

**IMPLEMENTATION OF INCLUSIVE EDUCATION FOR  
CHILDREN WITH SPECIAL NEEDS IN PRIMARY SCHOOLS IN  
KASARANI DIVISION NAIROBI COUNTY, KENYA**

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**A RESEARCH PROJECT REPORT SUBMITTED TO THE  
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THE REQUIREMENT FOR THE AWARD OF MASTERS OF  
EDUCATION DEGREE OF KENYATTA UNIVERSITY**

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**DECLARATION**

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

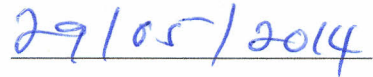
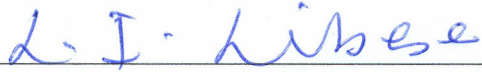


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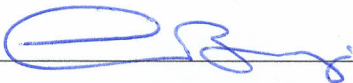
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## DEDICATION

I dedicate this project to the creator, the Almighty God who gave me the physical and mental strength to undertake and accomplish this project.

## ACKNOWLEDGEMENT

The researcher wishes to acknowledge the contributions of different individuals whose co-operation and contribution made this work possible. Since it is not possible to name all individuals who contributed in one way or another during this research it is worthwhile to single out a few.

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**LIST OF ABBREVIATIONS**

**CEMESTEVA – Centre for Mathematics Science and Technology Education in Africa**

**CIDA – Canadian International Development Agency**

**DEB – District Education Board**

**DFID – Department for International Development.**

**EARS – Education Assessment Resource Services**

**EFA – Education for All**

**EFT – Electronic Funds Transfer**

**FPE – Free Primary Education**

**GoK – Government of Kenya**

**INSET – In-service Education and Training**

**JFA – Joint Financing Agreement**

**JICA – Japanese International Agency**

**KESSEP – Kenya Education Sector Support Programme**

**OPEC – Oil Producing and Exporting Countries**

**MoE – Ministry of Education**

**MoHEST – Ministry of Higher Education Science and Technology**

**NARC – National Rainbow Coalition**

**SFAB – Special Education Advisory Board**

**SIMBA – Schools Instructional Material Bank Account**

**SNE – Special Needs Education**

**STI – Science Technology and Innovation**

**TIQET – Totally Integrated Quality Education and Training**

**UNCRC – United Nations Convention on the Rights of Children**

**UNICEF – United Nations Children Education Fund**

**UPE – Universal Primary Education**

**USAID – United States Agency for Internal Development**

**WOB – World Bank**

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## ABSTRACT

The study was on the implementation of inclusive education for children with special needs in primary schools in Kasarani Division of Nairobi County, Kenya. The purpose of the study was to investigate how inclusive education for children with special learning needs in public primary schools has been implemented; determine the disability types, number of inclusive schools, available resources, support services, qualified personnel, financial sources and changes put in place during implementation. The study employed survey research design. The study locale was the public primary schools in Kasarani division Nairobi County. Simple random sampling was used to obtain the sample. The study sample was 140 primary school teachers and 10 headteachers. A questionnaire, an interview guide and an observation schedule were used to collect data. The research instruments were pretested in three schools. The findings showed that majority of the schools were identified as regular schools with inclusive education. The main source of finance was the government through training of teachers, provision of resource persons, provision of facilities such as classrooms and other physical facilities as well as provision of teaching and learning resources. Majority of the teacher-respondents had no training in special education. However, most had attended a seminar or workshop on special needs education. The main available teaching/learning resources and equipment were writing materials and textbooks (for pupils and teachers) 120 (86%) of them stated that, the least available were audiovisual equipment and special aids. Majority of the schools had appropriate desks available, but they did not have braille, wheel chairs, walkers and crutches available. The study recommended that the government should invest more on audiovisual learning aids to supplement already existing facility. The study also recommended that training of teachers in special needs should be subsidized by the government to encourage more teachers to have such further training.

## CHAPTER ONE

### INTRODUCTION:

#### 1.0 Background to the Study

Education enables the societies to assist its young members attain relevant knowledge, skills and attributes, which in turn will be used to take up adult roles. The Kenya Constitution (2010) states that every person has the right to education. It also states that a person with any disability is entitled to be treated with dignity, respect and to be addressed and referred to in a manner that is not demeaning. The Kenya constitution (2010) further states that they have a right to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person. To use sign language, Braille or other appropriate means of communication and to access materials and devices to overcome constraints arising from the person's disability.

Contrarily to the constitution, Schulman (1980) argued that some ancient and even current cultures, viewed people afflicted with certain exceptionalities to be cursed by gods. They were seen as insane, dregs of society, bad omen or incapable of engaging in gainful employment. These perceptions have changed overtime and led to the emergence of inclusive education philosophy of educating people with disabilities. However some parents deny children with disability a chance to go to school they lock them up at home. This is revealed by the relatively low number of learners with disabilities across the country as stated by the Republic of Kenya (2012). It states that their needs are not being specifically addressed especially children with behavioral difficulties and attention deficit, gifted and talented. And those teachers who undertake the SNE training programme may not have the passion to handle children with special needs.

The emphasis on academic performance and examinations creates an unfavourable learning environment for children with special needs and disabilities and even moderate learning difficulties. Republic of Kenya (2012) further states that there's a challenge to the integration and inclusion of children with such disabilities in regular schools. The Kenya Constitution states that the state shall put in place affirmative action programmes designed to ensure that minority and marginalized groups are provided special opportunities in educational and economic fields.

The Kenya Institute of special Education KISE (2000) states that inclusive education targets at ensuring that schools, centers of learning and educational systems to open to all children, without exclusion of any kind. Be it due to disabilities, racial, economic, physical or otherwise background. Inclusive education philosophy suggests that schools, learning environment and educational systems should meet the diverse needs of all learners in the least restrictive environment, irrespective of their physical intellectual, social, emotional or linguistic needs, race class, gender, disability, religion, ethnicity, culture, sexual preference and learning needs.

Inclusive education thus should create enabling schools for all, where everybody benefits. Inclusive education is important because when included, self-esteem of the learner with special needs is improved. It is cost-effective and gives equal opportunities to all, thus promoting the rights of all to education, as advocated by UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) and UN Convention on the Rights of the Child (1991) which states that, the child can only be excluded when he/she cannot be included due to adverse factors such as severity of disabilities or serious health problems.

According to United Nations Educational Scientific and Cultural Organization (UNESCO, 2000) inclusive education should be concerned with removing all barriers to learning. There should be participation by all learners including vulnerable and marginalized. It should address the common goals of decreasing and overcoming all exclusion from the human rights to education.

That it should enhance access, participation and learning by providing quality basic education for all. Proponents of inclusive education believe that an inclusive school is the best model for all children and the community. The Kamunge Report (1988) states that educational policies must lead to total eradication of illiteracy among adults, inclusion of handicapped persons, identification of specially gifted and talented Kenyans and full development of potential for all individuals. This idea is supported by the UNESCO (1984) that says, inclusion should become the most effective approach to address learning needs of students in regular classrooms and schools.

Ainslow (1995) argues that inclusion should mean participation on school life, implying that inclusion should accommodate people with all their disabilities but not to remove the disabilities. The Republic of Kenya, (1999) emphasized the need for early interaction of children including those with disabilities and the disadvantaged, includes ways and means of improving accessibility, equity, relevance and quality, with special attention to gender sensitivity, the disable and disadvantaged.

The Republic of Kenya (1999) asserts that quality of service for the disabled child is adversely affected by acute shortage of specialized aids, inappropriate curriculum, and shortage of equipment, inadequate support staff and specialist personnel. It is intended that all learners interact with other children without impairment and hence have their maximum potential and social environment improved.

There has been an increase in demand for special needs education .The Kenya government will not find it easier to provide to all its citizens with special learning needs unless it implements inclusive education. Inclusive education calls for restructuring of instruction and teacher preparation to allow all children to access education. The increase in enrollment due to Free Primary Education (FPE) and focus on Education For All (EFA), has led to a dire need for providing services to people with disabilities by implementing inclusive education in regular primary schools without discrimination.

Omollo (2004) in a paper on “implementation and supervision of curriculum” argues that special education was initially caring for the following impairments: mental, physical, hearing and visual. This shortcoming in education services to people with disabilities necessitated the emergency of inclusive education philosophy in the 1980s.The philosophy extended its services to children who are traumatized, street children, the homeless or orphaned children, children leading families, child laborers, children of refugees and those infected or affected by HIV/AIDS. The study also recommended that inadequacy of teachers and their qualifications should be addressed if inclusive education implementation was to be achieved. A clearly defined policy should guide operations within an enabling environment. The content to be delivered and the methodology should be relevant to the desired expectations.

Recent government policy initiatives have focused on the attainment of Education for All (EFA), in particular Universal Primary Education (UPE). According to the World Bank, one should invest in education because it is a powerful lever for poverty reduction and economic growth. It also states that education empowers people to take charge of their lives and make informed choices. Education gives voice to the disadvantaged and is fundamental to constructing democratic societies. Education fosters equity and social

cohesion through provision of productive assets such as land and capital by increasing labour mobility and earning potential.

Education builds globally competitive economics by helping countries to develop a skilled, productive labour force and to create, apply and spread new ideas and technologies. Education promotes good health by encouraging children to practice healthy behavior and avoid contracting diseases such as HIV/AIDS; and empowering women to have fewer children and better care for themselves and their families. With the aforementioned roles played by education inclusive education is important and should be enhanced.

### **1.1 Statement of the Problem**

In Kenya, inequalities in education provision are common. Education is a basic need and right, yet inclusive education implementation has been sluggish. Learners with disabilities are considered unable to perform tasks that normal peers can. Though attempts have been made to provide facilities for children with special learning needs, it is noted that such attempts have not addressed these needs adequately. According to Sessional Paper No. 14 of 2012, there is shortage of specialized teachers and other support staff; children with severe special learning needs continue to be excluded from school due to inability of regular schools to meet their physical and educational needs. For example some centers only accommodate learners with hearing needs and ignore those with mental and physical needs.

Sessional Paper No. 14 of 2012 states that though the government is committed to the policy of inclusion in education, it also acknowledges that integration of all children with special needs in regular education and training programmes is professionally unachievable.

Hence, the researcher wished to establish the extent that inclusive education has been embraced, the types of disabilities, the physical barriers, and human resources, accessibility of the schools, and the qualifications of the personnel and sources of funding to enhance implementation of inclusive education in the study area.

