		Totals	
	f	%	f	%	f	%
School is conducive for urban refugee children with disabilities	39	48.8	41	51.2	80	100
Class is child-friendly for urban refugee children with disabilities	43	53.8	37	46.2	80	100
Class is accessible for urban refugee children with disabilities	35	43.8	45	56.2	80	100
All urban refugee children with disabilities have appropriate assistive devices	8	10.0	72	90.0	80	100
Class has special seats for learners with disabilities	9	11.2	71	88.8	80	100
Class has adequate special seats for learners with disabilities	7	8.8	73	91.2	80	100
Class has enough mobility space	30	37.5	50	62.5	80	100

As shown in table 4.9, 53.8 percent of the teachers reported that their schools were child-friendly for urban refugee children with disabilities. However, over 90 percent of the teachers reported that the urban refugee children had no appropriate assistive devices and neither were there adequate special seats for learners with disabilities. This shows that the schools were not adequately equipped to cater for urban refugee learners with disabilities. The safety standards manual for schools in Kenya (2008) requires that in all schools, appropriate provisions should be given to learners with special needs and very young learners in pre-unit and lower primary. For example, passageways should be accessible and toilet facilities should be suitable for use by special needs learners and very young school children.

The study also sought to establish the number of special sanitary facilities for children with disabilities in the public primary schools. The data presented in table 4.10 shows the number of the special sanitary facilities in the 7 schools.

Table 4.10 number of sanitary facilities for children with disabilities

Number of sanitary facilities	f	Percent (%)
None	70	88.0
1-3	9	11.0
4-6	1	1.25
Total	80	100.0

As reported by the teachers in Table 4.10, 88 percent said that there are no special sanitary facilities for children with disabilities, 9 percent of the teachers reported that there were 1 to 3 special sanitary facilities and only 1 teacher reported that there were 4 to 6 special sanitary facilities in public primary schools in Ruiru District. This shows that most of the schools in Ruiru District had no special sanitary facilities. This could be a major hindrance of school attendance for children with disabilities as it would be uncomfortable for them to use regular toilets.

The head teachers were asked how the doors and windows in the class rooms opened. They responded as shown in Table 4.11

Table 4.11 How class room doors and windows open

Doors and windows opening	f	%
From outside	6	85.7
From inside	1	14.3
Total	7	100.0

As shown in table 4.11, 85.7 percent of the head teachers reported that the doors and windows in their schools opened from outside while only one head teacher reported that

the doors and windows in his school opened from inside. FEMA (2009) specified that classroom doors and windows should open from outside and also should not be obstructed by stored materials. The schools in Ruiru District are in compliance with this requirement, which shows that the urban refugee learners with disabilities would not have a hard time accessing class rooms.

The study sought to establish the environmental barriers that affect urban refugee learners with disabilities. The head teachers were given items in a table to measure the adequacy of infrastructure in their schools. Their responses were as shown in Table 4.12

Table 4.12 Infrastructural barriers affecting the inclusion of urban refugee learners with disabilities

Statements	Yes		No		Total	
	f	%	f	%	F	%
School is conducive for urban refugee children with disabilities	2	28.6	5	71.4	7	100.0
School has provision for learners with wheelchairs	2	28.6	5	71.4	7	100.0
There are NGOs that support the school in provision of supportive devices and materials	4	57.1	3	42.9	7	100.0
There are landmark clues for blind learners in the school	0	0.0	7	100.0	7	100.0
The school compound is well fenced to protect learners with disabilities from moving out of school	5	71.4	2	28.6	7	100.0
The school play ground fit for physical education of learners with disabilities	5	71.4	2	28.6	7	100.0

As shown in Table 4.11 over 70% of the head teachers reported that there are no landmark clues for blind learners in the school. However, they reported that the schools were well

fenced and had playgrounds. This implies that the infrastructure in these schools was not well laid to accommodate urban refugee learners with disabilities.

Data collected from the focussed group discussions showed that most of the urban refugees' children with disabilities would prefer being in a school with children with disabilities that in regular schools. The children also reported that the schools do not have the kind of facilities that met their needs.

The respondents were asked to suggest measures that can ensure a conducive environment for urban refugee pupils with disabilities. The over 90 percent of the head teachers indicated that they can put up perimeter walls, have more friendly teachers, inculcating good morals and the government to provide funds for the developments. On the other hand, over 80 percent of the teachers suggested that construction of accessible classes, provision of more assistive devices, training and awareness, construction of ramps, leveling of unequal grounds, and provision of more modern assistive facilities as well as deployments of specialists to deal with these children.

The study sought to establish the availability and adequacy of various facilities to support the learning of urban refugee learners with disabilities. The researcher used an observation schedule to determine this, which is shown in Table 4.12

Table 4.12 Availability and adequacy of facilities supporting the learning of children with disabilities

Item	Adequacy	Availability
Wheelchair ramps	Not available	
Wide doors which open from outside	Available	Inadequate
Lighting	Available	Inadequate
Horse shoe sitting arrangement	Not available	
Braille	Not available	
Rail	Not available	
Special sanitary facilities for learners with disabilities	Not available	
Landmark for the blind	Available	Inadequate
Acoustic room	Not available	
Adequate toilets	Available	Inadequate
School gate	Available in some schools	Inadequate
Flattened ground	Available in some schools	Inadequate
Fence	Available in some schools	Inadequate

As shown in table 4.12 the schools did not have wheelchair ramps, horse shoe sitting arrangement, Braille, rail, special sanitary facilities for learners with disabilities and acoustic rooms. On the other hand, wide doors which open from outside, lighting, landmark for the blind and adequate toilets were available but inadequate. Some schools had a fence, flattened ground and a school gate but all these were inadequate. This shows that the schools in Ruiru District did not have enough facilities to support the smooth learning of urban refugee learners with disabilities.

The study sought to establish whether the urban refugee children with disabilities had access to the equipment they needed. To achieve this, an interview was conducted with the community volunteer workers working with refugees. All 100 percent of the

community volunteers' reported that most of the urban refugees' children with disabilities face challenge in the acquisition of schools fees. It was reported that most of the urban refugees' children with disabilities do not have full access of the equipment that they need. 75 percent of the community volunteers in Ruiru District describe the learning environment in schools with urban refugees' children with disabilities as not yet to standard and a lot has to be done to make the children comfortable.

The study held focus group discussions with the urban refugee children with disabilities in Ruiru District. 95 percent of the urban refugee children with disabilities would prefer being in a school with children with disabilities. Reasons cited for this by the children were that the schools did not have the kinds of supportive facilities that they needed and also they would feel a sense of kinship and feel freer when with other children without disabilities.

4.5 Findings on the Teachers' Attitudes towards Inclusion of Urban Refugee Learners with Disabilities in Public Primary Schools

Favourable teacher attitudes are thought by many educators to be crucial if inclusive education will succeed. Booth and Ainscow (1998) contend that in studies involving inclusive education, it is absolutely imperative for the investigator to specify the type of disabilities because teacher attitudes have been found to vary with the type of disability and the extent of instructional adaptations required for accommodating such students.

