

**EFFECTIVENESS OF THE IMPLEMENTATION OF INCLUSIVE
EDUCATION IN PRIMARY SCHOOLS IN MWINGI DISTRICT, KENYA.**

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DECLARATION.

This research project is my original work and has not been submitted for any other degree programme in any other university.

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DEDICATION.

This research project is dedicated to God for His divine enablement through out my study period and to my dear wife Grace Munthi and children Titus Kimanzi and Joy Mawia, for their encouragement and support during my study.

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TABLE OF CONTENTS,

CONTENT	PAGE
Declaration	i
Dedication	ii
Acknowledgement	iii
Table of contents	iv
List of tables	viii

List of figures.....	ix
List of acronyms	xi
Abstract	xii

CHAPTER ONE: INTRODUCTION.

1.0 Background of the study	1.
1.1 Statement of the problem	4
1.2 Purpose of the study	5
1.3 Objectives of the study	5
1.4 Research questions	6
1.5 Limitation of the study	6
1.6 Delimitation of the study	6
1.7 Assumptions	6
1.8 Theoretical framework	7
1.9 Conceptual framework	9
1.10 Significance of the study	10
1.11 Operational definition of terms.	12

CHAPTER TWO; REVIEW OF RELATED LITERATURE.

2.0 Introduction	14
2.2 Special Needs Education (SNE).....	17
2.2 The concept of inclusion.	18

2.3 Integration and Inclusion.	19
2.4 The Salamanca Framework.	20
2.5 Inclusive Education Legislation and Policies.	22
2.6 Arguments for and against inclusion.	24
2.7 Summary	24

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction	27
3.1 Research design	27
3.2 Location of the study	27
3.3 Target population	28
3.4 Sampling techniques and sample size	28
3.5 Research instruments	28
3.6 Piloting.....	29
3.6.1 Validity	30
3.6.2 Reliability	30
3.7 Data collection procedure	30
3.8 Data analysis	30
3.9 Logistical and ethical considerations	30

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION.

4.0 Introduction	31
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4.1 Methods of data analysis	31
4.1.1 Questionnaire return rate	32
4.2 Respondents demographic information	33
4.3 Assessment report	36
4.4 Specific categories of children with SEN and placement	38
4.5. Study findings by objectives	
4.5.1. Research Objective one	40
4.5.2. Research Objective two	42
4.5.3 Research Objective three	44
4.5.4. Research Objective four	46

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction	49
5.1 Summary of findings	49
5.2 Implications of the findings	52
5.3 Conclusions	52
vii	
5.4 Recommendations	53
5.5 Suggestions for further research	53
References	55
Appendices	60

LIST OF TABLES

Table 4.1 Questionnaire return rate.

Table 4.2.1 Respondents demographic information.

Table 4.2.2 Age brackets of respondents.

Table 4.3 Assessment report

Table 4.4 Specific categories of children with special needs and areas of placement.

Table 4.5 Participants attitude towards inclusive education

Table 4.6 Availability of physical facilities in the mainstream schools

Table 4.7. Teachers training levels in special needs education.

Table 4.8 Funding of inclusive education by the Government.

LIST OF FIGURES.

Figure 1.1 Conceptual framework

Figure 4.1 Responses on availability of physical facilities.

Figure 4.2 Teachers training levels on special needs education.

LIST OF ACRONYMS.

A E O	Area Education Officer
A S A L	Arid and Semi Arid Lands.
CBO	Community Based Organization.
C E S A	Comprehensive Education Sector Analysis.
D E O	District Education Officer.
E F A	Education For All.
EARC	Education Assessment Resource Centre.
F A P E	Free Appropriate Public Education.
FBO	Faith Based Organization.
G O K	Government of Kenya.
I D E A	Individuals With Disability Education Act.
K E S S P	Kenya Education Sector Support Programme.
L R E	Least Restrictive Environment
M D Gs	Millennium Development Goals.
M O E S T	Ministry Of Education Science and Technology.
N G O	Non Governmental Organization.
P L	Public Law
R E I	Regular Education Programme.
S P S S	Statistical Package for Social Sciences.

S N E Special Needs Education

S E N Special Education Needs.

U N United Nations.

U N E S C O United Nations Educational, Scientific and Cultural Organization

ABSTRACT.

The rationale of having inclusive education is to value children with special needs so that they can participate equally in all educational activities alongside their peers without special needs. There should be no form of discrimination, segregation or isolation of children with special needs in provision of education services. They must be given equal opportunity to participate alongside children without special needs.

The purpose of this study was in two fold, one, to asses whether the school environment has been modified to accommodate children with special needs and two to establish the number of teachers trained in special needs education and their attitude in teaching children with special needs in an inclusive setting. The main objective of the study was to look into effectiveness of the implementation of inclusive education in Mwingi district.

The study used stratified sampling to sample population of 10 head teachers, 2 education officials, 84 teachers, 104 pupils and 20 parents from the area of study. Purposive sampling technique was used to sample schools as day or boarding, private or public, boys or girls, mixed day and boarding. The researcher used questionnaires for teachers, and pupils, observation schedules for physical environment, and interview schedules for head teachers and education officials as instruments of data collection.

A pilot study was carried out in the neighbouring Kyuso district to test the reliability of the instruments while the validity was determined by experts from Kenyatta University. Data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to analyze data that was presented in form of graphs, pie charts and frequencies, means and percentages.

The study found that although efforts are being made to make implementation of inclusive education successful, there is dire need for clear policy framework on the implementation, training of teachers in special needs education. The government and its development partners need to fund inclusive education programmes. Create awareness to the society as well as developing a curriculum suitable for pupils with special needs in order to implement inclusive education effectively.

CHAPTER ONE: INTRODUCTION.

1.1 Background of the study.

The debate about inclusive education is a topic of educational interest throughout the world. The UNESCO report of 1994 came up with the Salamanca statement and framework for action on Special Needs Education (SNE). The policy framework was to be in line with the United Nations universal declaration of education as a basic human right of 1948. It also reviewed the pledge made by the world community at the Jomtien conference to ensure the right for Education For All regardless of individual difference (UNESCO 1994). Inclusive education gathered momentum as early as mid 1960s as a result of a broader rights movement in society towards normalization (Norah and Tony, 2002)

In Britain, the Education for Handicapped Children Act of 1970 removed legal distinction between those who were and were not educable in school. This enactment saw an increment in enrollment for children with disabilities. In the USA similarly PL94-142 education for all handicapped act of 1975 established the principle of 'Zero reject' or entitlement for all in public education advocating for Least Restrictive Environment (LRE). PL 94-142 demanded for provision of a free appropriate public education for all children with disabilities regardless of the severity of their disabilities. Soon after the passage of PL 94-142 parents of children with significant cognitive disabilities began to express dissatisfaction at the separateness of their children education. Their children were now entitled to access public schools

but they were housed in schools that had typical learners or were in separate wing of a school and not treated as though they were part of the rest of the school community. Parents took legal procedures to push for the right for their children to be included with other children. The US department of education through regular education initiative (REI) urged general education and special education teachers to work together to educate all children. This initiative gave birth to inclusive education movement. (Friend, 2008, UNESCO, 1994)

African nations have adopted inclusive education policies as a new phenomenon in the field of education. Emphasis has been given on policy options from integration to inclusive schools that serve all children within a community. Uganda is leading the way in its commitment to integrating children with disabilities into mainstream schooling as a step in the process towards inclusion. Although the concept of inclusive education has been around for more than a decade, special education in Kenya had not embraced the philosophy until recently. (Arbeiter 2002, Wamae2004)

The Kenya government has documented inclusive education in its policy framework and has provisionally projected availability of at least one special needs education (SNE) unit in every institution of learning by the year 2015. Implementation of inclusive education requires consideration of policy matters, legislation reform, financial resources, human resources infrastructural resources and intellectual resources. The question is whether this will be possible in a country where material resources required for this undertaking are limited, given that inclusion requires adaptations of the structures to fit the learners needs (Adoyo 2005).

Despite the fact that the concept of inclusion is a central theme in the government policy, debate continue to emerge on the viability of inclusive education due to varying categories of disabilities and the range in severity. More over enormous challenges such as inadequate resources, negative attitude and believes towards children with disabilities as well as rigid school curriculum hinder effective implementation of inclusive education. It is important to note that the rationale of inclusion stems from its apparent benefits to both disabled and non-disabled persons. In fact inclusion is an equity issue, it expresses that regular schools with inclusive orientation are most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving Education For All (EFA). Despite this realization and subsequent well formulated policy framework in black and white, a situational analysis is necessary to give the true picture on the ground.