### **1.2 Purpose of the Study**

The purpose of the study was to investigate how inclusive education for children with special learning needs in public primary schools in Kasarani Division Nairobi County Kenya has been implemented. The study was to specifically determine the disability types, number of inclusive schools, available resources, support services, qualified personnel, financial sources and changes put in place during implementation.

### **1.3 Objectives of the Study**

The current study was undertaken with the general objective of determining the status of implementing inclusive education for children with special needs in public primary schools in Kasarani division, Nairobi County.

The specific objectives of this study were:

1. To find out disability types, enrolled per class in public primary schools.
2. To find out sources of funding of primary schools.
3. To find out accessibility of physical facilities, teaching /learning resources and specialized equipment required to offer an inclusive curriculum in public primary schools.
4. To determine if learners with special needs access the necessary qualified personnel, support services and inclusive schools.

## **1.4 Research Questions**

The researcher attempted to answer the following research questions.

1. What are the enrolment and disability types in public primary schools in Kasarani division?
2. Where do public primary schools get their funds for SNE from?
3. What is the status of specialized equipment, physical facilities, and instructional materials in public primary school?
4. Do learners with special needs access inclusive schools, qualified personnel and support services?
5. What recommendations can be made to improve implementation of inclusive education?

## **1.5 Limitations of the Study**

While undertaking this study certain factors limited the scope and size of the research:

Due to the limited time and other logistics, the research did not involve all inclusive schools in the target region. For a more conclusive study all the inclusive schools in Kenya should have been studied.

The study was not able to collect information and data from parents, education officials and other stakeholders since seeking their opinion required more time resources and other logistics. The current study reviewed literature within and outside Kenya.

There is a dearth in literature on education financing in Kenya particularly on funding inclusive education.

## **1.6 Delimitations of the Study**

The current study confined itself to teachers and head teachers in public primary schools who are the direct beneficiaries of education provision in Kenya. The opinion and ideas of other stakeholders such as parents and school management committees was left out, although primary education is provided by both parents,, communities, non-governmental organizations and the government.

Secondly, although the government has introduced special schools, the study was carried out in inclusive public primary schools because special schools are scattered all over the country and only admit a limited number of children with special needs leaving the bulk of them to be accommodated in inclusive schools. Private institutions are precluded as they do not enjoy direct government support in the provision of education.

Thirdly, the teachers and school administrators included in the sample are those who will be in session in the selected institutions at the time of the study. Those who will have transferred, on leave, at home or retired were not included in the sample, though they would have had useful input.

Finally the current study only focused on the economic and social cultural factors that hinder implementation of education in inclusive schools leaving out school factors such as attitudes of parents and guardians in the study area.

## **1.7 Significance of the Study**

The proposed study came up with findings that may contribute to the existing knowledge on inclusive education in the country. In addition the research results may form a basis for education managers, as well as the ministry of education to formulate policies and

innovations in the field of inclusive Education. The statistics can be used by the government for planning and intervention purposes.

The study may also contribute towards improving the current strategies used to implement Inclusive Education curriculum. Curriculum developers may directly benefit from the findings on the constraints that affect the learners in inclusive schools. Finally the study will come up with conclusions and recommendation that will form a base for future researchers in the field.

### **1.8 Theoretical framework**

The research was guided by the Classical Liberal Theory of equal opportunity which advances the view that each person is born with specific abilities which education develops. Barriers, be they economic, gender, geographic or social should be removed so that all students from any background are not prevented from taking advantage of these inborn talents, to accelerate their social promotion.

Achievements therefore should be determined by inherited capabilities and will rouse them and not by arbitrary conditions like disability or economic status.

Petrat (1969) argues that the criterion of the scholastic promotion should be ability and will. A system financial aid is expected to set in motion an intensive social mobility by facilitating an open competition where the able would get access to careers that they deserve. Several educational policies have been guided by this theory, Special Needs Education being one of them. Therefore learners should compete favorably with normal counterparts and excel.

Njeru and Orodho (2003) argue that inherited handicaps where the able get access to careers that they deserve at the expense of the vulnerable, disadvantaged, the poor and

those children with disabilities have to be removed on the level of education policy. The problem has been seen mainly in providing grants for the poor and able pupils especially when proceeding to the next level of education in Kenya. Those with disabilities are forgotten yet all learners should receive funds without discrimination.

Liberal progressivists and American educators like Horace Mann (1776-1836) believed that education was "a great equalizer" and demand that educational systems should be designed so as to remove barriers of any nature and provide equal opportunities acquiring education. Horace Mann believed the influence of the school was extended to ensure proper training and development. No screening existed for the less talented instead education was to develop all the children of the Republic. It is this belief in power of Education to develop as well as to select virtues and wisdom that makes Mann a pivotal figure in understanding of equal opportunity theory. Mann (1776, 55-56) was concerned with environmental conditions in the formation of the right behavior and believed that moral development and individual responsibility must be taught by the schools. Without professional institutions to provide teachers with the tools that would allow them to teach the nations children, the common school would weaken and eventually fail to carry out its tasks. Mann is an example of what the educational process is able to fulfill in an individual through his achievement, and his innovations, as a result of education. Mann introduced two goals that dominated educational policy throughout the twentieth century:

- (1) The goal of social harmony
- (2) The goal of the maximum development of all individual.

Inclusion enhances social harmony and provides development of all individuals including those with disabilities.

Encyclopedia Britannica (1911) described Mann as “introspective and highly read” with the assistance of a tutor and self education he graduated at Brown university. Later became a Law student, a state representative, in Massachusetts in 1827 till 1833 when he became a state senator yet Mann had a humble background. Mann advocated for schools that serve students from all backgrounds and abilities and educate them through a common curriculum, culture, and experience. Mann was one of the innovators in elevating the status of educators of professionalizing education. His convictions hinged on the view that man was not inherently evil; that he could be molded by social education and rule of law. Mann believed society, through education and hard work could become a “perfect society”

This theory observes that provision of formal equity of access to education should put everybody on the “scratch” guaranteeing that the ensuing run is a just one “Treating all learners as equal without discrimination”.

The introduction of free primary education by the government was a step towards achieving universal primary education (UPE). After the study it will be determined if all children of school age access primary education without discrimination based on any parameter such as economic, social, emotional or physical disabilities.

The classical liberal theorists believe that social mobility will be promoted by equal opportunity to education. It follows that in the event where there’s discriminatory allocation of resources to different categories of learners this will skew the opportunity to access education. Dewey emphasized curriculum and teaching methods as crucial in an educational institution. John Dewey (1916/1944, 98) also states that he created an educational philosophy designed to serve the goals of social harmony and individual growth, arguing that society should provide for them in order to be regarded as

democratic. This philosophy required new ways of viewing subject matter and teaching methods and recognition that simple access to educational institution could not insure the development of all the "wards of the nation."

Hence all children in inclusive schools are entitled to fair treatment in allocation of teachers, the curriculum, methods of teaching, the provision of resources and materials to enable them to acquire quality education. Dewey, formulated arguments that have dominated educational policy since the 1970's and resulted in provision of an opportunity for all students to develop "whatever gifts" they might possess as a responsibility of the institution where they learn to compensate for the effects of economic inequalities to provide an equal educational opportunity. The institution should seal the gap that might make education difficult.

The roots of classical liberal theory can be traced to writers such as Rousseau (1712-1778), who claimed that the natural men were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to their status. Thus, the writer of the American Declaration of independence claimed that all people are created equal i.e. born with the same moral and political rights. It follows from the belief that social institutions such as education should in some sense attempt to treat people equally. Inclusive education is appropriate in bridging the gap between normal learners and those with disabilities.

There is widespread belief that removing economic barriers and creating more places in upper primary and increasing high length of attendance in common schools, ideal conditions could be created to implement the vision of equal opportunity. Everybody will have access to the kind and amount of education that suits their inherited capacity.

In the past, a lot of weight was attached to education as a vehicle of equalization and it was generally assumed that increased public spending on education, would reduce dropouts, repetition and absenteeism of poor children. Njeru and Orodho (2003) argue that it's impossible to ignore the fact that unequal participation in education will in the long run worsen the status of the poor, the vulnerable groups and those with disabilities. The classical liberation theory therefore, was found relevant for the proposed study because inequalities in educational provisions discriminates the poor, vulnerable and those with disabilities. This impacts negatively on education since not all children can access education contrary to the goals of education which is geared towards provision of Education for All (EFA), inclusive primary education being one of the policy frameworks in the mainstream.

The educators consider the educational policy of equal opportunities to be the effect of such a policy on the concept of individual responsibility. It is the quality which is most directly affected by shifting from defining opportunity as access meaning what an individual is able to achieve in the educational process, through equal opportunity outcomes constitute what is interpreted as results. But neither, access nor results experienced in education should be allowed to exclude the other, for it is the ability to assume responsibility of one's own life that brings about a fair opportunity to acquire education.

The researcher undertook the study with the Classical Liberal Theory as its compass of the study. Findings and conclusions about the study were pegged on the arguments advanced by this theory. The study was guided by the Classical Liberal theory to come up with a conceptual representation. The theory states that children are born with inherent potential to excel. Education develops their potential.

In education, the classical liberal theory of equal opportunities further states that educational systems should remove all barriers and bring learners to operate at the same level. Learners should compete equitably for opportunities available regardless of their social classes. On the level of education policy, provision of grants for the poor, able pupils and those with disabilities should be done without any form of discrimination. This study concentrates on attributes of educative activities i.e. improving the relevant capabilities of learners who will be engaged in the learning process, on the basis of skill, knowledge, information determining their participation in inclusive education, access to and acquisition of both human and material resources.

The benefits of relevant education are to broaden horizons of awareness and raise expectations of learners against the challenges and constraints prevailing in institutions. Better use of available opportunities and use of human and physical resources improves the learners' wellbeing.

Differential treatment of learners, may lead one to gain more than another. The researcher conceptualizes a situation of inequality in provision of learning/teaching resources, human and physical resources, etc. to children with disabilities such as those with various handicaps like hard of hearing, visual impairment, mental or physical.