The second objective of the study sought to find out teachers' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools in Ruiru District. To address this objective, the respondents were presented with a Likert scale comprising

items on teachers' attitudes, with the responses ranging from 5 (strongly agree) to 1 (strongly disagree). Table 4.13 summarizes the head teachers' responses.

Table 4.13 Head teachers' perceptions on teachers' attitudes towards inclusion of urban refugee learners with disabilities

(SA- strongly Agree, A- agree, U- Undecided, D- disagree, SD- Strongly Disagree)

Including urban refugee children with disabilities in a regular classroom rather than in special school will:	SA		A		U		D		SD		Total	
	f	%	f	%	f	%	f	%	f	%	f	%
Develop cohesiveness	0	0.0	7	100.0	0	0.0	0	0.0	0	0.0	7	100.0
Limit the child's level of academic performance	0	0.0	0	0.0	3	42.9	4	57.1	0	0.0	7	100.0
Make the child less adjusted socially	0	0.0	3	42.9	0	0.0	4	57.1	0	0.0	7	100.0
Ensure that regular children will be happy to play with children with disabilities	0	0.0	2	28.6	0	0.0	2	28.6	3	42.9	7	100.0
Worsen the urban refugee child's learning problems	0	0.0	2	28.6	0	0.0	3	42.9	2	28.6	7	100.0
Lower regular pupils' self esteem	0	0.0	3	42.9	0	0.0	0	0.0	4	57.1	7	100.0
Increase the amount of social rejection by the urban refugee child's peers	0	0.0	5	71.4	0	0.0	2	28.6	0	0.0	7	100.0
Ensure that regular children will appreciate children with disabilities	0	0.0	2	28.6	0	0.0	3	42.9	2	28.6	7	100.0
Teachers cannot communicate effectively with urban refugee children with disabilities	2	28.6	2	28.6	0	0.0	3	42.9	0	0.0	7	100.0
Teachers are happy to have urban refugee children with disabilities in their classes	0	0.0	2	28.6	3	42.9	2	28.6	0	0.0	7	100.0
Teachers do not discriminate against urban refugee children with disabilities	3	42.9	4	57.1	0	0.0	0	0.0	0	0.0	7	100.0

As shown in Table 4.13 all the head teachers reported that including urban refugee children with disabilities in a regular class room rather than in special school will develop cohesiveness. 57.1 percent of the head teachers disagreed with the statement that including urban refugee children with disabilities in a regular class room rather than in special school will limit the child's level of academic performance while 42.9 percent of them were undecided. 57.1 percent of the head teachers disagreed that including urban refugee children with disabilities in a regular class room rather than in special school will make the child less adjusted socially. 71.4 percent of the head teachers agreed that including urban refugee children with disabilities in a regular class room rather than in special school will increase the amount of social rejection by the urban refugee child's peers. All 100 percent of the head teachers agreed that teachers do not discriminate against urban refugee children with disabilities. The information in the table implies that the teachers had positive attitudes towards the inclusion of urban refugee pupils with disabilities.

The study sought to establish teachers' attitudes towards the inclusion of urban refugee learners from the teachers themselves. The summaries of the teachers' responses were as shown in table 4.14

Table 4.14 Teachers' attitudes towards inclusion of urban refugee learners with disabilities

(SA- strongly Agree, A- agree, U- Undecided, D- disagree, SD- Strongly Disagree)

Including urban refugee children with disabilities in a regular classroom rather than in special school will:	SA		A		U		D		SD		Totals	
	f	%	f	%	f	%	f	%	F	%	f	%
Raise the child's self esteem	39	48.8	30	37.5	1	1.3	5	6.3	5	6.3	80	100.0
Enhance academic fulfillment	24	30.0	34	42.5	3	3.8	12	15.0	7	8.8	80	100.0
Make the child feel isolated socially	8	10.0	16	20.0	6	7.5	24	30.0	26	32.5	80	100.0
Make the child feel happy	24	30.0	34	42.5	9	11.3	5	6.3	8	10.0	80	100.0
Demoralize urban refugee learners with disabilities	6	7.5	19	23.8	3	3.8	22	27.5	30	37.5	80	100.0
Make them learn from regular children	36	45.0	37	46.3	3	3.8	2	2.5	2	2.5	80	100.0
Help identify special skills in urban refugee children with disabilities	30	37.5	40	50.0	1	1.3	4	5.0	5	6.3	80	100.0
Help regular children to be more accommodative	33	41.3	38	47.5	3	3.8	3	3.8	3	3.8	80	100.0
Help teachers use positive language to communicate with pupils	24	30.0	42	52.6	2	2.5	6	7.5	6	7.5	80	100.0
Can hinder communication due to language barrier	9	11.3	22	27.5	3	3.8	26	32.5	20	25.0	80	100.0
Teachers will feel unwelcoming towards urban refugee learners with disabilities	12	15.0	16	20.0	4	5.0	27	33.8	21	26.3	80	100.0

Table 4.14 shows that 48.8 percent of the teachers strongly agreed and 37.5 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school will raise the child's self-esteem. 30 percent of the teachers strongly agreed and 42.5 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school will enhance academic fulfillment. The same percentage also agreed that inclusion will make the child feel happy. 30 percent of the teachers disagreed and 32.5 percent of them strongly disagreed that including urban refugee children with disabilities in a regular class room rather than in special school will make the child feel isolated socially. 45 percent of the teachers strongly agreed and 46.3 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school make them learn from regular children. 37.5 percent of the teachers strongly agreed and 50 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school will help identify special skills in urban refugee children with disabilities. 41.3 percent of the teachers strongly agreed and 47.5 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school will help regular children to be more accommodative. Most of the teachers also denied the negative statements like regular teachers feeling unwelcoming towards urban refugee learners with disabilities. This is a strong indicator that teachers had positive attitudes towards urban refugee learners with disabilities.

Contrary to this finding, the urban refugees' children with disabilities reported that some of the teachers are friendly and kind to them and assist them in many activities while

some of them are hostile and have a bad attitude towards them. This affirms the fact that regular teachers in Ruiru District have positive attitudes towards inclusion of urban refugee learners with disabilities, though not all of them. This is likely to make inclusive education to succeed since the teachers believe they can make a positive contribution towards urban refugee children with disabilities.

The study collected data from the urban refugee children with disabilities in a focus group discussion regarding how they relate to teachers and how the teachers relate to them. 50 percent of the urban refugee children with disabilities reported that some of the teachers are friendly and kind to them and assist them in many activities; however, 25 percent of the children reported that some of the teachers are hostile and have a bad attitude towards them. The researcher observed that some of the children did not want to discuss their teachers. The general observations during the focus group discussion showed that the children were not very free to relate to their teachers. This shows that despite the fact that the teachers displayed positive attitudes towards urban refugee learners with disabilities, these children still felt marginalized.