In an attempt to evaluate the effectiveness of the implementation of inclusive education in Mwingi district, various indicators are key. These include: quality of teachers with training in SNE, adequate teaching/learning materials and equipment, and teachers attitude towards inclusive education. It is also important to find out the parent's/guardian's attitude towards teaching their disabled children with non disabled peers

1.2 STATEMENT OF THE PROBLEM.

One of the goals of education in Kenya is to provide equal opportunities for all including those with special needs. A policy on special education demands that children with special needs be incorporated in regular schools. This commitment was evident in 2004 when the Ministry of Education, Science and Technology under Kenya Sector Support Programme (KESSP) gave to each public primary school Ksh. 10 000 to modify the school environment in readiness of inclusive education (MoE 2005). However, despite the progress in providing quality inclusive education to children with special needs, challenges such as inadequate resources, negative attitude and believes towards children with disabilities as well as rigid school curriculum hinder effective implementation of inclusive education. Effective implementation of inclusive education in Mwingi district is a matter of concern. There is need to determine the status of implementation of Inclusive Education in terms of staffing, availability of teaching/learning materials and equipment and the general attitude towards inclusive education.

This research was carried to assess the effectiveness of the implementation of inclusive education. No other studies had been carried out in the area of study.

1.3 Purpose of the study

The purpose of this study was to determine the effectiveness in the implementation of including children with special needs in regular classrooms. It was based on the assumption that despite Kenya government's effort towards educating children with special needs in an inclusive setting numerous bottlenecks still persist in the implementation stage. This has been orchestrated by lack of explicit policy commitments, inadequate government funding and the social cultural factors. The study tried to find out the number of trained teachers on Special Needs Education (SNE), the nature of physical facilities and pupils' and societal attitude towards inclusive education.

1.4 Objectives of the study.

The study was guided by the following objectives.

1. To establish the pupils, teachers and parents' attitude towards inclusive education.
2. To assess the extent to which the school environment has been modified to suit learners with special needs.
3. To find out the staffing situation, teachers' training and their participation towards implementation of inclusive education.
4. To establish the frequency in funding inclusive education programmes.

1.5 Research questions.

This study was guided by the following questions.

- i. How receptive are teachers, parents and pupils with regard to including pupils with special education needs in the regular schools?
- ii. What is the status of physical facilities (classrooms, resource rooms and toilets) in mainstream schools?
- iii. To what extent have teachers been trained on special needs education?
- iv. How is funding for the implementation of inclusive education done?

1.6 Limitation of the study.

The locale of the study was Mwingi district in Eastern province. For a more conclusive study other districts in the province would have been included but owing to financial constraints and adequate sampling it was not possible to include them.

1.7 Delimitation of the study.

The study included public and private primary schools in Mwingi district. However not all public and private primary schools were included in the study due to financial and time factors.

1.8 Assumptions of the study.

The study made the following assumptions.

- i. All schools in the sample had children with special needs.

- ii. There had been a form of inclusive education taking place in the sample schools.
- iii. All respondents would cooperate and provide reliable information.
- iv. Administrators, teachers, parents, and pupils had an idea about inclusive education.

1.9 Theoretical framework.

This study used the Classical Liberal Theory of equal opportunity and social Darwinism that asserts that each person is born with a given amount of capacity which to a large extent is inherent and cannot be substantially changed (in Orodho, 2005). Education systems should be designed so as to remove barriers of any nature (economic, social, geographic, emotional or physical) that prevent pupils from taking advantage of inborn talents. Provision of free primary and secondary education in Kenya is aimed at giving all children equal opportunity in accessing education. However, the special needs sub sector has received little attention in terms of financial and logistical support from the government of Kenya. According to the Kenya Comprehensive Education Sector Analysis (CESA) report of 1999, the Ministry of Education (MOE) allocates meager proportion out of its total budget to this sub sector. Most of the funding is done by donors.

The implementation of inclusive education is questionable given that there is shortage of trained teachers, physical facilities and support services. According to the Comprehensive Education Sector Analysis (CESA) report, less than 90 000 (15%) of the potential population of 750 000 handicapped school age children have been

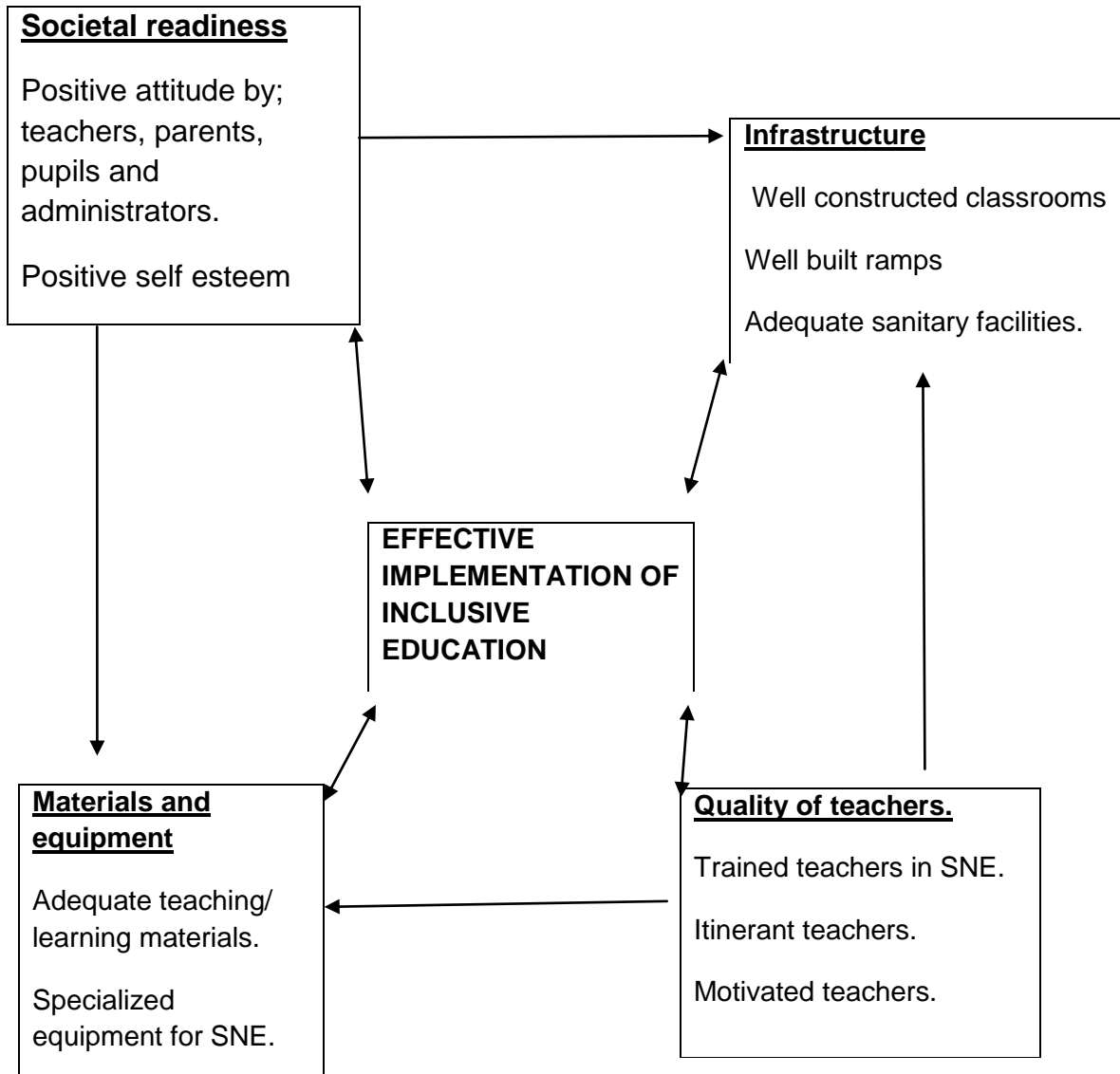
assessed by specialist to determine their special education status. It is not clear what the rest (85%) of these children are doing. Some may be attending school with regular school children while it is estimated that the majority are at home and not attending any form of schooling.