Thomas Jefferson (1944, 430-431), states that schools should select those learners who have received superior gifts of virtues and wisdom. He argued that education could improve one's natural endowment, and the failure to provide an educational opportunity could deny such improvement, but education could not create these abilities or talents. Liberalists believe in the ability of individuals to improve if given proper conditions. Dewey John (1944) laid emphasis on individual development; he said that human nature could be created by ones environment. That nature or environmental opportunities would

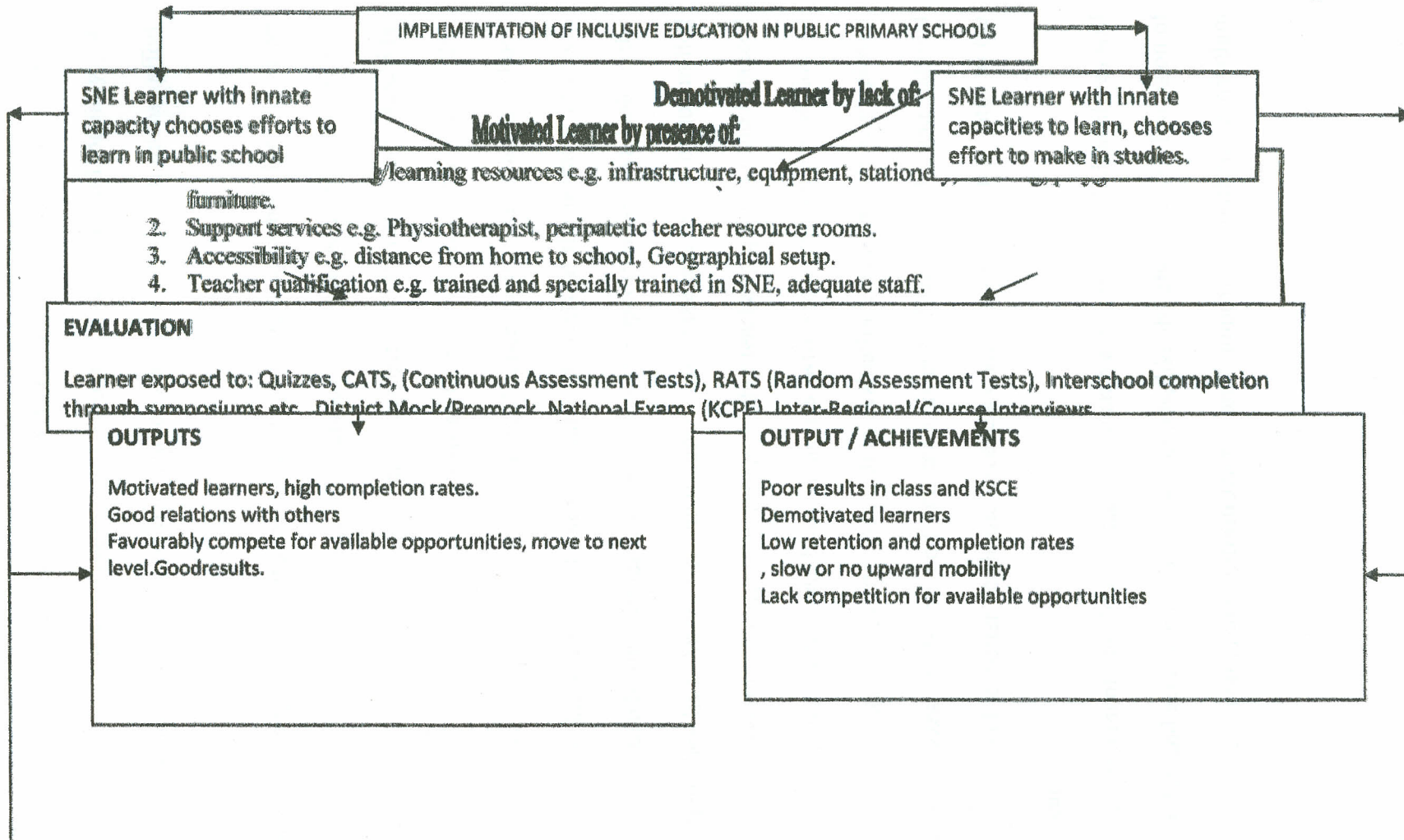
be more decisive in determining ones growth and development than innate gifts or tendencies.

Dewey (1922, 34) argues that intelligence is key to freedom or individual responsibility. Proper nurturing by schools and teachers is very important for equality and freedom to be achieved. The school must be conducive to all learners including those with disabilities for them to develop the learners' power of self-control.

## **1.9 CONCEPTUAL FRAMEWORK**

According to MOEST (2008), 161,825 children with disabilities were enrolled either in special schools or integrated units. This is minimal compared to the estimated 750,000 students with disabilities at elementary level. This is an indication that there are inequalities in educational opportunities with their counterparts hence need for inclusion to bridge this disparities. The researcher conceptualizes a situation that where barriers such as lack of physical facilities, teaching/learning resources are removed through provision .Learners with disabilities will compete favorably and excel. Appropriate infrastructure, playgrounds, audiovisual aids and support services are equally important. Similarly, a differential curriculum either adopted/adapted and instructional methods should be provided to those not severely handicapped. These will enhance achievements. When such learners are exposed to evaluation they will post better results.

**THE CONCEPTUAL FRAMEWORK ON IMPLEMENTATION OF INCLUSIVE EDUCATION IN PUBLIC PRIMARY SCHOOLS.Fig.1**



From figure 1 above, for example, a school provided with all the necessary parameters will produce highly motivated learners, with good reading habits, high achievers, securing better jobs, will be appreciated by employers regardless of their social status or handicap. Teachers in turn will have positive attitude in their work, upward mobility, job security and appreciation from their employer and community resulting in intense effort to succeed.

Qualified personnel, appropriate physical facilities and are accessible, located in an appropriate geographical setup, are likely to embrace inclusive education better than those that lack such resources. On the other hand, Teachers with P1 certificates should be trained in special education in-service courses so as to develop skills and abilities that enhance inclusive education, to be able to maintain learners with disabilities in school. They will have better knowledge and understanding of needs of the learners in recent development, future trends, the curriculum, constraints and opportunities, available in the community where they live. An enabled environment will make teachers to be committed in teaching and will result in high teacher morale, higher teacher pupil ratio and balanced subject allocation hence Better teaching strategies will enhance implementation of inclusive education. In addition, better curriculum evaluation methods will be employed such as CATS, quizzes, mid-term and end term exams, district mocks and national exams, that would lead to better academic excellence and higher transition rates to the next level of learning.

In an enabled environment, the disadvantaged, vulnerable and those with disabilities will compete favorably and access available opportunities, like the able learners. Provision of adequate resources, appropriate infrastructure and improved/modified curriculum

content, puts into consideration the fact that not all pupils work in the exact same way or pace. Therefore barrier-free learning environment and flexibility in terms of content and teaching approach assist in meeting learners' needs this in turn puts learners at equal operational levels and discourages discrimination. Support services from medical practitioners, peripatetic teachers and EARC doctors provide effective and efficient services needed in an inclusive environment. This contributes to the success of learners with special learning needs. On the contrary, inadequacy/lack of aforementioned parameters may lead to negative implications such as demonization, low self-esteem, poor participation, poor performance in exams, low transition rates to the next level and of course discrimination in accessing available opportunities. Goals and objectives in education for learners with disabilities will not be met if the scenario represented in Figure 1. of the conceptual framework illustrated in the Diagram above is not met. Against these background and the theoretical underpinnings, the present study was guided by the variables/parameters indicated in these conceptual model.

### **1.10 Operational Definition of Terms**

**Access** - Availability of equal opportunity for all school age children to enroll and get formal schooling.

**Curricular** - Planned and guided learning experiences under the direction of the school and these experiences should have intended educational outcomes.

**Disability** - Physical, mental, sensory or behavioral state of condition that results in impairment of functioning in any part of the body.

institutions. The learners receiving special education have educational handicaps such as physical, hearing, visual, mental, emotional, language, learning disabilities and multiple handicaps.

**Special Schools** - This is an institution specially organized to make special education available for learners with special educational needs and is registered as such under the Education Act. Such institutions cater for children who are visually, physically or emotionally handicapped. The school is intended to help learners attain their full potential.

**Special Unit** - Refers to a classroom that is located in a regular school, but is set aside for educating learners with specific teachers who are responsible for most of the learners' activities.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.0 Introduction

This chapter reviews literature related to inclusive education for children with special needs in education including policy documents. The literature reviewed included the importance of inclusive education, the rationale for Inclusive Education, accessibility to special education, teachers' qualifications on SNE and role, types of disabilities. Modified Curriculum, Availability of support services as well as government policy on special education.

#### 2.1 Importance of Inclusive Education

Inclusive education is a philosophy built around the belief and the understanding that education is a basic human right and the foundation for a just society. It takes the agenda for Education for All (EFA) by designing ways to enhance the capacity of the ordinary schools to serve all children in their natural communities.

According to MoEST (2008) Inclusive Education (IE) refers to the type of education which allows all pupils to be admitted in regular schools regardless of their disabilities or individual difference. In Inclusive education all children are taught in the same class by the same teacher, only that learning activities can be adapted for them. Inclusive education appreciates that apart from learners with disabilities, there is another category of learners who may require special attention, such as the orphans, street children, refugees, the chronically ill and those from extremely poor families.

Inclusive education is important because it is an effective way of reducing discriminatory attitudes towards people with disabilities, building an all-inclusive society and thus anchoring Education For All (EFA). It also promotes education that emphasizes hands-on activities/ experience based learning. It promotes the development of social and emotional growth among pupils, teachers and support staff as they develop compassion, acceptability and understanding of the members of the school community/children. Inclusive education leads to adjustment of the learning environment e.g. improvement of physical facilities to accommodate physically challenged and the reduction of noise for hearing impaired may benefit all learners. Finally, it improves access to education.

## **2.2 Types of Inclusive Education**

BOWE (2005) stated that Inclusive education is divided into two categories namely regular/partial inclusion and full inclusion as discussed below:

### **i. Partial/regular inclusion**

Learners with special learning needs are educated in regular classes for nearly the whole day or more than half of the day. They receive special help and specialized services outside the regular classroom if they require special equipment or when they disrupt the rest of the class such as speech therapy. Occasionally, students leave the regular class to attend smaller and more intensive instructional sessions in a resource room or other related services like language therapy, occupational or physical therapy and social work.

### **ii. Full inclusion**

It involves the complete integration of students with SNE and to the general education classroom. The learners receive all special services in the same general education

classroom as all other students. The students classified as disabled remain in general classrooms virtually all the time. Professionals enter the classrooms and deliver assistance there. According to (Hastings 2003) full inclusion of all students regardless of their particular needs is a controversial practice and it is not widely applied. It is more common for local education agencies to provide a variety of settings from special classrooms to mainstream to inclusion and to assign students to the system that seems most likely to help the student achieve his or her individual goals.