4.6 Findings on Host Learners' Attitudes towards Inclusion of Urban Refugee Learners with Disabilities in Public Primary Schools

The third objective of the study sought to find out learners' attitudes towards urban refugee learners with disabilities in public primary schools in Ruiru District. To address this objective, the respondents were given items in tables regarding host learners'

attitudes. They were required to either agree or disagree with the items. The summary of the head teachers' responses are as shown in Table 4.15

Table 4.15: Head teachers' views on host learners' attitudes towards the inclusion of urban refugee learners into regular class rooms

Statements	Agree		Disagree		Total	
	f	%	f	%	f	%
Love them	3	42.9	4	57.1	7	100.0
Play with them	5	71.4	2	28.6	7	100.0
Hold them in contempt	5	71.4	2	28.6	7	100.0
Socialize with them	5	71.4	2	28.6	7	100.0
Help them where possible	7	100.0	0	0.0	7	100.0
Treat as equals	2	28.6	5	71.4	7	100.0
Ignore them	2	28.6	5	71.4	7	100.0
Are hostile towards them	0	0.0	7	100.0	7	100.0
Understand their language	0	0.0	7	100.0	7	100.0

As shown in table 4.15 all the head teachers agreed that host learners help urban refugee learners in their schools where possible. 57.1 percent of the head teachers disagreed that host pupils loved urban refugee learners with disabilities while 71.4 percent of them agreed that host pupils held urban refugee pupils in contempt but also socialized with them and helped them where possible. On the other hand, 71.4 percent of the head teachers disagreed that host pupils treated the urban refugee pupils with disabilities as equals and also ignored them. All the head teachers also disagreed that the host pupils were hostile towards urban refugee pupils with disabilities and understood their language. This shows that some of the host learners had positive attitudes towards urban refugee learners with disabilities. It should be noted however that the positive attitudes did not

hold for all the host learners, so inclusive education may have many challenges before it is implemented.

The teachers were given items in a table regarding host learners' attitudes. They were required to either agree or disagree with the items. Table 4.16 shows the summaries of the teachers' responses.

Table 4.16 Teachers' views on host learners' attitudes towards the inclusion of urban refugee learners into regular class rooms

Statements	Agree		Disagree		Totals	
	f	%	f	%	f	%
Isolate them	13	16.3	67	83.8	80	100.0
Fight with them	1	1.2	79	98.8	80	100.0
Are hostile towards them	14	17.5	66	82.5	80	100.0
Socialize with them	59	73.8	21	26.2	80	100.0
Are rude to them	19	23.8	61	76.2	80	100.0
Are welcoming towards them	59	73.8	21	26.2	80	100.0
Share with them	55	68.8	25	31.2	80	100.0
Are unwelcoming towards them	12	15.0	68	85.0	80	100.0

As shown in table 4.16, 83.8 percent of the teachers disagreed that host learners isolated urban refugee children with disabilities, 98.8 percent of them disagreed that host learners fought with urban refugee children with disabilities and 82.5 percent of them disagreed that host learners were hostile towards urban refugee learners with disabilities. 76.2 percent of the teachers also disagreed that host learners were rude towards urban refugee learners with disabilities while 85 percent of them disagreed that host pupils were unwelcoming towards urban refugee children with disabilities.

On the other hand, 73.8 percent of the teachers agreed that host learners socialize with urban refugee pupils with disabilities and the same percentage also agreed that host learners were welcoming towards urban refugee children with disabilities. 68.8 percent of the teachers agreed that host learners shared with urban refugee pupils with disabilities. This is a strong indicator that the host learners in public primary schools in Ruiru District embraced the urban refugee learners with disabilities in their midst and would therefore not have a problem with including them in their classrooms, but not all the pupils share these feelings.

Further, data collected from focused group discussions showed that 75 percent of the urban refugee children with disabilities felt that the children without disabilities treat them badly, with suspicion and disregards and make fun of them. However, 25 percent of the children reported that some of the children without disabilities are kind, loving, caring and share playing games materials. Urban refugee children with disabilities would wish teachers and children without disabilities treat them equally, appreciate them and integrate them fully in all activities.

Contrary to these findings, a study was conducted by Hodkinson (2007) to investigate how non-disabled children view disability in general and what attitudes they hold toward peers with a disability. He collected data from two primary schools in the United Kingdom. School A had some inclusion practices in place for students with a disability. School B was not an inclusive school. A total of 53 students from year 5 classrooms participated in the study (year 5 classrooms contain students aged 9-10 years). The most

significant finding of this study is that a child's level of understanding or conceptualization about the nature of disability can interfere with the creation of positive attitudes about disability. Furthermore, Hodkinson suggested that inclusion alone may not reduce negative attitudes, but may, in fact, increase negative attitudes.

Upon being asked in an open-ended question what the schools have done to ensure urban refugee learners with disabilities associate well with those without disabilities, 98.8 percent of the teachers indicated that they encourage the students without disability to love those with disabilities and treat them as equals, 83.8 percent of them suggested that most of the school activities such as games and assembly and conducted together with all students, 98.8 percent of them said that teachers should ensure child friendly classrooms, teachers conduct guidance and counseling to all students, teachers are key in integration and sensitization to all students and creation of awareness about disabilities. 68.3 percent of the teachers as well admit urban refugees' learners with disabilities to regular classes. All the head teachers also suggested that the schools could organize clubs and other activities to integrate all students, 71.4 percent of them suggested that teachers should teach all students in the same class and do guidance and counseling.

4.7 Teachers' Competencies in Handling the Inclusion of Learners with Different Types of Disabilities in Public Primary Schools

The fourth objective of the study sought to establish teachers' competencies in handling the inclusion of learners with disabilities in public primary schools in Ruiru District. The

respondents were asked some questions regarding teacher competencies as discussed below.

The head teachers were first asked some questions to which they were required to answer affirmatively or negatively. These questions were compiled into a table and their responses were as shown in Table 4.17

Table 4.17 Teacher training as a requirement for inclusion of urban refugee learners with disabilities

Statements	Yes		No		Totals	
	f	%	f	%	f	%
Teachers in my school are adequately trained to handle urban refugee learners with disabilities	2	28.6	5	71.4	7	100.0
We hold workshops in our school to train teachers on the various skills they need	4	57.1	3	42.9	7	100.0
Teachers in this school have knowledge to use specialized equipment like brailler, speech kit etc	2	28.6	5	71.4	7	100.0
Teachers in this school use varied teaching methods to cater for urban refugee children with disabilities	7	100.0	0	0.0	7	100.0

Table 4.17 shows that all the teachers use varied teaching methods to cater for urban refugee children with disabilities. 71.4 percent of the head teachers disagreed that teachers in their schools were adequately trained to handle urban refugee learners with disabilities and the same percentage of them also disagreed that teachers in their schools had knowledge of specialized equipment like brailler, speech kit and others. On the other hand, 57.1 percent of the head teachers agreed that they held workshops in their schools to train teachers on the various skills they need. This is an indicator that the teachers would not readily embrace inclusive education because they did not have the necessary competencies to enable them to teach children with disabilities, more so urban refugees.