Enrollment rates in special education institutions stand at 20% of those assessed. Another 20% of those assessed are in regular schools (UNESCO 2005) this implies that 60% of children already assessed are not in school or an estimated total of 90% of handicapped children are not in any education institution. The reason to poor access to education services by people with special needs is that, special education is expensive compared to regular schooling. It requires specialized equipment and human resource. Negative cultural attitudes have also contributed to low enrollment. Many cultures in Kenya view disability as a curse and they regard educating them as a waste of resources. There is also lack of political commitment to strengthen the special education sub sector.

As Orodho (2003) states, it is practically impossible to ignore the fact that unequal participation in education will in the long run worsen the status of the poor and the vulnerable groups. The theory of Social Darwinism was applicable in this study since social injustices which come about as a result of certain natural phenomenon adversely affect social equality. Inclusive education is to value children with special needs so that they can participate equally in all educational activities alongside their peers without special needs. There should not be any discrimination, segregation or isolation of these children with special needs from being educated rather they must be given equal opportunity to participate alongside children without special needs.

1.10 Conceptual framework.

Figure 1.1 A model illustrating the requirement for effective implementation of inclusive education.



Source – Researcher.

Effective implementation of inclusive education which is the dependent variable entirely depend on four independent variables. These include; infrastructure, quality

of teachers, materials and equipment. From each variable there is an arrow pointing towards and away from the box with effective implementation of inclusive education. This means that effective implementation of inclusive education is possible through provision of each of the five independent variables above. The reverse is also true in that failure provide for the same will lead to poor implementation of inclusive education. For effective implementation of inclusive education, societal readiness is crucial. Parents, teachers, pupils and administrators must have a positive attitude towards inclusive education. Children with special education needs must possess positive self esteem in order to compete with their peers without special needs. Consequently adequate teaching/learning materials and equipment are essential in the implementation process. The school environment must be conducive to learning with the necessary infrastructure such as classrooms, toilets and pavements. Adequate trained teachers and a relevant curriculum is another determinant of effectiveness of inclusive education. The reverse of all the variables and/or lack of one of the variables will lead to poor implementation of inclusive education.

1.11 Significance of the study.

The findings of this study shall help the community and the government to see the actual picture on school participation by children with special needs. The study shall help planners to identify gaps in the implementation of inclusive education policy in order to make necessary policy changes. Consequently the recommendation and findings of the study shall help parents and the society to see the need to embrace

inclusive education in order to give children with special needs opportunity to learn. Educating children with special needs enables those persons who would have been dependants be independent with improved living standards.

1.12 Operational definition of terms.

Disability – This is lack or restriction of ability to perform an activity in the manner within the range considered normal within the cultural context of the human being.

Head teacher- Person in charge of a primary school.

Inclusive education- This is an approach through which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools.

Integration- This is the process through which learners with and or without special needs are taught together to the maximum extend possible in a Least Restrictive Environment. The child is expected to adapt to the environment.

Public school – School developed and maintained by public funds obtained from government, parents and community.

Private school – School developed and maintained by an individual or group of individuals or organization.

Regular school- This is an institution referred to as mainstream school and normally admit learners who are not disabled.

Special Needs Education – This is education which provides appropriate modification in curriculum delivery methods, educational resources, medium of communication or the learning environment in order to cater for individual differences in learning.

CHAPTER TWO: REVIEW OF RELATED LITERATURE.

2.0 Introduction

This chapter introduces the literature review according to objectives. It is done by presenting what has been done in the field of special education and most specifically on integration and inclusion. It observes that education of children with special needs in an inclusive setting increases access to education which is in line with EFA goals.

The Dakar framework for action adopted by World Declaration on Education in 2000, which established the goal to provide every girl and boy with primary school education by 2015 clearly identified Inclusive Education (IE) as a key strategy for the development of EFA, (Peters 2004). The Salamanca Statement and Framework for Action endorsed by 92 governments and 25 international organizations at the World Conference on SNE, June 1994 in Salamanca, Spain proclaims that every child has unique characteristics, interests, abilities and learning needs. Members in the conference observed that education is the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving Education For All.

The Salamanca statement and its principles has been supported by researchers on SNE. According to Metts, (2000), a World Bank study of special education in Asia, concluded that 1) there are personal social and economic dividends to educating primary school aged children with SEN in mainstream schools, 2) most SEN can be successfully and less expensively accommodated in integrated schools than in

segregated institutional settings and 3) the vast majority of children with SEN can be cost effectively accommodated in regular primary schools.

Related studies on inclusive education indicate that inclusive education practices have taken root. In Canada more than two decades of education practices have significantly impacted countries of the north. (Peters 2004). Education programmes such as Person Centered planning include Making Action Plans (MAPS), and Planning Alternative Tomorrow with Hope (PATH) are powerful tools for building connections between schools, parents and communities. In Brunswick, Canada, virtually all students are educated in ordinary classrooms with specialized support as needed based on a students Individualized Education Plan (IEP).

In the United States, IE programmes have grown rapidly since the passage of PL94-142 in 1975. Between 1994 – 1995, the number of school district reporting IE programmes in the US tripled (ibid). Major reforms that have shaped IE in the US are 1) continuous/ intensive teacher training to provide students with tutoring support and preventive and immediate intensive intervention in 1st – 3rd grades of primary schools and 2) accelerated school projects (ASP) that builds on capacities of teachers and school through generalized training in a research based problem solving process.

Major findings in studies done in European countries in 1999 indicate that there is no reason to maintain generally segregated provision for disabled students in public education system, all that is needed is a change in pedagogy and curriculum development in order to benefit all students. Evidence suggests that IE improves

performance of non SEN students due to increased attention to pedagogy and curriculum adaptations. In Europe , policies and practice on IE include funding SNE, teacher training, information technology on SNE and early intervention.

In sub Saharan Africa, inclusive education policies have been adopted in line with international commitment of providing Education For All by 2015. Uganda is leading the way in its commitment to integrating children with disabilities into mainstream schools as a step towards inclusion (UNESCO 2001). In Zambia, Kalabula (2000), observes that in mid 1997, efforts towards inclusive education had been embarked with the help of Danish government and the government of Ireland by renovating classrooms with the hope of increasing access.

In Kenya, the National Special Needs Education Policy Framework 2009 clearly stipulates the governments' commitment in providing education for all. The policy statement states that the ministry of education shall recognize and reinforce inclusive education as one of the means for children with special education to access education (MOE 2009). The main areas of focus include development and promotion of Kenyan sign language, providing funds for adaptation of infrastructure, equipment and facilities in learning institutions, review of curriculum as well as training of teachers in SNE. This follows government's commitment in 2004 to ensure education for all children including those with disabilities, (MOEST 2004, Ndurumo 2001)

2.1 Special Needs Education (SNE).

Special education is that education which provides appropriate modification in curriculum, teaching methods, educational resources, medium of communication or the teaching environment in order to cater for individual differences in learning. Population of people with special education needs in Kenya is estimated at 10% of the total population. About 25% of these are of school going age. Enrolment in special education is low given that out of a total population of 750,000 children with special needs who have reached school going age, only an estimated 90,000 have been assessed to establish the nature of their special needs (MOE 2009). Of this number about 26,885 are enrolled in education programmes. This implies that over 90% of children with special needs are at home. On average these children go to school when they are 8 years and above. Consequently they become adults before they complete their education programme.

According to a review paper on the status of education for all children in Kenya of March 2005, the Government of Kenya has for all intents and purpose ignored this sub-sector. Whereas the MOEST recognizes the need to train teachers and educate the children that fall under this sub-sector, it has done little in the financing and logistical support. The few initiatives have been donor supported. The list of donors to special education programmes in Kenya in the Comprehensive Education Sector Analysis (CESA) report of 1999 places the government last.

According to Gachiri (2010), annually, children with special needs are allocated ksh. 3,020 by the government, which is ksh. 2000 more than what other children without disabilities get. However, children with special education needs require at least ksh. 18,000 to give them an education that is at par with the mainstream classmates. This is because their education require specialized equipment , trained teachers and institutions that have facilities which make learning easier.

There is a growing realization that children with special needs far from becoming burdens in the society, can with skillful teaching often develop into happy and productive citizens (Wamae and Kang'ethe 2004). To actualize this noble task the policy on inclusive education become the better option.