### **2.2.1 Rationale for Inclusive Education**

#### **Why Inclusive Education?**

Every school should be able to cater for all children including those with varying disabilities and abilities. Inclusive education identifies the barriers that make it impossible for learners with disabilities and special needs to access education and works with the local school community to remove those barriers. To achieve this objective, inclusive education mobilizes appropriate human, physical and material resources for the transformation of such ordinary/regular schools.

Teachers are trained and provided with the necessary resources to modify the curriculum and the schools. Physical and social systems are also modified so as to fully accommodate learners with diverse learning needs.

Inclusive schools respond to the diverse needs of learners accommodate both different styles and rates of learning and ensure quality education to all through appropriate curricula organizational arrangements, teaching strategies, resource use and partnerships with communities as well as the assessment of the learners. Inclusive education

recognizes the diversity of learners and the fact that certain learners may not be able to benefit from the ordinary schools. Inclusive Education is therefore important because it reduces discrimination, motivates learners, through provision of an opportunity to learn in an ordinary environment through sharing the necessary available special resources. Since Special schools and scattered all over the country they cannot cater for all learning needs of learners with disabilities.

MoEST (NOV, 2003) outlines some benefits of inclusive education as:

- i. Extending Appropriate Education to all learners including those with Special Needs in Education and thus promotes their rights by ensuring that the learner is educated in the least restrictive environments which enables him/her to grow and learn in a setting in which he/she will eventually live and work as an adult.
- ii. Increasing community awareness on Special Needs Education learners in the schools within the neighborhood as stipulated in inclusive education philosophy. This practice would help eliminate the stigma attached to learners with Special Needs in Education as well as develop positive attitudes towards these learners. Promoting Social Development.
- iii. Inclusive education promotes social interaction between learners with Special Needs Education and their ordinary peers. Such interactions in turn enables the rest of the learners to develop such virtues as being accommodating, accepting, cooperative, considerate, patient, humble and supportive. They also learn to share knowledge, experiences and resources, with Special Needs Education learners.

- iv. Cost Effective: Learners with special needs share resources with their peers in regular schools. The Children's Act (2001) states that all children have a right to live with his/her family, education and training to their full potential.

Education is considered a right for all children and has been enshrined in several international documents such as the Universal declaration of Human rights in 1948. The Education for all movement and subsequent International conventions have pointed out that, particular groups of children are vulnerable for exclusion or denied the chance to optimally participate in the learning activities which take place in a formal, informal or non-formal settings. The children are educationally disadvantaged by the social, cultural, regional, political and economic environments in which they live. Some international instruments highlight the particular rights of groups such as the girl child, indigenous people and those with special needs (including those with disabilities) just to mention but a few. According to MoEST (2001) government plan (2000-2008), out of 1.8 million children with disability aged between (0-9) years, only 5.5% (100,000) had been assessed in both regular and special schools.

Jean Gross (1996) also identified other factors, which may negatively influence the implementation of inclusive education. These include: An acute shortage of teaching aids, equipment and human resource to support inclusive education in the regular schools, lack of relevant policy in SNE without which teachers may not be duty bound to provide individualized attention to learners with SNE and may even refuse to admit such learners in their schools. Jean Gross also stated that other factors are; the system of examination, which currently emphasizes the use of the mean score type of grading in schools which is not in favor of learners with SNE, lack of trained teachers in SNE, rigid

curriculum used in ordinary/regular schools which does not take care of the individual needs of learners with special needs in education and lack of barrier free facilities- schools are inaccessible to learners with special needs in terms of desks, toilets, doors and paths.

These underlying principles make it clear that there's a strong commitment to ensuring that children are recognized as active agents in their own learning and that education is designed to promote and respect their rights and needs.

Inclusive education addresses the learners' needs within the mainstream school and advocates for all children, regardless of their disability to access quality education in their neighborhood schools, together with their brothers and sister.

### **2.3 Accessibility to Education**

Ministry of Education Science And Technology, (MoEST) (2008) defines access as the removal of all barriers e.g. levies furniture and age limit that will hinder someone from getting education. This has been achieved by the Kenya Government through introduction of Free Primary Education (FPE).

Access addresses the open-ended nature of education, which is recognized as a basic right to every child, youth and adult. It embraces the concept of inclusiveness for all potential learners both horizontally and vertically.

Equity and access are encompassed in Sessional paper no.1 of 2005 that is geared towards vision 2030 guided by the understanding that the right to education will be achieved through the provision of an inclusive and quality education that is accessible and relevant to all Kenyans.

The Koech Report (1999) emphasized inclusive education in order to give all children including those with special needs the opportunity to access basic education. The Ominde Report (1964) suggested that racial Education Systems be abolished in order to give equal access to all children, regardless of their Races or gender. Similarly, in the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Report, 1988) called for the expansion of teacher training colleges to increase access to teacher education. According to the Kenya economic survey (2004), 73% of the central government expenditure on social services went to education. The Kenyan national on budget education sector was kshs.140 billion in 2009/2010.

According to TIQET (Totally Integrated Quality Education and Training) (1999) lack of access is said to be due to inadequate number of schools in both rural, urban and especially ASAL areas. TIQET further states that learners with special learning disabilities may have perceptual handicaps, dyslexia, developmental but are not able to co-ordinate hand and pen in writing, among other problems. Such learners require specific guidelines for teachers to help them learn in regular classrooms for them to access education.

There is also the belief among many parents that no benefits accrue from educating a child with disabilities. The present level of development in Kenya's education services for the handicapped is very minimal for majority of the children. Education for handicapped children has almost been totally reliant on donor funding. A few of these children are assisted in special classes in schools for specific handicaps hence cannot learn in inclusive schools. Under education and training, Kenya will provide globally

competitive quality education, training and research to her citizens for development and enhance individual well-being.

Kenya Vision 2030 further states that the overall goal of education is to reduce illiteracy by increasing access to education, improving transition rate from primary to secondary schools, and raising the quality and relevance of education. The other goals include the integration of all special needs education learners into learning and training institutions and increasing the school enrollment rate to 95% by 2012 among others. According to vision 2030 one of the flagship projects for education and training for 2012 was to establish a teacher's recruitment programme to employ 28,000 more teachers to ensure that all schools have adequate teachers.

According to education and World Bank (2002), The World Bank and other development partners are actively engaged with other countries to address the data, policy, and capacity and resource gaps in achieving EFA. According to World Bank, access is particularly constrained for girls, poor children and children with learning disabilities. Some of the barriers are distance from school, poor sanitation, culture, lack of books and uniforms. The World Bank and other development partners are assisting countries to focus on the disadvantaged, quality and on learning outcomes and channeling support to the school level as much as possible.

#### **2.4 Teachers Qualifications and their Roles**

According to studies done, the role of a teacher is imparting knowledge and helping students learn how to be agents of life transformation. Shiundu and Omulando (1992)

noted that the calibre of the teaching personnel is the level and quality of the instructions for teacher education.

The International Labor Organization (ILO) in conjunction with UNESCO has recommended that all teachers should be trained in post-secondary institutions as at a level equivalent to that of higher education.

The teacher training course helps teachers to develop their skills in the following: stimulating and fostering children's interests; organizing children's learning experiences; evaluating their work and that of the children; contributing towards course planning; communicating effectively with children, colleagues, parents and the public at large among others

Key reforms enforced by the government in order to upgrade teacher qualifications and capacity include; the upgrading of entry requirements to pre-service primary teacher training, from C to C+ with a credit in mathematics and science; recruitment of teachers to be based on competence in subjects rather than a mean score and on interest; in-service training for teachers to be regularized and certificated; teachers to be given opportunities to further their academic, pedagogical and ICT specialization in psychology as well as provide guidance and counseling. According to the Ministry for Education (2004) teachers train in special needs education in order to acquire skills and attitudes handle learners with special learning needs.

Gatawa (1990) noted that teachers tend to restrict their operations to the classroom. Programs that involve teachers in activities outside the classroom are frowned upon. Gatawa argues that teachers have no control over what they teach. They fit in time-tables

made for them and dictated from above. This situation does not promote teacher initiative in curriculum and curtails their autonomy and initiative.

Majasan (1995) argues that teaching is the only profession in many countries where paraprofessionals and non-professionals are given responsibility over clients on the same terms as qualified graduates. Apart from lowering the professional status of teaching this phenomenon reduces the ability of teachers as a group to participate in curriculum development.

According to Okumbe (2007) in quoting Fredrick Herzberg, motivational study of hygiene factors theory indicates that a worker must have a job with challenging content in order to be fully motivated. Teachers should be enabled by the management challenged to be innovative in their performance. According to Education and World Bank to support quality and learning in the classroom, the World Bank helps to train teachers and school administrators and ensure their adequate compensation. The World Bank has also participated in supporting Education for All (EFA).

## **2.5 Disability Defined**

Ayodo (2004) defines disability as “any challenge to perform any activity in the normal manner” Ayodo states that when children or any person are not able to lead normal lives because they are challenged in terms of their physical, mental or visual ability, they are said to be “disabled”.

*Handicap*: is a disadvantage that is relatively less severe and less limiting to an individual than a disability. Kenya Institute of Special Education (KISE 2000) states that a handicap

may result from impairment or an accident that may curtail performance or an organ or physical limits.

### **2.5.1 Types of Disability**

According to Kenya Government (1999) learners may have different types of disability or challenges in relation to learning. The general consensus among educational experts is that learners with special needs may be classified as those with physical, mental, visual and hearing impairment. The Basic Education Act (2013) states that children with special needs include: a) Intellectually, mentally, physically, visually emotionally challenged or hearing impaired learners; b) pupils with multiple disabilities; and c) Specially gifted and talented pupils.

#### **i. Physically Handicapped Children**

According to Kenya Government (TIQET, 1999) learners with physical impairment can be categorized as those with neurological, muscle-skeletal and other health impairments. Each of these categories has different learning needs and requires assessment to ascertain type of support they need. The Kamunge Report (1988) recommended that educational institutions that have physically handicapped children should provide facilities that ensure that these children move and function safely, conveniently and without obstruction.