The teachers were asked to state the various kinds of trainings they had undergone to increase their competencies. They responded as shown in Table 4.18

Table 4.18 Training courses undertaken by teachers to enable them to handle learners with disabilities

Statement	Undergone		Not Undergone		Totals	
	f	%	f	%	f	%
Certificate course in special needs education	2	28.6	5	71.4	7	100.0
Sensitization workshops	4	57.1	3	42.9	7	100.0
Diploma course in special needs education	2	28.6	5	71.4	7	100.0
Degree course in special needs education	2	28.6	5	71.4	7	100.0
Masters course in special needs education	0	0.0	7	100.0	7	100.0

As shown in Table 4.18, none of the teachers had attained a Masters in Special Needs Education. On the other hand, 71.4 percent of the head teachers reported that the teachers in their schools had not undergone a certificate course in special needs education save for a few, a diploma course in special needs education save for a few and a degree in special needs education save for a few. However, 57.1 percent of the head teachers reported that the teachers in their schools had undergone sensitization workshops while 42.9 percent reported the teachers in their schools had not undergone any sensitization workshops. This is a strong indicator that the teachers in Ruiru District were not trained to handle learners with special needs.

The study sought to establish teachers' competencies. The teachers were given some statements in a table regarding their competencies and they were required to rate them as either true or false. They responded as shown in Table 4.19

Table 4.19 Teachers’ competencies in handing urban refugee learners with disabilities

Statements	True		False		Totals	
	f	%	f	%	f	%
Teachers in this school are specially trained to handle learners with disabilities	34	42.5	46	57.5	80	100.0
Teachers in this school have skills to teach urban refugee children with disabilities	37	46.2	43	53.8	80	100.0
Teachers in this school use varied methods in teaching urban refugee children with disabilities	52	65.0	28	35.0	80	100.0
Teachers receive refresher courses on how to handle learners with disabilities	20	25.0	60	75.0	80	100.0
IRC and UNHCR create awareness in this school on issues of urban refugee children with disabilities	23	28.8	57	71.3	80	100.0

Table 4.19 shows information that 57.5 percent of the teachers denied that they are specially trained to handle learners with disabilities and 53.8 percent of them also denied that they have skills to teach urban refugee children with disabilities. 65 percent of the teachers rated the statement that they use varied methods in teaching urban refugee children with disabilities as true. 75 percent of the teachers denied that teachers receive refresher courses on how to handle learners with disabilities and 71.3 percent of them also denied that IRC and UNHCR create awareness in their schools on issues of urban refugee children with disabilities. This shows that the teachers are not adequately equipped with skills for teaching urban refugee children with disabilities. The teachers further reported that they did not get refresher courses often and that parents were not

sensitized on the needs of children with special needs. This is an indicator that inclusive education may not be a success since the teachers were not trained.

Similar to these findings, other studies have established that appropriate teacher education is the predictor of successful inclusive education (fet al 1996). Avramidis et al (2000) found that regardless of any form of professional development as with school-based in-service or pre-service training it was teachers with substantial training in special education held higher positive attitudes than those with little or no training about inclusion.

Teachers gave the following opinions on the kind of training they required to handle urban refugee children with disabilities: basic skill on how to use assistive devices appropriately, inclusive education and communication skills, in-service courses, refresher courses, sensitization forums, special needs education and workshops on cross cultural relations.

Regarding the organizations which head teachers contact to run workshops to increase teacher competencies, majority of them said the universities such as Kenyatta University, the Kenya Institute of education and the non-governmental organizations.

The study sought to establish the disabilities that teachers would be comfortable to accommodate in their classes. The teachers were given a list of disabilities in a table and were required to state the ones they would be comfortable to teach and the ones they would be uncomfortable with. They responded as shown in Table 4.20

Table 4.20 Disabilities which teachers would be comfortable to teach in regular classes

Types of Disabilities	I would be comfortable teaching such child		I would not be comfortable teaching such child		Totals	
	f	%	f	%	f	%
	Hearing impairment	16	20.0	64	80.0	80
Visual impairment	15	18.8	65	81.3	80	100.0
Physical challenge	54	67.5	26	32.5	80	100.0
Mental challenge	24	30.0	56	70.0	80	100.0
Learning difficulties	54	67.5	26	32.5	80	100.0
Autism	30	37.5	50	62.5	80	100.0
Speech difficulties	41	51.3	39	48.8	80	100.0

Table 4.20 shows that 67.5 percent of the teachers would be comfortable to teach children with physical challenges and learning difficulties. 51.3 percent of the teachers reported that they would be comfortable to teach children with speech difficulties. On the other hand, 80 percent of the teachers reported that they would be uncomfortable in handling children with hearing impairment. 81.3 percent of the teachers reported that they would be uncomfortable to teach children with visual impairment. 70 percent of the teachers said they would be uncomfortable to teach children with mental challenges while 62.5 percent of the teachers would be uncomfortable to teach children with autism.

On further probing, the teachers reported that they are uncomfortable with teaching children with hearing impairment, visual impairment, mental challenges and autism because of lack of training to handle such cases in their classrooms. It therefore emerges that teachers are only comfortable to accommodate children whom they feel capable to

handle. This therefore implies that for inclusive education to succeed, teachers must be adequately trained. As a result of lack of training, inclusive education may not succeed in Ruiru District.

A previous study found out that in teachers' competencies in handling learners with disabilities in an inclusive setting the research reveals that teachers who receive university based professional development show highest mean scores in all three components of attitudes unlike those who don't and have no clue on how to handle such cases. Furthermore, this group of teachers also demonstrates more confidence in meeting the IEP requirements of students with disabilities; although the situation can be controlled if more opportunities are provided to attend the relevant courses (Hodkinson 2007).

From the focus group discussion, it emerged that all 100 percent of the urban refugees' children with disabilities expressed excitement in being in school rather than staying at home. 70 percent of the urban refugees' children with disabilities expressed teachers teach them what they expect to learn in school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusions and recommendations arrived at. The chapter also presents suggestions for further studies.

5.2 Summary of the Study

The purpose of this study was to investigate the factors affecting inclusion of learners with disabilities among urban refugees in public primary schools of Ruiru District, Kiambu County, Kenya. The study was guided by the following objectives; to identify the school environmental barriers and their effect on the inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County, to establish the effects of teachers' attitudes towards inclusion of urban refugee learners with disabilities, to determine the effects of learners' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools and to establish teachers' competencies in handling the inclusion of learners with different types of disabilities in public primary schools.

This study targeted all the 10 public primary schools with urban refugees who have disabilities in Ruiru District. All the 30 community volunteer workers within Ruiru District working with the refugees, from the public primary schools, 200 urban refugee pupils including those with disabilities and 100 teachers were also targeted. From the 10 schools, purposive sampling technique was used to select 7 schools with the most urban refugee children with disabilities. Simple random sampling was used to select 80 teachers

and 60 urban refugee children with disabilities and 8 community volunteer workers were also randomly selected to participate in the study.