2.3 The concept of inclusion.

According to studies done in the USA, inclusion has different meanings. The national Centre on Education Restriction and inclusion, defines inclusion as the provision of services to children (persons) with disabilities including those with severe impairments in the neighborhood school in age appropriate general education class with the necessary support services and supplementary aids to ensure child's success- academic, behavioural and social, and to prepare the child to participate as a full and contributing member of the society (Norah 2002)

Friend (2008) says that inclusive education is about educating all children so that they reach their potential. He claims that although the physical location of students in schools and classrooms is not about where children sit as much as about how adults

and classmates welcome all children to access learning and recognize that the diversity of learners in today's schools dictates that no single approach is appropriate for all.

Inclusive education is based on the principle that school should accommodate all children regardless of their physical, intellectual, social, emotional linguistic and other conditions.

2.4 Integration and Inclusion.

There is no much distinction between integration and inclusion. Norah (2002) points out that integration is about making a limited number of additional arrangements for individual pupils with special needs in schools which themselves change little overall. On the other hand inclusion implies the introduction of a more radical set of changes through which schools restructure themselves so as to be able to embrace all children. This statement gives a very narrow gap between the two terms with the main distinction pegged the conceptual outlook. According to Smith (1998), the most recent descriptor for the effort to create integration of children with disabilities into school programme is the term inclusion. Many educators viewed the term to have a more positive description of efforts to include children with disabilities in genuine and comprehensive ways in a total life of school. Despite the conceptual distinction between integration and inclusion, Thomas et al (1998) observes that the term are often used as synonyms.

Inclusion therefore means welcoming children with disabilities into the curriculum, environment, social integration and self concept of the school.

2.5 The Salamanca Framework.

The Salamanca statement and framework for action on Special Needs Education was adopted by the World Conference on Special Needs Education in Salamanca, Spain on June 7-10, 1994. More than 300 participants representing 92 governments and 25 international organizations met in Salamanca, Spain to discuss the future direction for special needs education. Their commitment thus:

‘The statement affirms that the right to education of every individual regardless of individual differences within the regular education system and the right of children with special needs education needs to receive whatever extra support they may require to ensure their effective education.’

Governments were urged in this conference to give the highest policy and budgetary priority to improve education systems; adopt the principle of inclusive education; invest greater effort in early identification, intervention and vocational education (UNESCO 1994).

Participants in the Salamanca conference believed and proclaimed that,

- i) Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning.
- ii) Every child has unique characteristics, interests, abilities and learning needs.

- iii) Education system should be designed and educational programmes implemented to take into account the wide diversity of these characteristics and needs.
- iv) Those with special education needs must have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting these needs.
- v) Regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving Education For All (EFA). More over they provide effective education to the majority of children and improve the efficiency and ultimately the cost effectiveness of the entire education system.

The guiding principle for the Salamanca Framework for action is that schools should accommodate all children regardless of their physical, intellectual, social emotional linguistic or other conditions. Many children experience learning difficulties and thus have special needs at some time during their schooling. Schools have to find ways of successfully educating all children including those who have serious disadvantages and disabilities hence the concept of inclusion. According to UNESCO (1994), inclusion and participation are essential to human dignity and to the enjoyment and exercise of human right.

2.6 Inclusive Education Legislation and Policies.

The universal declaration of education as a basic human right in 1948 and the renewed pledge made by the World Community at the 1990 world conference on education for all safeguards the wellbeing of children with disabilities. Governments, advocacy groups, community and parent groups and in particular organizations of persons with disabilities have actively advocated for increasing access to education for the majority of those with special needs. Laws that cushion persons with disabilities include:

- i) Individuals with Disability Education Act of 2004 (IDEA) which advocates for the principle of Zero Reject. The principle of zero reject entitles persons with disabilities even those in private schools to a free public education regardless of the nature of severity of their disabilities (Wright and Wright (2004).
- ii) Free Appropriate Public Education (FAPE). This law states that all pupils with disabilities are entitled to a free and appropriate public education. This means parents and family members cannot be asked to pay for special education services.
- iii) Least Restrictive Environment (LRE). Students must be educated in a setting most like that of typical peers in which they can succeed when provided with the needed support services.

According to Hallahan and Kauffman (1982), placement of children with special needs in an LRE means that a child should be segregated from normal classmates

and separated from home, family and community as little as possible. That his or her life should be as normal as possible and the interaction consistent with individual needs should not interfere with individual freedom than it's absolutely necessary. Children should not be placed in a special class if they can be served adequately by a resource teacher. It is clear from the legislation that individuals with disabilities must benefit from education services without any cost incurred and in an environment that any other non disabled child fits. This means as Jayanthi et all (2006) notes, is a paradigm shift from segregation to inclusive education in regular schools along with non disabled children.

Successful implementation of inclusive education requires consideration of policy and legislation reform.

The Kenya government's policy framework on inclusive education is contained in the Kenya Education Sector Support Programme (KESSP) document and the National Special Needs Education Framework 2009. It aims at designing and implementing programmes that enhance inclusive education in all institutions. To operationalize this policy, the GOK in partnership with donor agencies, religious and Non Governmental Organizations (NGOs) have funded education for children with special needs (GOK 2005). The specific areas that the government has funded include:

- i) Advocacy and awareness creation programme,
- ii) Equipment provision in special institutions,
- iii) Training teachers on special needs education,
- iv) Developing a flexible curriculum,

- v) Funding each public primary school with ksh. 10 000 for making school environment friendly to children with disabilities among others.

2.7. Arguments for and against inclusion.

The debate about inclusive education is a topic of educational interest through out the world. According to Lani (1998) standards of several recent UN policies affirm the right of all children to equal education without discrimination with the mainstream education system. Educators have serious reservations about supporting widespread placement of pupils with SEN in mainstream schools. Lani (1998) identifies two most critical difficulties with the provision of inclusive education as, one disagreement among special educators about the viability of inclusive education as a model for special education and two, other education policies which impinge on the development of inclusive schools.

Proponents of full inclusion argue that special education systems can create rather than remediate disabilities due to limited interaction of the person and his or her environment. There is the question about the effectiveness of the system of special education where it is argued that separate system of special education did not lead to any particular long term positive outcome for people with disabilities. Consequently people with disabilities have come up with self advocacy groups which demand for equal rights and equal opportunity in all areas of life. On the other hand arguments against full inclusion state thus the failure of mainstream education to accommodate students with special needs led to the establishment of special education provision.

They noted that special education is an exclusion field of study supporting a profession and a body of knowledge. Another argument is that dissolution of special education as a separate provision will result in a loss of resources and accountability.

According to Kauffman(2005), some parents fear that their children will be teased or that they will learn inappropriate behaviors in general setting. Their fear is that their children with education needs cannot be met adequately in a general education classroom. Professionals doubt whether teachers in general setting are able to meet the needs of children with special needs since most of them have no knowledge in SNE. Further more class size, specialized instructional methods and for some a curriculum that emphasizes life skills that can be delivered most readily in a special education classroom for most of the part of the school day (ibid).

These arguments place the policy of inclusion on a crossroad. A situational analysis is required in order to assess the success or failure of the policy. Deana (2000) observes that inclusion of children with special needs is essentially the responsibility of the regular education system yet special education professionals, parents of children with special needs as well as parents of non disabled peer groups, pupils without disabilities and the community as a whole have to be empowered for inclusive education to be successful. According to Jayanthi et al (2006), successful inclusion of children with disabilities is possible only when the regular schools are involved and committed to inclusion. Methods have to be evolved at the national level by planning and implementing policies and procedures on inclusion. Suitable assessment procedures, curricular adaptations, improved and innovative teaching

procedures to meet the needs of the child and objective evaluation procedures are important for effective inclusive education.

CHAPTER THREE: RESEARCH METHODOLOGY.

3.0 Introduction.

This chapter deals with research methodology focusing on the design, location of the study, target population, sampling techniques, data collection methods and instruments and data analysis.

3.1 Research design

This study adopted an explanatory approach using descriptive survey design to assess the effectiveness of the implementation of inclusive education in Mwingi District, Kenya.

3.1.1 Variables.

Effective implementation of inclusive education was the dependent variable in this study. Successful implementation of inclusive education in this case depend on availability of resources such as trained teachers on special needs education, well equipped classrooms, necessary learning materials for the disabled and readiness by the society to accept that children with special needs can learn together with non disabled peers in a regular class.

3.2 Location of the study.

The location of the study was Mwingi district in Eastern Province . Mwingi district has four zones namely, Mwingi central, Mumbuni, Waita and Mbondoni. All the four zones formed the locale of the study.