#### **ii. Mentally Handicapped Children**

Totally Integrated Quality Education And Training, (Koech Report) TIQET (1999) states that these are learners with significantly sub-average general intellectual functioning. Schools with such learners should provide the appropriate curriculum and activities that

assist them to develop and learn how to manage themselves. The purpose of the education of these children is not more to pass examinations than to “develop and manage them” thus reducing dependency on other people

### **iii. Visually-Handicapped Children**

According to Koech Report, TIQET (1999) describes them as learners with limitations imposed by visual loss or reduction or a person’s inability to interact with his/her environment due visual limitation. Such learners will not be able to learn without due assistance from trained teachers and learning/teaching aids. They will need Braille, magnifying glasses and other optical devices to reinforce the impaired vision. Such learners need a school environment that is risk-free in terms of pavements, pits/holes or sharp objects that can cause them injury. According to the Koech Report (1999) the introduction of the 8-4-4 structure of education disadvantaged visually impaired learners as “practical subjects” and learning was given prominence.

### **iv. Children with Hearing Impairments**

Koech Report (1999) indicated that these are learners that are classified as deaf and hard of hearing. The deaf learners are those whose loss of hearing is either severe or profound. These children have difficulty in understanding normal conversations and this result in a delay in language and /or speech development, academic achievement among other educational handicaps. The hard of hearing are those whose hearing loss ranges from mild to moderately severe. They also need specially trained teachers with skills such as speech, reading and sign language. Totally Integrated Quality Education and Training (TIQET 1999) states that there is a confusion in the Kenyan sign language and the

borrowed signs that lead the deaf learners to continuously be exposed to different “sign languages”

## 2.6 Modified Curriculum

According to the education Act Revised 1980 “ a curriculum is the approved syllabus and the activities provided at any school and include the time allocated to each subject and activity”. Curriculum could also refer to the subject matter that is planned to be taught by the teachers and learnt by the learners at each level of education (Ibid). Inclusive education calls for the recognition that all pupils may not do the same work in the same way at the same speed. This requires flexibility in terms of the content and teaching approaches to meet each learners needs.

According to Kenya Institute of Special Education (KISE) (2000) a differentiated curriculum is an attempt to modify the regular curriculum to meet the individual needs of the learners, it involves: manipulating the environmental factors; adapting the teaching approach and time schedules; modifying the content presentation; adapting the examination question and assessment procedures. A modified curriculum will provide appropriate learning materials for learners with special needs in education. The Education Policy should however clearly allow the modifications by empowering the schools to make decisions concerning learners.

Orodho (1996) also says that it is implicit that students’ high performance is influenced by the teaching experience of the teacher and available instructional resources.

## 2.7 Availability of Support Services

Learners with special needs require basic support services for their learning to be effective in an inclusive setting. According to the Kenya Institute of Special Education KISE (2002), the following are some of the support services that should be made available to a learner with special needs in the regular class:

- I. Resource room – is a room in a regular school which is equipped for enriching learning for learners with special education needs. It is managed by a resource teacher who is trained in special needs education.
- II. Peripatetic or itinerant teacher – moves between schools and homes teaching, training, counseling and providing materials to parents, teachers and children themselves.
- III. Guidance and counseling to be given to parents and their children who have special needs in education. This is given by EARC, doctors and educators.
- IV. Medical practitioners to provide medical care to children with special needs. They can also advice on intervention, prevention and placement of these children in schools. Note: medical practitioners work together with other parties when making decisions about children with special needs.

Other efforts include the government of Kenya national Feeding Programs for people in hardship areas, training at diploma level in Special Needs education and in-service courses offered at Kenya Institute of Special Education to help teachers implement inclusive education. Degree courses in Special Needs Education are also being offered at Kenyatta and Maseno Universities.

## 2.8 Government Policy on Special Education

The Government of Kenya is committed to provide compulsory basic education to all school age children regardless of their race, gender, economic status or disability. The Gachathi Report (1976) suggested that in order to improve and expand provision of special education coordination of diagnostic activities and the public, on causes of physical disabilities, and collection of existing data as well as nature of handicaps on special needs was to be introduced. Totally integrated quality Education and Training (TIQET) (1999) stated that, it is the government policy to provide education for all children including those with learning needs. This led to the establishment of Education Assessment Resource Services (EARS) units in the ministry of Education in 1984, where diagnostic assessments of children with learning difficulties are done. The government also established Kenya Institute of Special needs Education (KISE) in 1986 to consolidate training of learners with special learning needs.

The Special Education Act (1999) was enacted by the government to streamline provision of special Education in the country. A Special Education Advisory Board (SEAB) was established in the ministry of education to advise the Minister on matters related to special education. A Special Education Tribunal was also set up at the ministry of education to determine cases from people with disabilities. Under the Act (1999) every District Education Board (DEB) should maintain a register for all learners with special Educational needs in the district.

More recently special education has been enshrined through inclusive schooling in regular schools. The government is currently implementing measures aimed at improving the participation of children with special needs. Among the government strategies in an

attempt to increase access and improve quality, is the provision of instructional materials through waiving of duty on special equipment and materials as well as providing incentives for local production of such equipment as a way of reducing the cost of providing special needs education.

In May 2010, MoEST launched “Special Needs Education Policy Framework” to boost efforts of inclusive education. The policy provides guidelines on provision of education to learners with special learning needs. With the policy in place special needs Education (SNE) became a reality and will consequently improve the participation and involvement. To enhance SNE, the Ministry through the Kenya Institute of Special Education (KISE) has introduced new courses and expanded its training capacities. According to MOEST (2004) ,plans are underway to upgrade KISE to a degree issuing institution to improve the quality of SNE teachers.

The Government has also put in place a policy framework and appropriate legislation that ensures provision of education to all children regardless of their circumstances. Key among them is the Children’s Act of 2001 that provides for education as a right to all children. The Government is also a signatory to international declarations and protocols which is a commitment to providing education to all its citizens and this provides a framework for enhancing social inclusion, for example, the Education for All and the Millennium Development Goals for universalization of education.

## CHAPTER THREE

### RESEARCH METHODOLOGY AND DESIGN

#### Introduction

The chapter presents the research design, target population, the sample and sampling techniques. In addition it also describes the research instruments, the methods of data collection, as well as data analysis techniques.

#### 3.0 Research Design

The study employed survey research design. Survey research design is good in describing the value of existing conditions and identifying the standards which existing conditions can be compared. Orodho (2009) defines survey as a researcher that is concerned with incidences, Distribution and inter-relations of educational variables. While Kothari (1990) defines survey as a research that deals with describing recording, analysis and interpreting conditions that either exists or existed. The researcher chose survey design bearing in mind the time available, cost factor and other logistics such as the means of obtaining the information. The research design was intended to produce statistical information about implementation of inclusive education to children with special learning needs in Kasarani division, Nairobi County, which will elicit interest in educators and policy makers.

In this case the researcher did not manipulate variables but was concerned with gathering of facts and figures. The researcher asked questions requiring respondents to give opinions and values. The survey approach helped in exploring the existing status of variables, such as teacher qualifications, availability and adequacy of teaching and learning resources, sourcing of funds, teacher trainers, support services and accessibility.

Therefore, survey design is most appropriate to offer better measurement to a large population such as this one in Kasarani, since it can be used for internal and external evaluation and improvement in inclusive education implementation.

### 3.1 Location of the study

According to Wikipedia free encyclopedia; [wikipedia.org/wiki/districts of Kenya](http://wikipedia.org/wiki/districts_of_Kenya)

Nairobi County includes:

Nairobi North District – (Komasrock region)

Nairobi North District – (Kasarani region)

Nairobi West District – (Ndaragua/J. Kang’ethe area) and

West land District area (New).

The County has eight (8) divisions, which i.e. Dagoretti, Central Nairobi, Embakasi, Kasarani, (Langata) Kibera, Makadara, Parklands/Westlands and Pumwani.

According to Wikipedia the free encyclopedia, Kasarani Division is in the East of Nairobi, approximately 11km from the Central Business District (CBD). There’s also Kasarani Sports View centre situated 12km North of Nairobi, the “city in the sun”.

Informal settlements are characterized by houses made of temporary materials that do not conform to minimum standards. Features of informal settlements include: majority of the structures are let on room-by-room basis and majority of households occupy a single room or part of a room, high population density with 250 units per hectare compared to 25 per hectare in middle income areas and to 15 per hectare in high income areas. Physical layouts are relatively haphazard making it difficult to construct roads, pathways,

drainage, water and sanitation. The majority of the inhabitants have low or very low income. Urban services such as water and sanitation are non-existent or minimal.

According to Wikipedia the free encyclopedia, the estimated population and area of informal settlements of Kasarani is 158,115 covering an area of 227 (Hectares). The health of those that live in informal settlements in Embakasi and Kasarani are in addition affected by industrial pollution, and their rights as residents are not guaranteed. Some people were relocated to these settlements after their previous settlements were demolished by the authorities. Kibua (1991) states that Korogocho has no direct access to a toilet. They usually share a pit latrine with approximately 50 other people.

Kasarani division has 25 public primary schools comprising a total population of 684 teachers where 580 are females and 104 males.

### **3.2 Target Population**

According to Orodho J.A (2009), Borg and Gall (1999), a target population is all the hypothetical set of items or people, events and objects under consideration in any field of inquiry. The target population of this study was the 25 headteachers, the 684 teachers and the 29841 students from the 25 public primary schools in Kasarani division, Nairobi County.

### **3.3 Sample and Sampling Technique**

Orodho (2009) documented that samples are necessary in many researches as the target population may be virtually too large to be covered. The researcher used simple random sampling to obtain the sample from the teacher population of Kasarani Division. This is

because random samples yield research data that can be generalized to a larger population within margins of error that can be determined statistically. According to Orodho (2009) random sampling permits application of inferential statistics that enable the researcher to make certain inferences about population values such as the Mean, Standard Deviation and co-relation co-efficient on the basis of obtained sample values. Simple random samples provide equal opportunity of selection for each element of the population.

Since time could not allow the whole population to be used, the researcher simple random sampling to select 10 primary schools in Kasarani Division in Nairobi County Kenya. The sample comprised of head teachers, teachers and students from ten (10) randomly sampled schools. Respondents comprised of 10 head teachers and 140 teachers in the division. To obtain the sample, the researcher assigned a random number to each school ranging from 1 to 25. The number that appeared between 1 and 25 was included in the sample, excluding those that exceed 25. Those numbers already selected were ignored. Primary data was collected from the sampled respondents.

### **3.4 Research Instruments**

The researcher used a questionnaire as the main instrument to collect information during the study. Interviews were also used to elicit information that was not clear. Observation schedule was used to corroborate data obtained from the respondents.

#### **Questionnaire for Teachers**

Orodho (2009) states that a questionnaire allows great uniformity in the way questions are asked ensuring greater comparability in the process. The researcher developed a questionnaire for teachers on the basis of past researches such as Seamus Hearty (1992)

on integration in action. The researcher modified and restructured the Hearty's instrument to make it relevant to the current study.