The study found out that environmental barrier, teacher attitudes, host pupils' attitudes as well as teacher competencies are some of the school factors affecting the inclusion of learners with disabilities. It was established that most of the public schools in Ruiru District did not have a very conducive environment to accommodate urban refugee learners with disabilities. It was suggested that head teachers should ensure construction of accessible classes, provision of more assistive devices, training and awareness, construction of ramps, leveling of unequal grounds, and provision of more modern assistive facilities as well as deployments of specialists to deal with the urban refugee learners with disabilities. Teachers and host learners should learn how to treat urban refugee learners with disabilities such as loving them, treating them as equals, including them in extracurricular activities that they can participate in and above all knowing that they too are human beings with feelings and they get hurt when treated badly. The researcher suggests that further studies should be done in other regions with urban refugees with disabilities to establish whether the results can be generalized. A study should also be conducted to establish other factors affecting the inclusion of urban refugee learners with disabilities and not just school factors.

5.3 Major Findings of The study

This section deals with the major findings of the study based on the study objectives; to identify the school environmental barriers and their effect on the inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu

County, to establish the effects of teachers' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County, to determine the effects of learners' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County and to establish teachers' competencies in handling the inclusion of learners with different types of disabilities in public primary schools of Ruiru District, Kiambu County.

The study established that 53.8 percent of the teachers reported that their schools were child-friendly for urban refugee children with disabilities. However, over 90 percent of the teachers reported that the urban refugee children had no appropriate assistive devices and neither were there adequate special seats for learners with disabilities. This shows that the schools were not adequately equipped to cater for urban refugee learners with disabilities. The safety standards manual for schools in Kenya requires that in all schools, appropriate provisions should be given to learners with special needs and very young learners in pre-unit and lower primary. For example, passageways should be accessible and toilet facilities should be suitable for use by special needs learners and very young school children. Most pupils in Ruiru District shared toilets in the ratio of 1 toilet to 100 pupils. This was followed by those who shared toilets in the ratio of 1:40 and 1:47. These findings are contrary to the requirements set by the Ministry of education. This shows that the schools in Ruiru District did not have enough toilets as specified, which may interfere with pupils' performance, especially urban refugee learners with disabilities. Most schools do not have enough latrines for the pupils. This problem is felt more so with the urban refugee pupils with disabilities because if the schools do not have enough latrines, they will not go out of their way to build latrines that are convenient for the

needs of urban refugee learners with disabilities. 85.7 percent of the head teachers reported that the doors and windows in their schools opened from outside while only one head teacher reported that the doors and windows in his school opened from inside. Over 70% of the head teachers reported that there are no landmark clues for blind learners in the school. However, they reported that the schools were well fenced and had playgrounds. This implies that the infrastructure in these schools was not well laid to accommodate urban refugee learners with disabilities. Data collected from the focussed group discussions showed that most of the urban refugees' children with disabilities would prefer being in a school with children with disabilities that in regular schools. The children also reported that the schools do not have the kind of facilities that met their needs. The respondents were asked to suggest measures that can ensure a conducive environment for urban refugee pupils with disabilities. The over 90 percent of the head teachers indicated that they can put up perimeter walls, have more friendly teachers, inculcating good morals and the government to provide funds for the developments. On the other hand, over 80 percent of the teachers suggested that construction of accessible classes, provision of more assistive devices, training and awareness, construction of ramps, leveling of unequal grounds, and provision of more modern assistive facilities as well as deployments of specialists to deal with these children. The schools did not have wheelchair ramps, horse shoe sitting arrangement, Braille, rail, special sanitary facilities for learners with disabilities and acoustic rooms. On the other hand, wide doors which open from outside, lighting, landmark for the blind and adequate toilets were available but inadequate. Some schools had a fence, flattened ground and a school gate but all these were inadequate. This shows that the schools in Ruiru District did not have enough

facilities to support the smooth learning of urban refugee learners with disabilities. The study sought to establish whether the urban refugee children with disabilities had access to the equipment they needed. To achieve this, an interview was conducted with the community volunteer workers working with refugees. All 100 percent of the community volunteers' reported that most of the urban refugees' children with disabilities face challenges in the acquisition of schools fees. It was reported that most of the urban refugees' children with disabilities do not have full access of the equipment that they need. 75 percent of the community volunteers in Ruiru District describe the learning environment in schools with urban refugees' children with disabilities as not yet to standard and a lot has to be done to make the children comfortable. The study held focus group discussions with the urban refugee children with disabilities in Ruiru District. 95 percent of the urban refugee children with disabilities would prefer being in a school with children with disabilities. Reasons cited for this by the children were that the schools did not have the kinds of supportive facilities that they needed and also they would feel a sense of kinship and feel freer when with other children without disabilities.

It emerged from the study that all the head teachers reported that including urban refugee children with disabilities in a regular class room rather than in special school will develop cohesiveness. 57.1 percent of the head teachers disagreed with the statement that including urban refugee children with disabilities in a regular class room rather than in special school will limit the child's level of academic performance while 42.9 percent of them were undecided. 57.1 percent of the head teachers disagreed that including urban refugee children with disabilities in a regular class room rather than in special school will

make the child less adjusted socially. 71.4 percent of the head teachers agreed that including urban refugee children with disabilities in a regular class room rather than in special school will increase the amount of social rejection by the urban refugee child's peers. All 100 percent of the head teachers agreed that teachers do not discriminate against urban refugee children with disabilities. The information in the table implies that the teachers had positive attitudes towards the inclusion of urban refugee pupils with disabilities. 48.8 percent of the teachers strongly agreed and 37.5 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school will raise the child's self esteem. 30 percent of the teachers strongly agreed and 42.5 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school will enhance academic fulfillment. The same percentage also agreed that inclusion will make the child feel happy. 30 percent of the teachers disagreed and 32.5 percent of them strongly disagreed that including urban refugee children with disabilities in a regular class room rather than in special school will make the child feel isolated socially. 45 percent of the teachers strongly agreed and 46.3 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school make them learn from regular children. 37.5 percent of the teachers strongly agreed and 50 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school will help identify special skills in urban refugee children with disabilities. 41.3 percent of the teachers strongly agreed and 47.5 percent of them agreed that including urban refugee children with disabilities in a regular class room rather than in special school will help regular children to be more accommodative. Most

of the teachers also denied the negative statements like regular teachers feeling unwelcoming towards urban refugee learners with disabilities. This is a strong indicator that teachers had positive attitudes towards urban refugee learners with disabilities. Contrary to this finding, the urban refugees' children with disabilities reported that some of the teachers are friendly and kind to them and assist them in many activities while some of them are hostile and have a bad attitude towards them. This affirms the fact that regular teachers in Ruiru District have positive attitudes towards inclusion of urban refugee learners with disabilities, though not all of them. This is likely to make inclusive education to succeed since the teachers believe they can make a positive contribution towards urban refugee children with disabilities. The study collected data from the urban refugee children with disabilities in a focus group discussion regarding how they relate to teachers and how the teachers relate to them. 50 percent of the urban refugee children with disabilities reported that some of the teachers are friendly and kind to them and assist them in many activities; however, 25 percent of the children reported that some of the teachers are hostile and have a bad attitude towards them. The researcher observed that some of the children did not want to discuss their teachers. The general observations during the focus group discussion showed that the children were not very free to relate to their teachers. This shows that despite the fact that the teachers displayed positive attitudes towards urban refugee learners with disabilities, these children still felt marginalized.