3.3 Target population.

The study targeted 88 public primary schools with a total population of 27 808 pupils and 751 teachers, and 17 private schools with a population of 4250 pupils and 189 teachers. Parents and education officials were also included in the target population.

3.4 Sampling Techniques and Sample Size.

3.4.1 Sampling Techniques.

The study used purposive sampling technique to sample schools as day or boarding, private or public, boys or girls, mixed day or boarding. Stratified sampling technique was used to a stratified population of pupils, teachers and parents. Pupil and teacher population were further sampled using simple random technique while parents population were sampled using convenient sampling technique where the researcher collected information from parents as conveniently as possible.

3.4.2 Sample Size.

The sample size for this study was 10 head teachers from 10 schools, 2 education officials, 84 teachers, 104 pupils and 20 parents from the area of study making a total sample size of 220.

3.5 Research Instruments.

The researcher used questionnaires and interview schedule to collect data from respondents. There were six sets of questionnaires as follows.

- ii) Questionnaire for pupils

- iii) Questionnaire for teachers
- iv) Interview schedule for parents
- v) Interview schedule for head teachers and education officials
- vi) Observation schedule to be used by the researcher.

The questionnaires for this study were carefully constructed with structured and open ended questions suitable for the respondents.

3.6 Piloting.

Data was collected using questionnaires for teachers and pupils and interview schedules for parents, head teachers and education officials and observation forms. A pilot study of 1% of the sample population was carried out in the neighbouring Kyuso district.

3.6.1 Validity

Validity of the instruments was determined by experts who included my supervisors.

3.6.2 Reliability

Reliability of the instruments was determined through a test-retest method where by the instruments were administered in two schools twice within an interval of two weeks. The two schools were not part of the sample size. ,

3.7 Data collection techniques.

Data was collected through self administered questionnaires, interview schedules and observation schedule by the researcher. The researcher visited sample schools prior to the study to seek permission and actual dates from the heads of the institutions. On the actual date of data collection the researcher sampled the respondents and administered the questionnaires and the interview schedules to the relevant groups. Once the questionnaires and the interview schedules were completed, the researcher collected them and bound them in their categories to await analysis.

3.8 Data Analysis.

Data was collected and analyzed using statistical package for social sciences(SPSS). Descriptive statistics was used to analyze data that was presented in form of graphs, pie charts and frequencies, means and percentages. Conclusions and recommendations were made from the analyzed data.

3.9 Logistical and Ethical considerations.

The researcher got a permit from the ministry of education through the National Council for Science and Technology which was presented to the DEO Mwingi. The DEO then wrote an introductory letter to the AEO and the head teachers requesting them to assist the researcher by availing required information.

CHAPTER FOUR. DATA ANALYSIS, RESULTS AND DISCUSSION.

4.0 Introduction.

In this chapter, the researcher presents data analysis, results and discussion of research findings. The study was set to investigate the effectiveness of the implementation of inclusive education in primary schools in Mwingi District, Kenya. The data analysis is based on the objectives that were made to be achieved by the research study and the research questions that guided the study. Variables related to primary school head teachers, teachers, pupils, education officials and parents are analyzed based on their responses. The study aimed at establishing the following:

1. The pupils', teachers', and parents attitude towards inclusive education.
2. The extend to which the school environment has been modified to suit learners with special needs.
3. The trends by gender of children with special needs learning in the mainstream classes.
4. The staffing situation, teachers' training and their participation towards implementation of inclusive education.

4.1 Methods of Data Analysis.

Data was analyzed by use of both inferential and descriptive statistics and presented by use of frequency tables, percentages and graphs.

4.1.1 Questionnaire return rate.

Questionnaires were only administered to teachers, pupils and parents. All the parents responded and returned their questionnaires which was 100%. Out of the 84 teachers, 78 responded and returned the questionnaires which was 92% and all the pupils returned their questionnaires which was 100%.

Table 4.1 Distribution by response.

Respondents	Returned		Not returned		Total	
	Frequency	%	Frequency	%	Frequency	%
Head teachers	10	100	0	0	10	100
Teachers	78	92.80	6	7.20	84	100
Pupils	104	100	0	0	104	100
Parents	20	100	0	0	20	100
Education Officials	2	100	0	0	2	100

4.2 Respondent's Demographic Information

The ten head teachers who participated in the study were selected from ten public primary schools that were randomly selected by use of stratified random sampling from 88 public schools in the District. 84 teachers were who participated were sampled from a population of 751 teachers through simple random sampling and were targeted from the ten selected schools. The 104 pupils were selected from the ten targeted primary schools from various classes which were selected through stratified random sampling. From the stratum simple random sampling was used to select at least 23 pupils from each class. The 20 parents were selected from the six divisions in the District. From each Division, at least three parents were selected using convenient sampling technique.

Table 4.2.1 Respondents profile by gender.

Respondents' Sex	Education Officials		Head teachers		Teachers		Pupils		Parents	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Male	1	50	8	80	40	51.28	49	47.12	8	40
Female	1	50	2	20	38	48.72	55	52.88	12	60
Total	2	100	10	100	78	100	104	100	20	100

Results from table 4.2.1 indicate that the education officers who participated in the study were equal in number that is fifty percent for both male and female. Among the head teachers 80% were males while 20% were females. Male pupils were 47 percent while female pupils were 53 percent. Among the parents 40 percent were males while 60 percent were females. These results show that sex for all respondents was well represented.

Table 4.2.2. Age brackets of the respondents.

Age/Respondent	Education officials		Head teachers		Teachers		Pupils		Parents	
	Freq.	%	Freq.	%	Freq	%	Freq.	%	Freq.	%
8-10							36	34.62		
11-13							50	48.08		
14-17							18	17.30		
18-21										
22-27					5	6.41				
28-32					20	31.13			5	25
33-38			2	20	14	17.95			6	30
39-44			4	40	22	28.21			3	15
45-50	1	50	3	30	10	12.21			4	20
Above 50	1	50	2	20					2	10
Total	2	100	10	100	78	100			20	100

Results from table 4.2.2. shows that the two education officials who participated in the study were aged between 39-50 years while majority of the head teachers were aged between 39-44 years which was 40 percent. They were followed by those within the age bracket of 45-50 years with 30 percent. Those between 28-32 and over 50 years had 20 percent each. Majority of the teaching staff were aged between 28-32 with 31 percent, followed by 39-44 age bracket with 28 percent. Very few teachers were aged between 22-27 and over 50. They indicated 6.41 percent and 12.21 percent respectively. Majority of the pupils were aged between 11-13 with 48.05%, 8-10 were 34.64% and only 17.30 percent were between 14-17 age bracket. Majority of the parents were aged between 28-32 years with 25%, 33-38 with 30%,39-44 years with 15 %, 45-50 age bracket had 20% while those over 50 years were 10%.

Table 4.3. Assessment Report.

The table below shows the education officials' responses on the breakdown of total number of children assessed for the last ten years.

Year	Number of children assessed					
	Male		Female		Total	
	Freq.	%	Freq.	%	Freq.	%
2000	26	2.13	33	3.53	59	2.74
2001	65	5.33	38	4.06	103	4.78
2002	27	2.21	17	1.82	44	2.04
2003	61	5.00	41	4.38	102	4.73
2004	57	4.67	49	5.24	106	4.92
2005	116	9.51	107	11.43	223	10.34
2006	365	29.91	291	31.09	656	30.43
2007	268	21.97	185	19.76	453	21.01
2008	38	3.12	58	6.19	96	4.45
2009	197	16.15	117	12.50	314	14.56
Total	1220	100	936	100	2156	100

Results from table 4.3 shows that the year 2006 recorded the highest number of children assessed with special education needs. This had 29.91 percent and 31.09 percent for males and female children respectively. The trend dropped slightly the year 2007 with 21,97 percent boys and 19.75 percent for girls. For the other years the assessment done ranged between 3-12 percent. Increase in assessment levels

was attributed to awareness creation to the community which was both done by District Education Assessment and Resource Centre (EARC) officers and support from NGOs and Community Based Organizations (CBOs)

These results show that assessment of children with special needs is low. Similar observations were made by the Ministry of Education (2009), where data showed that out of an estimated number of 750,000 children with special needs who have reached school going age, only an estimated 90,000 have been assessed to establish the nature of their special needs. This implies that over 90 percent of children with special needs have not been assessed and are not attending any form of education.