The instrument had two sections. Section **A** solicited data on demographic information from the respondent such as gender, qualification and experience. Section **B** sought to establish information on inclusive education. It comprised questions on school status and related details such as, physical facilities, teaching or learning resources and accessibility of the schools to SNE learners.

The items in the questionnaire were constructed in restrictive (closed) format, where the respondent was given options to choose from. The respondent was required to put a tick against the correct alternative as an indicator of the respondents answer. A questionnaire was therefore appropriate for the study since it targeted respondents who are literate. The respondents, that is, teachers can read and write with ease hence no communication barrier were experienced.

### **Interview Schedule for Head-teachers**

The interview schedule was used since it helped to obtain and cross check information already given through responses in the questionnaire. The interview schedule is important because it checks ambiguity and unconfirmed information. The respondents were expected to respond orally while the researcher made brief notes on the responses in the schedule. The interview schedule consisted of two sections.

Section A sought demographic information regarding the respondents such as gender, Headship experience and qualifications. Section B sought to obtain information regarding inclusive education such as enrolment, teacher qualifications, funding sources; disability types support services, personal facts and knowledge about inclusive education.

## **Observation Schedule**

The researcher used this method to obtain data on information about physical facilities, infrastructure and Teaching/Learning resources. The researcher recorded these observations by filling in the spaces provided in the record sheet. This was done without probing the respondents or seeking any clarification.

### **3.5 Piloting of the Research Instruments**

The research instruments that were used included questionnaires, interview schedules and observation schedules. The questionnaire was pre-tested using three schools representing ten percent of population sample. Piloting assisted finding out if the instrument will be easy to fill and establish whether the questions were clear and workable. Borg and Gall(1989) state that pre-testing is essential in establishing the validity and reliability of the instrument and to avoid threatening questions so as to identify the appropriate method to administer the instrument. These helped in improving the items in the questionnaire and reduce ambiguity or unconfirmed information. Similarly, items in the interview schedule and the checklist were tried out in the selected sample from the target population. The schools and respondents used in piloting were excluded in the final study. Data was collected using questionnaire for teachers and interview schedule for head teachers.

### **3.6 Validity of the Research Instruments**

Orodho (2009), Mugenda (1999), Borg and Gall (1989 pp 249-250) have documented that validity is the degree to which results obtained from the analysis of the data actually

represent the phenomenon under investigation. After piloting certain items were omitted and others rephrased to obtain the desired information from the respondents. Since the researcher adopted the instrument from Seamus Hearty, et al (1992) which was designed in a foreign environment from Kenya, conducting a pilot study/pretesting to check if questions will be well understood was important. Orodho (2009) states that the purpose of a pilot exercise is to get the “bugs” out of the instruments such as ambiguity, confusion over any of the phrases used in wording, poor layout and researcher bias. This also helped to improve the items in the questionnaire.

Piloting helped the researcher ensure that respondents in the main study do not experience any difficulties while completing the instrument. Borg and Gall (1989) argue that validity of an instrument may increase through reviews and repeated tests. The schools used in the pilot study were excluded in the final study.

The questionnaire administered by the researcher within an agreed period of time by the schools. Similarly items in the interview schedule and checklist were tried with a selected small group from the target population.

### **3.7 Reliability of the Research Instruments**

Orodho (2009) state that reliability is the degree to which empirical indicators are consistent, accurate and obtains the same results under the same conditions several times when measuring the theoretical concept. According to Kerlinger (ibid) the reliability of an instrument can be increased by clearly defining the objectives of the study and precise identification of data required. Pilot study was used to do this.

The researcher tested reliability by employing the split-half technique or method. Split-half method is preferred because it requires only one testing. The instruments were designed in such a way that it had two parts. Part I and part II. Using Spearman brown prophecy method the following procedure was followed:

1. Respondents' scores from one part were correlated with scores from the second part. This involved the following:
  2. The researcher made a sample of items from the domain of indicators that measure the variable.
  3. The researcher administered the total test on an appropriate group of about 5 respondents.
  4. The researcher divided the scored items into two groups to split the items at random.
  5. The researcher compiled each subject total score from the two groups of items.
  6. The researcher then correlated the scores from the two groups for all the subjects.

The spearman-Brown prophecy formula was employed to compute the reliability coefficient of the two sets of data. The formula is shown below.

#### **Spearman-Brown Prophecy Formula. Fig II**

$$\text{Rho } (r_s) = \left\{ \frac{1 - (6 \sum di^2)}{N^2 - 1} \right\}$$

Where rho ( $r_s$ ) = spearman's coefficient of correlation

$di$  = different between ranks of pairs of the two variables.

$N$  = the number of pairs of observation.

A reliability coefficient was obtained using the above formula with a correlation coefficient of 0.8 which is accepted as reliable.

### 3.8 Data Analysis Techniques

Descriptive statistics was used. Descriptive statistics involves tabulating and graphing, describing data by use of frequency tallies and percentages. Descriptive statistics is also called Summary statistics and is used to describe the data collected on a research sample. Data analysis started by checking accuracy, usefulness and completeness of raw data gathered.. This was done by editing and transferring data from data gathering tools to tabular form where the information was systematically examined. Data was classified in categories such as data from teachers, and Head teachers on the basis of interviews, observations and questionnaires e.g. data on demographic information and inclusive education. After classification, qualitative data was summarized and grouped into opinions, facts and figures, segregation of filed notes according to similarities of information provided by respondents. Organization of data was done according to study objectives and in the light of research questions. Finally the interpretation was made on the basis of the findings.

Qualitative data was analyzed through use of narrative descriptions. For example, data on gender, qualifications, experience, was analyzed through use of narrative descriptions. Descriptive statistics was used in order to make inferences and interpretations. Finally, the interpretations and inferences were presented using descriptive method. Such as use of prose to present findings. Conclusions and recommendations were made at the end of the study based on the research findings. Information was summarized and presented using bar graphs, pie charts, and percentages.

## CHAPTER FOUR

### PRESENTATION OF FINDINGS AND DISCUSSION

#### 4.0 Introduction

This chapter presents the findings of the study on implementation of inclusive education for children with special needs in primary schools in Kasarani Division of Nairobi County, Kenya. The study was done among 140 primary school teachers and 10 head teachers. In addition, an observation schedule was used to gather information on the facilities available. The findings are presented according to the research questions.

#### 4.1 Questionnaire Return Rate

A questionnaire was used to collect data from teachers and head teachers. The questionnaires used are given in appendices A and B. The returned questionnaires from teachers comprised 77.8% of the total questionnaires distributed. See **Table 1**

**Table 1: Questionnaire return rate for teachers**

No. distributed	No. returned	Percentage (%)
180	140	77.8

**Table 2: Questionnaire return rate for Head teachers**

No. distributed	No. returned	Percentage (%)
10	10	100

All ten questionnaires distributed to head teachers were returned. This accounted for 100% return rate which is quite good for the study.

## 4.2 Demographic Information

The demographic information of the respondents of the study is discussed here below:

### 4.2.1: Gender Distribution of Teachers

According to the data obtained, out of the 140 teacher respondents 94 (67%) were female and 46 (33%) were male. However, head teachers were equitably distributed. Five (50%) of the ten head teachers were male while the other five (50%) were female. This reveals that majority of the primary school teachers in Kasarani division are female. However, despite the female teachers being more than male, the head teacher's distribution is skewed in favour of male teachers. This shows that more male teachers are promoted to head-ship positions. According to UNESCO, (2000), the gender equality issue in education has been a major concern in South and Eastern African countries because of its relation with health and nutrition, economic development, and civic responsibilities.

### 4.2.2 Age Distribution of Teachers

According to the data obtained, age distribution of respondents (teachers) shows that majority of the respondents, that is, 72 (52%) were over 40 years. 23 of them (16%) were between 35-40 years, 24 (17%) were between 30-34 years while 21 (15%) were between 25-29 years. All the ten (10) head teachers were over 40 years. It shows that more teachers in the division are over 40 years. This could be as a result of promotion of teachers to teach at post primary levels or turnover of teachers at a younger age. The findings are similar to those by the Kenyatta University Institutional Repository record which show that there are more aging teachers at the primary school level.

### 4.2.3 Distribution of Teachers Based on Professional qualification

The information obtained on professional qualifications show that majority of the teachers in the division i.e. 53 (38%) had S1 qualification. 39 of them (28%) had P1 certificates whereas 8 (6%) had P2 qualifications. It was also revealed that 38 of the teachers in the division i. e. (27%) had a bachelor's degree. However, only 2 of them (1%) had attained a Master's degree. This shows that all teachers in the division had attained higher qualifications in teaching though not necessarily in special needs education. Two of the head teachers (20%) had a Master's degree; four (40%) had a bachelor's degree, while four (40%) had a diploma as their highest level of education. In terms of head-ship responsibility, it is clear some head teachers were less qualified than the teachers they supervised. This could pose a management challenge.

### 4.2.4 Distribution of Teachers Based on Teaching Experience

The researcher wanted to find out about the respondents' teaching experience. The responses are showed that majority of the teachers, that is, 45 (32% of all respondents) and 40 (29%) had taught for between 16-20 years or over 20 years respectively. About 26 (14%) had a teaching experience for between 11-15 years, 16 (8%) had 6-10 years of experience whereas 13 (7%) had 1-5 years teaching experience. This implies a significant number (85%) of the teachers had over ten years of teaching experience.

Out of the ten head teachers who participated in the study, 3 (30%) had between 16-20 years headship experience, two (20%) had 1-5 years in headship, two (20%) had 6-10 years, two (20%) had been heads for between 11-15 years whereas one (10%) had been a head for over 20 years. According to Hooper and Rieber, the more the teaching

experience a teacher has, the better they are at delivery of content due to increased self-efficacy.

#### **4.2.5 Level of Teaching for Teachers**

The researcher sought to find out what level respondents were teaching. The responses from the teachers shows that 72 (51%) of the respondents taught at upper primary. 56 (40%) taught across all levels (i.e. vertically) while 12 (9%) were teaching at the lower primary level. The results reveal that in sampled primary schools, more than half of the teachers taught in the upper primary level. Less than half of them taught in all classes while very few taught only at the lower primary level. This implies that a majority of the respondents (teachers) were qualified to teach across all levels in primary.