The study found out that all the head teachers agreed that host learners help urban refugee learners in their schools where possible. 57.1 percent of the head teachers disagreed that

host pupils loved urban refugee learners with disabilities while 71.4 percent of them agreed that host pupils held urban refugee pupils in contempt but also socialized with them and helped them where possible. On the other hand, 71.4 percent of the head teachers disagreed that host pupils treated the urban refugee pupils with disabilities as equals and also ignored them. All the head teachers also disagreed that the host pupils were hostile towards urban refugee pupils with disabilities and understood their language. This shows that some of the host learners had positive attitudes towards urban refugee learners with disabilities. It should be noted however that the positive attitudes did not hold for all the host learners, so inclusive education may have many challenges before it is implemented. 83.8 percent of the teachers disagreed that host learners isolated urban refugee children with disabilities, 98.8 percent of them disagreed that host learners fought with urban refugee children with disabilities and 82.5 percent of them disagreed that host learners were hostile towards urban refugee learners with disabilities. 76.2 percent of the teachers also disagreed that host learners were rude towards urban refugee learners with disabilities while 85 percent of them disagreed that host pupils were unwelcoming towards urban refugee children with disabilities. On the other hand, 73.8 percent of the teachers agreed that host learners socialize with urban refugee pupils with disabilities and the same percentage also agreed that host learners were welcoming towards urban refugee children with disabilities. 68.8 percent of the teachers agreed that host learners shared with urban refugee pupils with disabilities. This is a strong indicator that the host learners in public primary schools in Ruiru District embraced the urban refugee learners with disabilities in their midst and would therefore not have a problem with including them in their classrooms, but not all the pupils share these feelings. Further, data

collected from focused group discussions showed that 75 percent of the urban refugee children with disabilities felt that the children without disabilities treat them badly, with suspicion and disregards and make fun of them. However, 25 percent of the children reported that some of the children without disabilities are kind, loving, caring and share playing games materials. Urban refugee children with disabilities would wish teachers and children without disabilities treat them equally, appreciate them and integrate them fully in all activities. Upon being asked in an open-ended question what the schools have done to ensure urban refugee learners with disabilities associate well with those without disabilities, 98.8 percent of the teachers indicated that they encourage the students without disability to love those with disabilities and treat them as equals, 83.8 percent of them suggested that most of the school activities such as games and assembly and conducted together with all students, 98.8 percent of them said that teachers should ensure child friendly classrooms, teachers conduct guidance and counseling to all students, teachers are key in integration and sensitization to all students and creation of awareness about disabilities. 68.3 percent of the teachers as well admit urban refugees learners with disabilities to regular classes. All the head teachers also suggested that the schools could organize clubs and other activities to integrate all students, 71.4 percent of them suggested that teachers should teach all students in the same class and do guidance and counseling.

It was established that all the teachers use varied teaching methods to cater for urban refugee children with disabilities. 71.4 percent of the head teachers disagreed that teachers in their schools were adequately trained to handle urban refugee learners with disabilities and the same percentage of them also disagreed that teachers in their schools had knowledge of specialized equipment like braille, speech kit and others. On the other hand, 57.1 percent of the head teachers agreed that they held workshops in their schools to train teachers on the various skills they need. This is an indicator that the teachers would not readily embrace inclusive education because they did not have the necessary competencies to enable them to teach children with disabilities, more so urban refugees. None of the teachers had attained a masters in special needs education. On the other hand, 71.4 percent of the head teachers reported that the teachers in their schools had not undergone a certificate course in special needs education save for a few, a diploma course in special needs education save for a few and a degree in special needs education save for a few. However, 57.1 percent of the head teachers reported that the teachers in their schools had undergone sensitization workshops while 42.9 percent reported the teachers in their schools had not undergone any sensitization workshops. This is a strong indicator that the teachers in Ruiru District were not trained to handle learners with special needs. 57.5 percent of the teachers denied that they are specially trained to handle learners with disabilities and 53.8 percent of them also denied that they have skills to teach urban refugee children with disabilities. 65 percent of the teachers rated the statement that they use varied methods in teaching urban refugee children with disabilities as true. 75 percent of the teachers denied that teachers receive refresher courses on how to handle learners

with disabilities and 71.3 percent of them also denied that IRC and UNHCR create awareness in their schools on issues of urban refugee children with disabilities. This shows that the teachers are not adequately equipped with skills for teaching urban refugee children with disabilities. The teachers further reported that they did not get refresher courses often and that parents were not sensitized on the needs of children with special needs. This is an indicator that inclusive education may not be a success since the teachers were not trained. Teachers gave the following opinions on the kind of training they required to handle urban refugee children with disabilities: basic skill on how to use assistive devices appropriately, inclusive education and communication skills, in-service courses, refresher courses, sensitization forums, special needs education and workshops on cross cultural relations. Regarding the organizations which head teachers contact to run workshops to increase teacher competencies, majority of them said the universities such as Kenyatta University, the Kenya Institute of education and the non-governmental organizations. 67.5 percent of the teachers would be comfortable to teach children with physical challenges and learning difficulties. 51.3 percent of the teachers reported that they would be comfortable to teach children with speech difficulties. On the other hand, 80 percent of the teachers reported that they would be uncomfortable in handling children with hearing impairment. 81.3 percent of the teachers reported that they would be uncomfortable to teach children with visual impairment. 70 percent of the teachers said they would be uncomfortable to teach children with mental challenges while 62.5 percent of the teachers would be uncomfortable to teach children with autism. On further probing, the teachers reported that they are uncomfortable with teaching children with hearing impairment, visual impairment, mental challenges and autism because of lack of

training to handle such cases in their classrooms. It therefore emerges that teachers are only comfortable to accommodate children whom they feel capable to handle. This therefore implies that for inclusive education to succeed, teachers must be adequately trained. As a result of lack of training, inclusive education may not succeed in Ruiru District. From the focus group discussion, it emerged that all 100 percent of the urban refugees' children with disabilities expressed excitement in being in school rather than staying at home. 70 percent of the urban refugees' children with disabilities expressed teachers teach them what they expect to learn in school.

5.4 Conclusions of the Study

This section deals with the conclusions made out of the findings in this study. The conclusions were made in line with the research objectives: to identify the school environmental barriers and their effect on the inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County, to establish the effects of teachers' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County, to determine the effects of learners' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County and to establish teachers' competencies in handling the inclusion of learners with different types of disabilities in public primary schools of Ruiru District, Kiambu County.