The increase in assessment levels from 2006-2009, which was attributed to creation of awareness about the existence of and the role of Education Assessment Resource Centre, which is charged with the responsibility of identification, assessment, referral and placement in education services for children with special needs is in line with the observations made by Norah (2000), that for successful inclusion of children with special needs, methods have to be evolved at national and local levels by planning and implementing policies and procedures on inclusion. Suitable awareness creation and assessment procedures, curriculum adaptations improve and innovate ways of identifying children with disabilities is required.

4.4. Specific categories of children with special needs and areas of placement.

Below is a table showing specific categories of children with special needs assessed by EARC officers in the DEOs office.

Table 4.4. Specific categories of children with special needs and areas of placement.

Category	Hospital		Special provision		Regular school		Sub total		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
MH	6	5	34	14	3	3	43	21	64
HI	18	12	3	1	1	1	22	14	36
LD	0	1	3	1	1	0	4	2	6
PH	57	32	9	3	5	1	71	36	107
Speech Disorder	0	0	4	0	0	0	4	0	4
Autism	0	0	2	0	0	0	2	0	2
Epilepsy	11	4	5	0	2	1	18	5	23
VI	7	9	0	0	4	1	11	10	21
Sub total	99	63	80	19	16	6	175	88	
Grand Total	162		79		22		243		243

Results from table 4.4. shows that out of the children assessed and diagnosed with special education needs, majority are referred to hospitals, thus 66.67 %, 32.5% are

given special education provision and only 9.05% are referred to regular schools. This percentage of children referred to regular schools is too low and contrasts the recommendations made by the ministry of education (2004) while endorsing the governments' commitment to ensure education for all children including those with disabilities. The policy framework MOE(2009) for the National Education Statements states that the MOE shall recognize and reinforce inclusive education in regular schools as one of the means for children with special education needs to access education. The same results are contrary to the USA Disability Education Act of (2004), which advocates for Zero Reject Principle and embraces free appropriate public education for all pupils with disabilities. Wright and Wright, (2004) also noted that after assessment for children with special education needs placement should be made to a free and public educational institution to learn in a setting most like that of typical peers which they can succeed when provided with necessary support services.

Hallahan and Kauffman, (1982) noted that children assessed and diagnosed with special needs, once referred to hospitals for treatment, follow up should be done in a systematic way to ensure that placement is done and that a child is segregated from normal classmates and separated from home, family and community as little as possible. This is different from the findings of this study whereby there was no indication of follow up of children with disabilities referred to hospitals or given special provision as to whether they join public learning schools or not.

4.5 Study findings by objectives.

The findings of this study were based on research objectives which sought to find out the participants' attitude towards inclusive education, state of the school environment, availability of physical facilities and staff establishment as a requisite to effective implementation of inclusive education.

4.5.1 Research Objective one.

To establish the pupils', teachers' and parents' attitude towards inclusive education.

Table 4.5.1 Participants' responses.

Respondent Answers	Head teachers		Teachers		Pupils		Parents	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
Yes	6	60	12	13.09	55	52.88	16	80
No	4	40	58	78.57	49	47.12	4	20
Not informed	0	0	8	8.33	0	0	0	0
TOAL	10	100	78	100	104	100	20	100

Table 4.5.1 indicates that 60 percent of the head teachers were in support of inclusive education while 40 percent were opposed to having inclusive education in the mainstream schools. Most of the teaching staff had a negative attitude towards

inclusive education. This marked 79 percent and only 13 percent were in support of inclusive education and 8 were not aware of the existence of inclusive education. Among the pupils who participated in the study, 70 percent were in support of inclusive education while 28 percent were against it. Out of the twenty parents who participated 80 percent were in support and only 20 percent were opposed to it.

Responses of the head teachers, parents and pupils support the Salamanca Framework for Action on Special Needs Education (1994) that was adopted by the world conference on special needs. It involved more than 300 participants and represented 92 governments where recommendations made included designing the education system and education programmes which take into account the wide diversity of characteristics of special needs. The participants of the conference embraced the need to have children with special education needs have access to regular schools which should accommodate them within a child centered pedagogy capable of meeting their needs.

The teachers' negative attitudes towards inclusive education is opposed to Hallahan and Kauffman (1982) who noted that regular schools should embrace an inclusive orientation as the most affective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Studies done by Kimani P.(2006) indicate a high statistical significant difference in attitudes towards Inclusive Education of learners with special education needs into regular schools between teachers with no training and those trained in special needs education. According to Gertrude et al (2004), favourable teacher attitudes are thought by many educators to be critical for the practice of inclusive education. Studies have shown that a desirable child's position on the

teachers' 'desirability' scale has a direct relationship to the teacher's knowledge of that disability or impairment. Jayanthi et al, (2006) also noted that a paradigm shift from segregation to inclusive education in regular schools along with non-disabled children was the way forward, and that schools have to work for ways of successfully educating all children regardless of their physical, intellectual, social, emotional, linguistic and or other conditions.

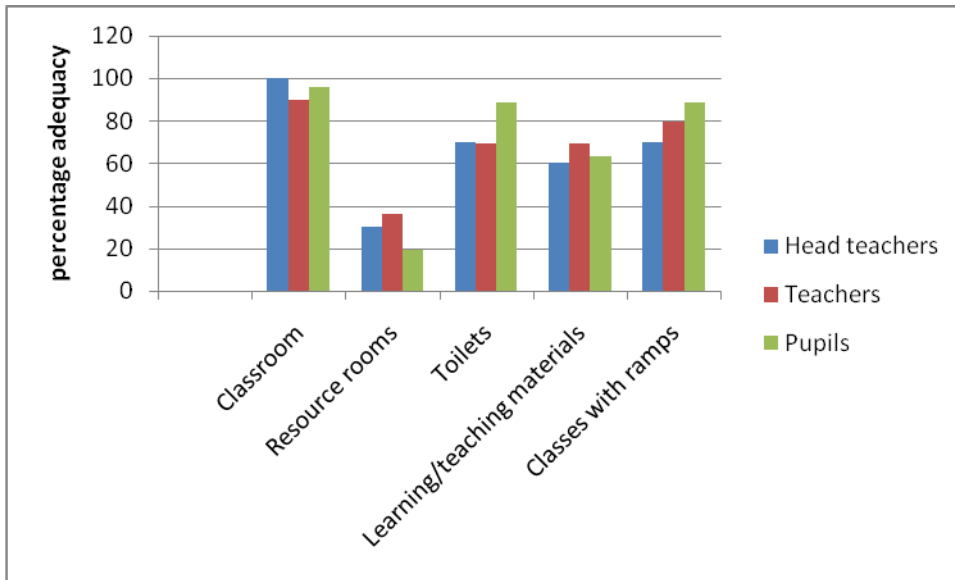
4.5.2 Research Objective two.

To assess the extent to which the school environment has been modified to suit learners with special needs.

Table 4.6: Availability of physical facilities in the mainstream schools.

Adequacy	Head teachers		Teachers		Pupils	
	Frequency	%	Frequency	%	Frequency	%
Classroom	10	100	70	89.74	100	96.15
Resource rooms	3	30	28	35.89	20	19.23
Toilets with ramps	7	70	54	69.23	88	88.46
Learning/teaching materials	6	60	54	69.23	66	63.46
Classes with ramps	7	70	62	79.49	92	88.46

Figure 4.1 Responses on availability of physical facilities.



Results from figure 4.1 show that most of the physical facilities were available and appropriate. The presence of adequate permanent classrooms recorded 100 percent response from head teachers, 90 percent from teachers and 96 percent from pupils. However, most of the schools did not have resource rooms but only 30 percent of the schools had the facility. Toilets with wide doors recorded 70 percent from head teachers, 69 percent from teachers and 84 percent from pupils while books and other teaching materials were moderately available with 60 percent from head teachers, 69 percent from teachers and 63 percent from pupils. Classes with ramps were only noted in seven schools, that was 70 percent response from head teachers, 79 percent from teachers and 88 percent from the pupils. Stubbs, (2008), observes that inclusive education is feasible given that it is likely to produce schools with more enriching learning environments that will acknowledge and accept diversity.

According to Lani, (1998), successful implementation of inclusive education requires appropriate and adequate educational resources, such as classrooms with ramps

and improved toilets and resource rooms. The findings of this study concur with Lani's observations. However lack of resource rooms in most of the schools is an impediment to successful implementation of inclusive education.