#### **4.3 Enrolment and Types of Disability in Primary Schools**

The researcher asked head teachers to indicate enrolment of SNE learners and the type of disability in their public primary schools. In one of the schools, the head teacher identified more than 100 pupils with special learning needs. In three (3) schools, the schools had between 75-99 pupils with special learning needs, while four (4) schools had 50-74 pupils; two (2) schools had below 49 pupils with special learning needs. These responses are summarized in Table 3

**Table 3: Enrolment of SNE learners in Public Primary Schools**

S/No/ (School)	No. of SNE learners in Regular classes in classes 1-8								
	1	2	3	4	5	6	7	8	TOTAL
1	20	14	07	13	15	07	-	-	76
2	11	10	14	10	11	15	17	19	90
3	20	14	07	13	15	12	-	-	81
4	10	-	-	-	05	-	05	02	22
5	16	01	02	-	01	04	-	01	25
6	07	11	01	08	08	22	09	23	89
7	09	05	-	-	-	-	-	-	14
8	-	-	-	-	-	-	-	-	-
9	-	-	-	-	-	-	-	-	-
10	-	-	-	-	-	-	-	-	-
<b>TOTAL</b>	<b>93</b>	<b>55</b>	<b>31</b>	<b>44</b>	<b>55</b>	<b>60</b>	<b>31</b>	<b>45</b>	

The ten schools visited in Kasarani division were Baba Dogo primary , Githurai, MM Chandaria, Thika Road, Roysambu, Kasarani , Kiwanja, KU primary, Kario Bangi North. Mathare North. From the data presented on table 3, six schools out of ten had SNE learners ranging from 22 to 90. Three (3) of the schools did not have any SNE learners. Even where the school had integrated learners with special needs, it is evident the enrolment was minimal. From the data, the government needs to sensitize citizens on the need to enroll children who have special learning needs especially in regular primary schools. Head teachers who had enrolled SNE learners in their schools suggested that government should construct new special units for SNE learners. Those who enrolled SNE learners in their schools were of the opinion that classes should be equipped with adequate and relevant teaching and learning materials. Other head teachers advocated for provision of special rooms where teachers trained in SNE can attend such learners. One the heads suggested the introduction of boarding schools for SNE learners while majority were of the view that severely handicapped should attend schools.

It is clear from these views that the implementation of SNE in regular schools still faces a lot of challenges. The above findings agree with Bowe (2005) on a case of partial inclusion in some of the schools in kasarani division.

#### 4.3.1 Type of Disability

Table 4 below shows the type of disability as identified by the respondent head teachers:

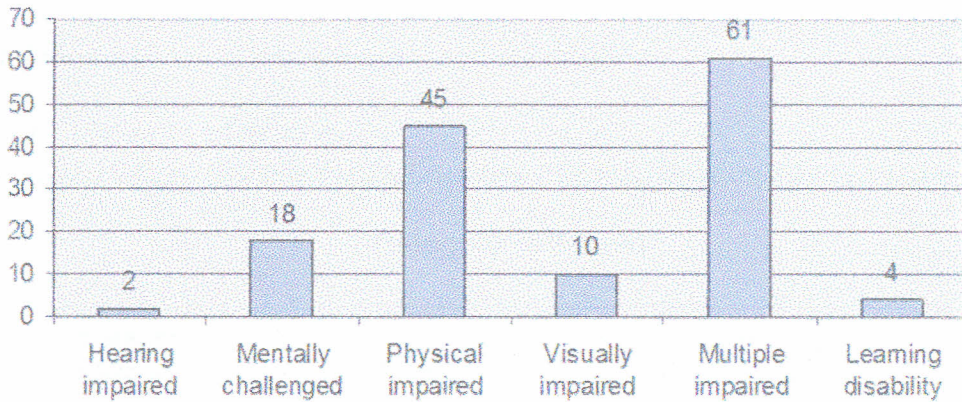
Type of Disability	No. of respondents	%
Hearing Impaired	2	1.43
Mentally challenged	18	12.91
Physically Impaired	45	32.11
Visually Impaired	10	7.11
Multiple Impaired	61	43.57
Learning Disability	4	2.86
<b>TOTAL</b>	<b>140</b>	<b>100</b>

The teachers' responses identified the following types of disabilities in their schools: physical handicap, visual impaired, hearing impaired, mental health such as dyslexia, cerebral palsy, autism, stammerers, downs syndrome, slow learners and hypo-active.

From the data shown, most public primary schools in Kasarani division have more multiple and physically impaired SNE learners than the other types of impairment. Mentally and visually impaired learners are relatively few just as those with learning disability. For increase of these types of learners, government should implement a policy that emphasize enrolment of visually and hearing impairment learners in regular public primary schools.

The bar graph below shows clearly the types of disabilities identified by respondents and their correlational percentages

Type of Disability



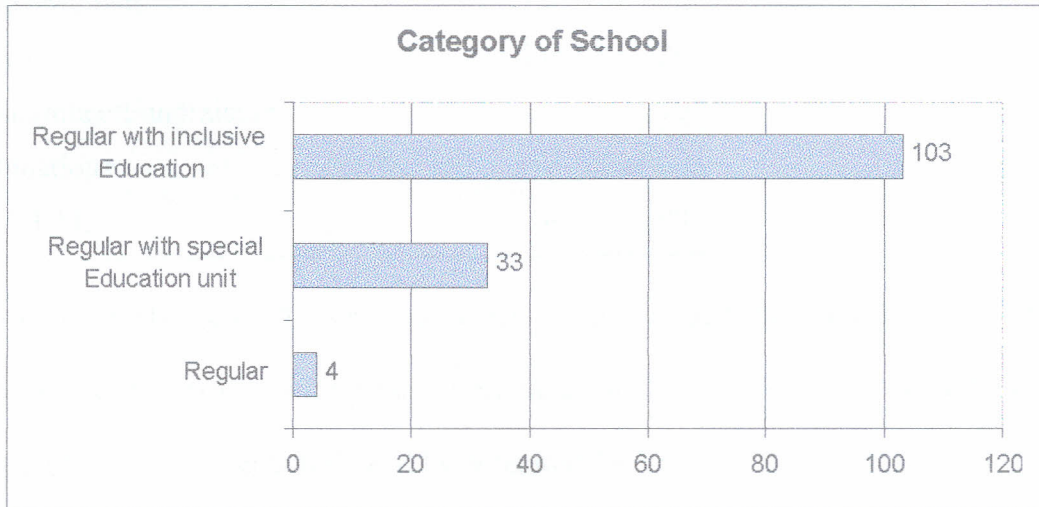
From the responses, 61 (44%) said there were learners with multiple disabilities in their school. Forty five (32%) of the respondents indicated they had physically impaired pupils, 18 (13%) had mentally challenged pupils while 10 (7%) had visually impaired pupils. Only four (3%) teachers said they had pupils with learning disabilities and two (1%) had hearing impaired pupils. From the table, it is evident that public primary schools in the division have embraced inclusive education. It is implied that due to multiple disabilities, qualified SNE teachers need to be posted to all schools to handle these learners. Apart from the general training in SNE, it is necessary that capacity building in all forms of disability should be given to teachers. The findings agree with those of Ogbue1981,Obiakor1990 who identified five categories of disabilities these included children who were blind ,partially sighted, deaf, partially hearing, physically disabled ,mentally handicapped and the hospitalized, were being given an education in Nigeria.

#### 4.4 Implementation of Inclusive Education and Funding

The researcher sought to find out if the public primary schools have embraced inclusive education and where they receive their funds from.

##### 4.4.1 Category of Schools

The figure below presents the findings from the teacher-respondents on category school.



According to the respondents, on the category of school, 103 (74%) identified their school as regular with inclusive education, 33 (24%) regular with special education unit, while only 4 (2%) indicated their schools were regular. Among the head teachers, 6 identified their schools as regular with inclusive education, two as regular with special education units while one said classified the school as regular.

The findings are supported by MoEST (2010) when the ministry launched a Special Needs Education Policy Framework to boost efforts of inclusive education. In addition, Mwandikwa (2012) stated that the policy framework has resulted in active participation of all sector stakeholders on the provision of special needs education. It is clear from the study that inclusive education has been embraced in many public primary schools in the division.

#### 4.4.2 Source of Funding for inclusive Education

The researcher asked respondents to state the source of funds for special needs in their schools. The responses are given in table 6 below.

**Table 6: source of funding for SNE in schools**

Source of Funds	Funded by	%
Government	7.0	70
NGOs	2.0	20
Harambee/Fundraising	1.0	10
Donations	0	0
<b>TOTAL</b>	<b>10</b>	<b>100</b>

From the table above, 7 (70%) respondents indicated that the main source of funding for special needs learners is from the government. NGOs were rated as second main sponsors by 2 (20%) respondents followed by donations by 1 (10%).

Head teachers, stated that the government was the main source of funds mainly by sponsoring training of teachers, payment of resource persons, provision of funds for facilities such as classrooms, equipments and learning resources.

These findings are supported by Pappanikou (1977) who identified the curriculum, attitudes of staff, social structure, physical arrangement, allocation of resources within the classroom, and the skills of teachers as elements of the schools educational ecology.

From the responses it is evident that government remains the key sponsor of resources needed to provide facilities for SNE programmes. The role NGOs play in the provision of resources for learners with special needs can not be under estimated. The World Bank helps countries to focus on the disadvantaged, on quality and on learning outcomes, and channel support to the school level as much as possible. Thus, they are increasing lending and helping mobilize other donor resources. This is in agreement with Abiakor((1990)

who stated that grant tot support special needs in Nigeria came from individuals, local and international organizations and voluntary agencies while annual grants came from the ministries.

#### 4.4.3 Availability of Specialized Equipment, Physical Facilities and Instructional Materials

The researcher sought information regarding availability and the status of the specialized equipment, physical facilities and instructional materials in the public primary schools.

The responses are summarized in the **tables 3 and 4** below.

**Table 3: Teaching/Learning Resources and Equipment Availability–As indicated by teachers**

Teaching/Learning Resources and Equipment Available				
Comment	Available	%	Not Available	%
Textbooks (Teachers and Pupils)	85	61	55	39
Writing Materials e.g..manila papers ,Exercise books ,etc.	109	78	31	22
Visual Aids such as charts, maps.	42	30	98	70
Audio Visual Equipment	10	7	130	93
Specialized Aids e.g. Braille ,optical instruments ,wheel chair, crutches, walkers	20	14	120	86

On the teaching/learning resources and equipment, majority of the respondents i.e writing materials and textbooks for (pupils and teachers) were identified by 109 (78%) and 85 (61%) teacher-respondents respectively. The least available were audiovisual equipment identified by 10(7%) and special aids by 20 (14%) teacher respondents. The later equipments are very crucial for SNE learners yet very scarce this implies that

many schools are not adequately prepared to handle SNE learners. It could be due to reluctance on the part of the head teachers or lack of sufficient funds. The Government should focus more on funding such areas so that SNE learners can benefit.