Based on the findings of the study, it can be concluded that the schools in Ruiru District were not adequately equipped to cater for urban refugee learners with disabilities. This manifested itself in the finding that the schools did not have wheelchair ramps, horse

shoe sitting arrangement, Braille, rail, special sanitary facilities for learners with disabilities and acoustic rooms. The schools also had toilets, but they were inadequate as per the standards specified by the Ministry of Education. Further, the study established that these toilets did not meet the standards required for the children with disabilities. The study therefore concludes that the school environmental barriers had a negative effect on the inclusion of urban refugee learners with disabilities.

It was established that the teachers in Ruiru District had positive attitudes towards the urban refugees. This came out in the way they treated the children with love, friendliness and offering them assistance where necessary. However, the study established that not all the teachers had positive attitudes towards the inclusion of urban refugee learners with disabilities. This was because they did not have the necessary skills to accommodate the children in their classes. It can therefore be concluded that teachers' attitudes in Ruiru District affect the inclusion of urban refugee learners with disabilities negatively.

The study established that the host learners in Ruiru District had positive attitudes towards urban refugee learners with disabilities but not towards including them in the regular classrooms. The study findings revealed that the host learners play with the urban refugee learners with disabilities and treat them well but have reservations towards learning with them. It can therefore be concluded that host pupils' attitudes affect the inclusion of urban refugee learners with disabilities negatively.

The study established that teachers in Ruiru District were not trained to handle urban refugee learners with disabilities save for a very small percentage of them. The study findings revealed that the teachers in Ruiru District would not readily embrace inclusive

education because they did not have the necessary competencies to enable them to teach children with disabilities, more so urban refugees. It can therefore be concluded that teacher competencies affect the inclusion of urban refugee learners with disabilities negatively.

5.5 Recommendations from the Findings of the Study

This section deals with the recommendations made out of the findings in this study. The recommendations were made in line with the research objectives: to identify the school environmental barriers and their effect on the inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County, to establish the effects of teachers' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County, to determine the effects of learners' attitudes towards inclusion of urban refugee learners with disabilities in public primary schools of Ruiru District, Kiambu County and to establish teachers' competencies in handling the inclusion of learners with different types of disabilities in public primary schools of Ruiru District, Kiambu County.

- i. Head teachers should ensure construction of accessible classes, provision of more assistive devices, training and awareness, construction of ramps, leveling of unequal grounds, and provision of more modern assistive facilities as well as deployments of specialists to deal with the urban refugee learners with disabilities.
- ii. The head teachers should involve parents of urban refugee learners with disabilities in ensuring that they provide their children with the necessary facilities they require in school to make inclusive education successful.

- iii. School heads should hold awareness programmes in schools to create awareness regarding attitudes towards children with disabilities
- iv. Teachers should ensure child friendly classrooms. They should also conduct guidance and counseling to all children, since they are key in integration and sensitization to all pupils and creation of awareness about disabilities.
- v. The schools should have guidance and counseling for all pupils and special attention should be given to the needs of urban refugee children with disabilities because they are very vulnerable.
- vi. All teachers should be trained to handle whatever kind of pupil they come across so as to enhance inclusive education in public primary schools as it enhances cohesion

5.6 Suggestions for Further Research

The study made the following suggestions for further research based on the findings of the study;

- i. This study was conducted in public primary schools in Ruiru District. The same study should therefore be conducted in other regions refugees with disabilities to establish whether the results can be generalized
- ii. A study should be conducted to establish other factors affecting the inclusion of urban refugee learners with disabilities and not just school Factors

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Policy Development and Evaluation Service

APPENDICES

APPENDIX 1

LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI

DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND PLANNING

P.O Box ,

NAIROBI

Dear Sir/Madam,

**RE: SCHOOL FACTORS AFFECTING INCLUSION OF LEARNERS WITH
DISABILITIES AMONG URBAN REFUGEES IN RUIRU DISTRICT**

I am a post graduate student wishing to carry out a research on the above mentioned topic. The questionnaire attached is meant to gather information for this study. All information given will be treated with utmost confidentiality and privacy. Names or any other form of identity shall **not** be required by any individual when filling out the questionnaire. Your positive response will be highly appreciated.

Thank you in advance for your cooperation.

Yours sincerely,

Jane RuguruNgiria

APPENDIX 2

QUESTIONNAIRE FOR HEAD TEACHERS

Introduction

This questionnaire is aimed at collecting data on the school factors affecting inclusion of learners with disabilities among urban refugees. 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.

Part I: Background Data

1. What is your gender? Male [] Female []
2. What is your age bracket?
 - i. Up to 30 years []
 - ii. Between 31 – 40 years []
 - iii. Between 41 – 50 years []
 - iv. Above 50 years []
3. What is your highest educational qualifications?
 - i. Certificate []
 - ii. Diploma []
 - iii. B Ed []
 - iv. M E []Other (Specify).....
4. For how long have you worked as a head teacher?
 - i. Less than 5 years []
 - ii. Between 5 – 10 years []
 - iii. Between 11 – 15 years []
 - iv. Above 15 years []Others (specify).....
5. How many pupils do you have in your school?
6. How many of those pupils are urban refugees with disabilities?
.....

PART II: Infrastructural Barriers

7. In your opinion, is your school conducive for urban refugee children with disabilities?

Yes [] No []

Explain why

8. In your school, do you have provision for learners using wheelchairs?

Yes [] No []

9. How do doors and windows in your classrooms open?

From outside []

From inside []

Sliding []

10. As a head teacher, what have you done in your school to make it child-friendly for urban refugee children with disabilities?

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

11. Are there NGOs who support your school in the provision of supportive devices and materials?

Yes [] No []

12. Are there landmark clues for blind learners in your school?

Yes [] No []

13. Is the school compound well fenced to protect learners with disabilities from moving out of school?

Yes [] No []

14. Is the school play ground fit for physical education of learners with disabilities?

Yes [] No []

15. What is the stake of the government in the modification of your school infrastructure to support learners with disabilities?

.....
.....

16. Suggest measures that can be taken to ensure a conducive environment for children with disabilities.....

.....