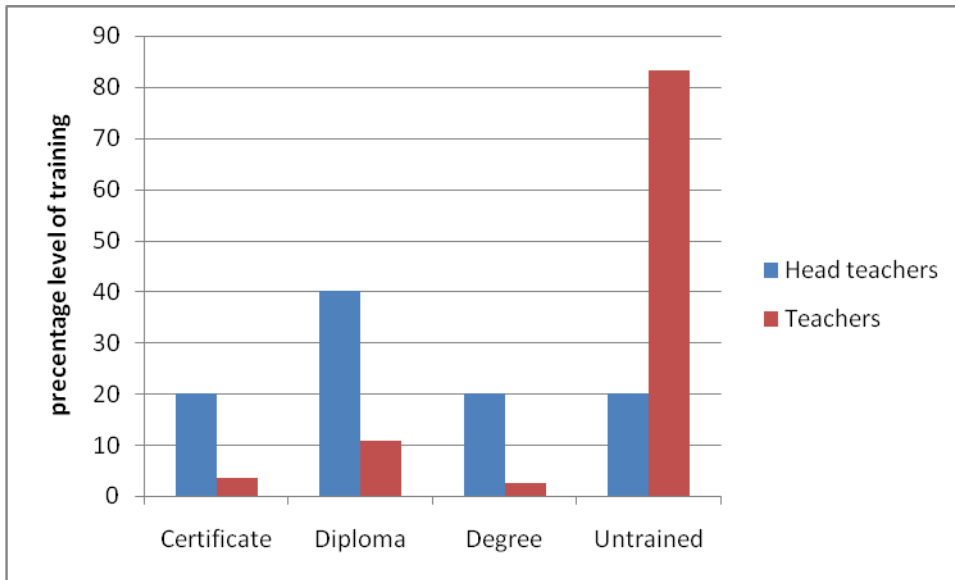
4.5.3 Research Objective Three.

To find out the staffing situation, teachers training and their participation towards implementation of inclusive education.

Table 4.7 Teachers training levels on special needs education.

Level of training	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Certificate	2	20	3	3.57
Diploma	4	40	9	10.71
Degree	2	20	2	2.39
Untrained	2	20	70	83.33
Total	10	100	84	100

Figure 4.1 Teachers training levels on special needs education.



Based on the results from figure 4.1, majority of the head teachers were diploma holders in special education with 40 percent, certificate, degree and untrained head teachers had 20 percent response for the three categories. Out of the teachers who participated , 83 percent were untrained, 11 percent were diploma holders, 4 percent had a certificate and 2 percent had a bachelors degree in special needs education.

These results indicate a large number of teachers with no training in SNE hence teachers' negative attitude towards inclusive education. This is contrasted by Peters, (2004) finding in his study on inclusive education practices in Canada. He noted that all pupils are virtually educated in ordinary classrooms with specialized support services as needed based on a student's Individualized Education Plan (IEP).

Kalabula (2000), observed that between 1994-1995, in United States, the number of school district reporting inclusive education programme tripled due to major reforms that encompassed continuous/ intensive teacher training to provide learners with

tutoring support and preventive and immediate intervention in grades 1-3 of primary schools. Accelerated school projects, that builds on capacities of teachers and school through generalized training in a research based problem solving process were in practice. A study by Mwaura, S. and Wanyera indicate that 80 percent of teachers with training on special needs education see inclusive education as a very good model that will improve learning for all learners. This is contrary to the findings of the current study where majority of the teachers had no training in special needs education hence were not able to support inclusive education due to lack of the necessary required skills.

4.5.4 Research Objective Four.

To establish the frequency in funding inclusive education programmes.

Table 4.8. Funding of inclusive education by the government.

Responses	Education Officials		Head teachers		Teachers	
	Freq.	%	Freq.	%	Freq.	%
Always	0	0	0	0	0	0
Often	0	0	0	0	2	2.56
Occasionally	2	100	6	60	36	46.16
Rarely	0	0	4	40	40	51.18
Total	2	100	10	100	78	100

Responses from table 4.8, show that inclusive education programmes were occasionally funded with 100 percent response from education officials, 60 percent from the head teachers and 46 percent from teachers. Forty percent of the teachers indicated that inclusive was rarely funded by the government and that this led to inadequate required facilities. According to the Kenya Education Sector Support Programme, the Government of Kenya in partnership with donor agencies, religious and Non Governmental Organizations (NGOs) have funded education for children with special needs (GOK 2005). The specific areas that the government has funded include:

- i) Advocacy and awareness creation programme,
- ii) Equipment provision in special institutions,
- iii) Training teachers on special needs education,
- iv) Developing a flexible curriculum,
- v) Funding each public primary school with ksh. 10 000 for making school environment friendly to children with disabilities among others.

However, this study found out that 90 percent of sample schools were funded with Ksh. 10,000 for improving the school environment in 2004 and no more funding was done after.

This frequency is low in relation to the cost in special needs and hence is contrasted by the observations made by Gachiri, (2010) that annually children with special needs are allocated Ksh.3020 by the government, which is Ksh. 2000 more than what other children without disabilities get. However he noted that this amount is still inadequate and recommended at least Ksh.18000 for every child in order to enable them get education that is at par with the mainstream classmates. He also observed

that their education requires specialized equipment, trained teachers and institutions that have adequate facilities which make learning easier.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.

5.0 Introduction.

This chapter summarizes the findings of the study, draws conclusions, implication of the finding and makes suggestions for further studies.

5.1 Summary of the findings.

The research study aimed at investigating the effectiveness of the implementation of inclusive education in primary schools. The researcher conducted the study in Mwingi District in Eastern province. The target population was head teachers, teacher's pupils, parents and education officials from the district.

The researcher developed an interview schedule for school head teachers and other education officials. The researcher administered the interview schedules which was followed by informal interviewing aimed at supplementing the information obtained from the questionnaires. The questionnaires were given to the respondents and they were allowed three weeks period in order to allow them adequate time to respond to every question as adequately as possible. The data collected from the field was analyzed and presented in view of achieving the research objectives and getting answers to the research questions.

5.1.1 The findings of the study were as follows:

- i) Both parents and pupils were in support of inclusive education in primary schools which had 80 percent for parents and 70.19 percent for pupils. However, teachers had somehow a negative attitude towards inclusive

education since only 13 percent were in support while 79 percent were against and 8 percent were not informed about inclusive education.

- ii) The main reasons why most parents fail to take their children with special needs to school were cited to be due to; ignorance, negligence, fears of shame, stigmatization and lack of role models. Parents also fear that their children would not get good care at school besides expense special education demands.
- iii) Most schools had adequate permanent classrooms, books and other teaching/learning materials. This is due to free primary education and Constituency Development Funds (CDF) disbursed to schools for infrastructure development. However, due to regular review of the syllabus content, some books were shelved hence high demand for new books.
- iv) Money was given to schools in the year 2004 for special needs education aimed at improving infrastructure but there were no clear guidelines on how to spent the money hence some head teachers used the money to plaster and paint classroom walls. The money was meant to construct ramps on classrooms build toilets with wide doors and provision of seaters for physically challenged children's easy access.
- v) The district has an education assessment resource centre that is vested with the responsibility of identifying, assessing, referral and placement in education services for children with special needs.

- vi) Children with special needs are assessed and referred to hospitals, home based care, special schools and special units while those with mild cases are referred to regular schools.
- vii) The common category of special needs is physical handicap, mental retardation, hearing impairment and children with learning disabilities. There was no single case of gifted and talented children found in the targeted population.
- viii) The trends by gender of children with special needs learning in the mainstream classes indicate more girls than boys which was 61.4 percent and 38.86 percent respectively.
- ix) Placement of children with special needs is commonly in special schools which was 30.03 percent and only 8.37 percent are placed in regular schools.
- x) Most schools had one or no single teacher trained in special needs education and some teachers had negative attitude towards children with special needs.
- xi) Special education needs is an expensive undertaking that requires a lot of money for resources. Infrastructural development and specialized equipment for children with special needs.
- xii) The current curriculum and pedagogy limits participation of learners with special education needs in regular schools.

5.2 Implication of the findings.

The study findings reveal that despite the government's effort to support inclusive education in primary schools in Mwingi, the government needs to operationalize policies on inclusive education in order to make it more accessible and effective in its implementation. Inclusive education is faced with challenges of general staffing especially in the public schools and lack of enough trained teachers on special needs education.

All stakeholders, the government, private sector, entrepreneurs, faith based organizations (FBO) and NGOs have a task to build capacity of the teachers and education officials so as to help them play their role maximally in implementing inclusive education policy in primary schools. This notable task is highly desirable and needed if effective implementation of inclusive education is to be realized in primary schools in Mwingi district.

5.3 Conclusion.

The findings of this study indicate that inclusive education need to be systematically implemented with more focus on capacity building of teachers, provision of necessary learning and teaching materials as well as other physical resources. The current curriculum should be reviewed in order to accommodate children with special education needs in regular schools.

Adequate awareness among parents, quality training of teachers on special needs educations and effective learning/teaching process is urgent in order to enhance the implementation of inclusive education consequently making it more effective.

5.4 Recommendations.

This study wishes to make the following recommendations based on the research findings.

For the implementation of inclusive education to be effective, there is need for the policy makers to make clear policy guidelines and ensure that they are operational. The government and its development partners should identify schools for infrastructure development and purchase specialized equipment for children with special needs. There is need to have more teachers trained on special needs education in order to change their attitude towards inclusive education.

The curriculum developers should adapt the curriculum in favor of children with special needs so as to increase enrolment, progress and academic achievement. There is need to create awareness to the society to embrace inclusive education and the government to provide employment opportunities to successful persons with special needs in order to have role models. The ministry of education need to give incentives to teachers who teach children with special needs. Centers of excellence should be created in some selected schools for inclusive education and field officers be trained in special needs education so as to assist in proper assessment and placement of children with special needs in the right institutions.

5.5 Suggestions for further research.

The researcher wishes to make recommendations for further research on the following:

- i) A similar study can be carried out in a different geographical setting to investigate the access and participation of children with special education.
- ii) Effectiveness of the implementation of inclusive education in public secondary schools and colleges.
- iii) Effective approaches towards implementation of inclusive education in public primary schools.
- iv) The role of inclusive education in provision of education to children with special needs in Kenya.

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LIST OF APPENDICES

APPENDIX 1

QUESTIONNAIRE FOR PUPILS.

Dear pupil/Student.

This is a questionnaire and not an examination. It will not be marked so be free to give your opinion accurately. Answers will be used anonymously in a research study.

Name of your school _____

Type of school

i) Boarding____ Day____

ii) Girl's____ Boy's____ Mixed____

Class _____

Sex boy _____ girl _____

Age

Age	Tick
6 – 8 years	
9 – 11 years	
12 – 15 years	
15 – 18 years	

How many children are you in the family? Boys _____ Girls _____

How many are in school? Boys _____ Girls _____

How many pupils are there in your class? _____

Are there pupils with difficulty in the following areas?

i) Walking? Yes () No ()

ii) Seeing Yes () No ()

iii) Hearing Yes () No ()

iv) Talking fluently Yes () No ()

v) Mixing freely with others Yes () No ()

Do they have problem learning in class? Yes () No ()

Would you wish to learn together with pupils with the above stated difficulties in the same class?

Yes () No ()

Thank you for filling in the questionnaire

APPENDIX 2

QUESTIONNAIRE FOR PARENTS.

Inclusive education is the education system in which learners learn together in regular setting regardless of any difficulties and differences they may have. It recognizes that every individual has unique characteristics, interests, abilities and learning needs and takes into account the diversity of these needs. This questionnaire is to help the researcher to gather information on the effectiveness of the implementation of inclusive education. I kindly request you to fill in this questionnaire as truthfully as possible. Information given will be treated with confidentiality and for the purpose of research.

How many children do you have? Boys _____ Girls _____

How many are in school? Primary: Boys _____ Girls _____

Secondary: Boys _____ Girls _____

Do you have a child with special education needs? Yes () No ()

If yes which area of special need does he/she have?

Was the child assessed for the condition you have stated above?

Does the child attend school? Yes () No ()

If yes where does he/she attend school?

Special unit () Special school () Regular school ()

Do you know of a parent with a special child? Yes () No ()

Does the child attend school? Yes () No ()

If yes where does he/she attend school?

Special unit () Special school () Regular school ()

What are the main reasons why parents of children with special needs fail to take them to school?

What is your opinion about children with special needs learning together with non disabled in the same class?

What do you think the government should do to improve education for children with special needs?

APPENDIX 3.**QUESTIONNAIRE FOR TEACHERS.**

Inclusive education is the education system in which learners learn together in regular setting regardless of any difficulties and differences they may have. It recognizes that every individual has unique characteristics, interests, abilities and learning needs and takes into account the diversity of these needs. This questionnaire is to help the researcher to gather information on the effectiveness of the implementation of inclusive education. I kindly request you to fill in this questionnaire as truthfully as possible. Information given will be treated with confidentiality and for the purpose of research.

Name of School _____

Division _____

District _____

Have you undergone any training on Special Needs Education? Yes () No ()

If yes, what level? Certificate () Diploma () Degree () Post graduate degree ()

How long have you been in your current station? _____

Are you a class teacher? Yes () No ()

Class enrolment Boys _____ Girls _____

Are there pupils with special education needs in your school? Yes () No ()

How many are they? Boys _____ Girls _____

Briefly explain the nature of special needs.

Where do the pupils with special needs spent most of their class time?

In a resource room () in a special unit () in a regular class ()

What is your feeling about teaching pupils with special needs in a regular classroom?

Do these children experience difficulties in learning? Yes ____ No ____

Explain the nature of difficulty.

What difficulties do you experience while teaching pupils with special education needs?

How adequate are the following?

Item	Adequate	Not adequate	Not there
Teachers			
Classrooms			
Toilets			
Text books			
Water tanks			
Food			
Specialized equipments			

Give a brief comment on what the government should do to ensure inclusive education is successful.

Thank you for filling in the questionnaire,

APPENDIX 4.**INTERVIEW SCHEDULE FOR HEADTEACHERS.**

I would wish to do a research on the effectiveness of the implementation of inclusive education in Kenya. I kindly request you to respond to the following questions as truthfully as possible. Information given will be treated with confidentiality and for the purpose of research.

Name of the school _____

Division _____

District _____

What is your level of education?

PI () ATS () DIP () GRADUATE () POST GRADUATE () (Tick as appropriate)

Enrolment. Boys _____ Girls _____

Number of streams per class _____

How long have you been to this school? _____

Are there pupils with special needs in your school?

How many are they? Boys _____ Girls _____

How do you establish that the children have special education needs?

Have these pupils been assessed? Yes () No ()

Is there a special unit in your school? Yes () No ()

Where do these pupils attend class? Special unit () Resource room ()

Regular class ()

Has your school received any money to support special needs education?

How much was the money?

What did you use the money for?

What is your opinion on the government's policy of including children with special needs in regular school?

What challenges do you think inclusive education face?

What do you think should be done to make inclusive education policy a reality?

What can the society do to ensure effective implementation of inclusive education?

Thank you and God bless you.

APPENDIX 5

INTERVIEW SCHEDULE FOR EDUCATION OFFICIALS.

Kindly respond to the following questions which are aimed at sourcing for information and data for educational research.

How long have you been in this office?

How many children have been assessed for the last one year?

Which condition of special educational needs is common in your assessment?

Where do you recommend the assessed children for educational placement?

Are there children with special needs in regular schools?

Has the government been funding for children with special needs?

If yes, how much?

Is inclusive education being implemented effectively in regular schools?

What do you think are the constraints to effective implementation of inclusive education?

What should the government do to ensure effective implementation of inclusive policy?

Thank you for responding to the questions.

Information on infrastructure.

Buildings	Number	Doors	Windows	Ramps	Stairs
Classrooms					
Laboratory					
Dormitory					
Library					
Workshop					
Resource room					
Dining Hall					
Toilets					

General out look of the school.

APPENDIX 8.**BUDGET**

Budget item	Total cost (ksh)
Production of research instruments	
Typing 50 pages of research instrument @ 40/- per page. (50x40)	20,000
600 pages of instruments @3/- per page (600x 3)	1,800
Typing approximately 100 pages of project @ 40/- per page (100x40)	4,000
Binding 4 copies of project @ 300/- per copy (300x4)	1,200
Transport	
Public transport to the field for 30 days @ 500 per day	15,000
Lunch during the days of field work @ 200/- per day (200x30)	6,000
Sub total	58,000
Stationary (pens, pencils, foolscaps)	10,000
Grand Total	68,000