PART III: Teachers’ Attitudes towards Urban Refugee Learners with Disabilities

17. Using the stem below respond to item 1 - 14. Tick the most appropriate (SA- strongly Agree, A- agree, U- Undecided, D- disagree, SD- Strongly Disagree)

Statement: Including urban refugee children with disabilities in a regular classroom rather than in special school will:	SA	A	U	D	SD
Develop cohesiveness					
Limit the child’s level of academic performance					
Make the child less adjusted socially					
Ensure that regular children will be happy to play with the urban refugee children with disabilities					
Worsen the urban refugee child’s learning problems					
Lower regular pupils’ self esteem					
Provide an opportunity for other children to benefit from urban refugees with disabilities’ specialized instruction					
Increase the amount of social rejection by the urban refugee child’s peers					
Ensure that regular children will be more appreciative of urban refugee children living with disabilities					
Regular teachers cannot communicate effectively with urban refugee children with disabilities					
Regular teachers cannot make adequate educational provisions for the urban refugee children with disabilities in regular classes					
Teachers are well prepared to teach urban refugee children with disabilities effectively					
Regular teachers are happy to have urban refugee children with disabilities in their classes					
Teachers do not discriminate against urban refugee children with disabilities					

PART IV: Host Learners' Attitudes towards Learners with Disabilities Among Urban Refugees

18. How do learners without disabilities treat the urban refugee learners with disabilities in your school?

Statement	Agree	Disagree
Love them		
Play with them		
Hold them in contempt		
Socialize with them		
Help them where possible		
Treat as equals		
Ignore them		
Are hostile towards them		
Understand their language		

19. What has your school done to ensure urban refugee learners with disabilities associate well with those without disabilities?

.....

PART V: Teacher Competencies in handling urban refugee learners with disabilities

20. Are teachers in your school adequately trained to handle urban refugee learners with disabilities?

Yes [] No []

21. Do you hold workshops in your school to train teachers on the various skills they need?

Yes [] No []

22. If yes, which of the following do your teachers undergo to increase their competencies?

Trainings	Undergone	Not Undergone
Certificate course in special needs education		
Sensitization workshops		
Diploma course in special needs education		
Degree course in special needs education		
Masters course in special needs education		

23. Which bodies do you contact to run workshops to increase teacher competencies?

.....

24. How many teachers in your school have undergone training in special needs education?

25. Do teachers in your school have the knowledge and skills to use specialized equipment like brailler, speech kit, hearing aid and others?

Yes [] No []

26. Do teachers in your school use varied teaching methods to cater for urban refugee children with disabilities?

Yes [] No []

THANK YOU FOR PARTICIPATING

Yes [] No []

Please explain.....

4. Do all urban refugee learners with disabilities have the appropriate assistive devices?

Yes [] No []

Mention a few of the assistive devices that they have

.....

5. Do you have special seats for learners with disabilities in your class?

Yes [] No []

If yes, are they adequate? Yes [] No []

6. How many sanitary facilities do you have for children with disabilities

none [] 1-3 [] 4-6 [] 7-10 []

7. Does your class have enough mobility space?

Yes [] No []

8. Suggest measures that can be taken to ensure a conducive environment for children with disabilities.....

.....

PART III: Teachers' Attitudes

9. Using the stem below respond to item 1 - 15. Tick the most appropriate (SA- strongly Agree, A- agree, U- Undecided, D- disagree, SD- Strongly Disagree)

Including urban refugee children with disabilities in a regular classroom rather than in special school will:	SA	A	U	D	SD
Raise the child's self esteem					
Enhance academic fulfillment					
Make the child feel isolated socially					
Make the child feel happy					
Demoralize urban refugee learners with disabilities					
Make them learn from regular children					
Help identify special skills in urban refugee children					

with disabilities					
Help regular children to be more accommodative					
Help teachers use positive language to communicate with pupils					
Can hinder communication due to language barrier					
Regular teachers will feel unwelcoming towards urban refugee learners with disabilities					
Regular teachers will be kind to urban refugee learners with disabilities					

PART IV: Host Learners' Attitudes

10. How do learners without disabilities treat the urban refugee learners with disabilities in your school?

Statement	Agree	Disagree
Isolate them		
Fight with them		
Are hostile towards them		
Socialize with them		
Are rude to them		
Are welcoming towards them		
Share with them		
Are unwelcoming towards them		

11. What has your school done to ensure urban refugee learners with disabilities associate well with those without disabilities?

.....

PART V: Teacher Competencies

12. Please rate the statements below as true or false:

Statement	True	False
Teachers in this school are specially trained to handle learners with disabilities		
Teachers in this school have skills to teach urban		

refugee children with disabilities		
Teachers in this school use varied methods in teaching urban refugee children with disabilities		
Teachers receive refresher courses on how to handle learners with disabilities		
IRC and UNHCR create awareness in this school on issues of urban refugee children with disabilities		

13. Do teachers in your school often receive refresher courses in handling learners with disabilities?

Yes [] No []

14. Does your school hold sensitization forums for parents on issues concerning urban refugee learners with disabilities?

Yes [] No []

15. In your opinion, what kind of training do teachers require to handle urban refugee children with disabilities?

.....

.....

.....

PART VI:

1. In the table below indicate whether you will be comfortable accommodating in your regular class the children with the disabilities indicated or not, and give a brief explanation for your answer in each case.

Type of disability	I would be comfortable teaching such child	I would not be comfortable teaching such child	Reasons for my answer
Hearing impairment			
Visual impairment			
Physical challenge			
Mental challenge			
Learning difficulties			
Autism			
Speech difficulties			

THANK YOU FOR PARTICIPATING

APENDIX 4

INTERVIEW SCHEDULE FOR COMMUNITY VOLUNTEERS WORKING WITH CHILDREN WITH DISABILITIES

1. What is the nature of your work as a volunteer?
2. Have you received any kind of training from bodies like UNHCR and IRC on ways to handle urban refugee children with disabilities?
3. Are you aware of any urban refugee children in Ruiru District?
4. Is there a feeding programme for urban refugee children with disabilities?
5. How many schools are you aware of with urban refugee learners with disabilities?
6. In your opinion, has the training you received from IRC and UNHCR trickled down to teachers and children?
7. In your opinion, do urban refugee children with disabilities face challenges in the acquisition of school fees?
8. In your opinion, do urban refugee children with disabilities understand the language of instruction in regular schools?
9. In your opinion, do urban refugee children with disabilities get access to all the equipment they need?
10. How would you describe the learning environment in schools with urban refugees' pupils with disabilities?
11. In your opinion, do teachers in these schools have the right competencies to handle children with disabilities? Explain
12. How do learners without disabilities treat learners with disabilities in schools in Ruiru District?

13. In your opinion, what can be done to improve the circumstances of urban refugee learners with disabilities within Ruiru District?

THANK YOU FOR PARTICIPATING

APPENDIX 5

FOCUS GROUP DISCUSSION QUESTIONS

1. Are you comfortable in your school?
2. Would you like to be in a school for children with disabilities or a normal school?
3. Does the school have the kind of facilities you need for your disability?
4. How do the teachers relate with you?
5. How do the other pupils without disabilities treat you?
6. How would you like the teachers and other pupils without disabilities to treat you?
7. Would you rather come to school or stay at home?
8. Do the teachers teach you what you expect to learn?

APPENDIX 6

OBSERVATION SCHEDULE

1. Please indicate the availability of the following in your school

Item	Adequate	inadequate	Not available
Wheelchair ramps			
Wide doors which open from outside			
Lighting			
Horse shoe sitting arrangement			
Braille			
Rail			
Special sanitary facilities for learners with disabilities			
Landmark for the blind			
Acoustic room			
Adequate toilets			
School gate			
Flattened ground			
Fence			