Figures from the observation schedule show that out of the 10 schools, 9 had appropriate teaching resources such as textbooks, chalkboard and chalk, manila papers, charts and maps and dusters. However, one school did not have the above named teaching resources/equipments. On the contrary, none of the schools had any cassettes on special needs education. This findings is in agreement with OLubukola(2007) who stated that there were no facilities to purchase technical equipment and teaching aids that could be used in the special education classroom.

**Table 4: Teaching/Learning Resources and Equipment Availability- As observed**

**Learning Resources Available in the School**

<b>Observation</b>	<b>Available</b>	<b>%</b>	<b>Not available</b>	<b>%</b>
Desks	9	90	1	10
Braille, books	2	20	8	80
Wheel chairs, walkers, crutches	1	10	9	90
Audiovisual equipment	0	0	10	100
Special rooms	4	40	6	60
Chairs and tables	10	100	0	0
Hearing aids	0	0	10	100
Visual aids	0	0	10	100

The researcher observed that out of the ten (10) schools visited, nine schools had appropriate desks available, while one did not. On braille and books, majority, which is 8 (80%) schools, did not have any brailles. Only two schools had brailles. On availability of wheel chairs only one school had wheel chairs, walkers and crutches available. nine did not. None of the schools had audiovisual equipment. Four schools had special rooms

while six did not. All the schools had chairs and tables available. None of the schools had any hearing and visual aids. This data reveals that special equipments for use by learners with special needs in education are scarce and inadequate in primary schools. The head teachers should source funds to facilitate equipping of schools. This is in agreement with the constitution of Kenya (2010), in its commitment to international protocols on the rights of children and its commitment to the EFA goals, a framework incorporating the financing requirements of special education will be established.

#### 4.4.4 Physical Facilities

The following table presents the teacher-respondents' opinion on the physical facilities available in the schools

**Table 5: Availability of Physical Facilities**

	Physical Facilities Available in the School			
	Available	%	Not Available	%
School Buildings appropriate for SNE	83	59	57	41
Classrooms appropriate for SNE learners	90	64	50	36
Washrooms/Toilets for SNE learners	84	60	56	40
Resource Rooms	13	9	127	91
Furniture appropriate for SNE learners	70	50	70	50
Special Playgrounds	13	9	127	91
Ramps/paths for SNE learners	3	2	137	98

On the physical facilities, the data obtained shows that most primary schools did not have equipments for special needs learners. Whereas many schools facilities for normal learners such as classrooms at 64%, washrooms/toilets at 60%, school buildings at 59%, and furniture at 50% only 3 (2%) respondents indicated availability of ramps. 91% of the schools did not have special playgrounds and resource rooms.

Data from the observation schedule, reveals that all schools had toilets/washrooms and classrooms available and appropriate. While all the ten schools had fields and sports equipment available, in one school they were not appropriate.

The above findings are supported by Jean Gross (1996) who identified factors which may negatively influence the implementation of inclusive education as an acute shortage of teaching aids, equipment and human resource, lack of trained teachers in SNE that would provide support to learners with special needs in the regular schools.

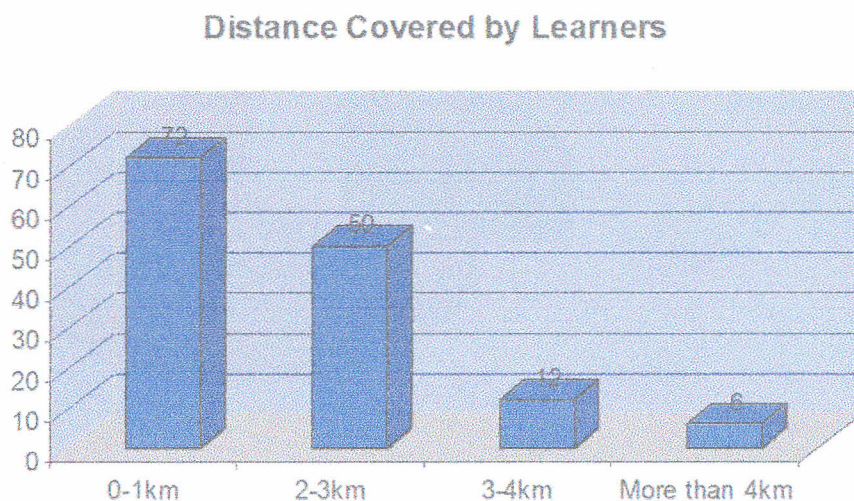
#### **4.5 Access to Inclusive Schools, Qualified Personnel and Support Services**

On access to inclusive education, qualified personnel and support services, the researcher obtained the following responses from the respondents.

##### **4.5.1 If Special Needs Learners Require Special Schools**

When the head teachers were asked if learners with special needs required special schools, eight supported while two opposed. When asked if the current curriculum was appropriate for learners with special needs, seven (7) rejected. They indicated time, individual differences, lack of facilities as reasons for a special curriculum designed for SNE learners. Studies conducted by Nutbrown and Clough (2009) and Sayeski (2009) concluded that disabled students who are integrated into the general educating setting demonstrate heightened self esteem and increased socialization skills. Implications for positive social change are that teachers will be more receptive to integrating students with disabilities in the general education and take a more active role in the implementation of inclusion.

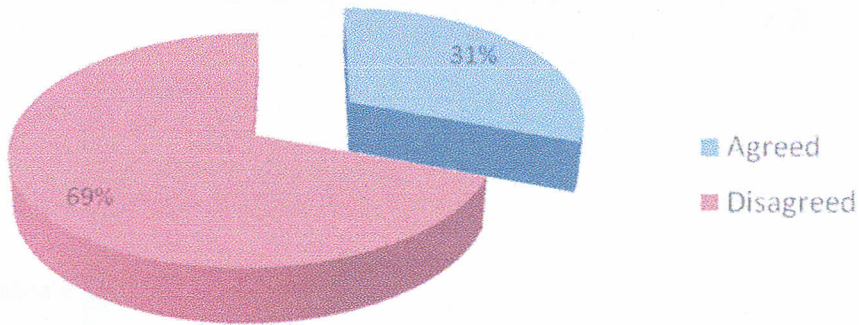
#### 4.5.2 Average Distance Covered by Learners to Reach School



Majority of the teachers, that is, 72 (51%) responded that the distance covered by the learners was 0-1km, 50 (36%) 2-3km, 12 (9%) 3-4km, while 6 (4%) more than 4km.

When asked if distance discourages special learners from attending school regularly/enrolling at all, majority of the teachers, that is, 96 (69%) indicated that the distance did not discourage special learners from attending school regularly or enrolling at all as indicated in the figure below. Those who thought distance contributed were only 44 (31%).

### Distance and Special Needs



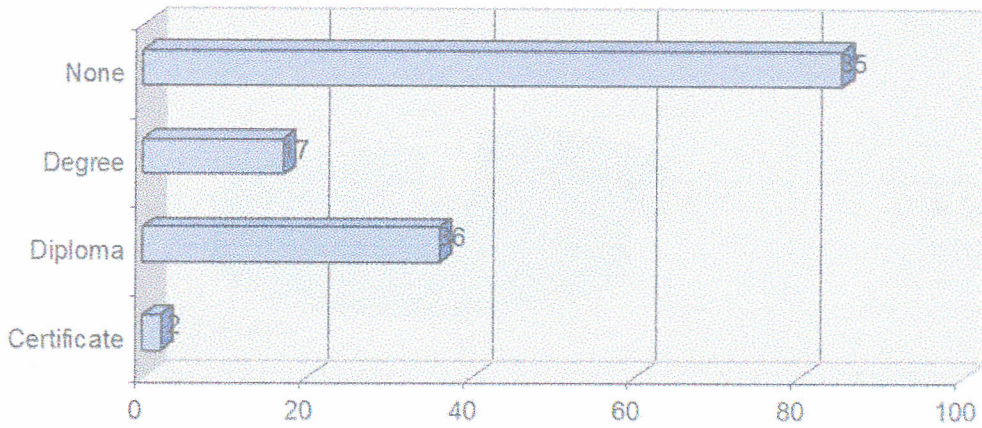
These findings are in agreement with those given by Jean Gross (1996) who identified long distance from school as a challenge to learners with special needs. They do not access school due to discrimination by vehicle owners leading to delays. There is lack of commitment from parents to take learners with disabilities to school.

#### 4.5.2 Qualified teachers in Special needs

When the head teachers were asked if their teachers had any training in special education, they all agreed that not all but some were trained at certificate, diploma and degree levels.

Whereas most of them had attended seminars and workshops. The teachers' response on any training in special education is presented in the figure below.

### Training in Special Education



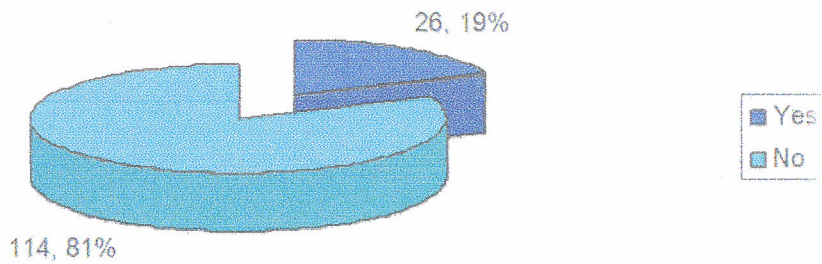
From the bar graph, 85 (61%) of the respondents had no training in special education.

Thirty six (26%) of them had attained a diploma in special education, seventeen (12%) of them had attained degrees in special needs education while 2 (1%) had a certificate.

In the pie chart given below, 114 (81%) of the teachers had attended a seminar or workshop on special needs education while 26 (19%) had not.

The findings are supported by Abiakor (1990) findings from his research showed that 27% of the teachers who teaching special education were trained specialists, meaning that more training was needed for many other teachers in Nigeria. As cited by Holdings and Southerland (1997) Wimberly noted that inclusion process poses extreme difficulties providing services for students with disabilities because the staff she received was not properly trained or qualified as a special education teacher. According to Glasser (1998) key findings revealed that participants believed successful implementation of inclusion is dependent on professional development opportunities, administrator support and mutual respect between general and special education teachers.

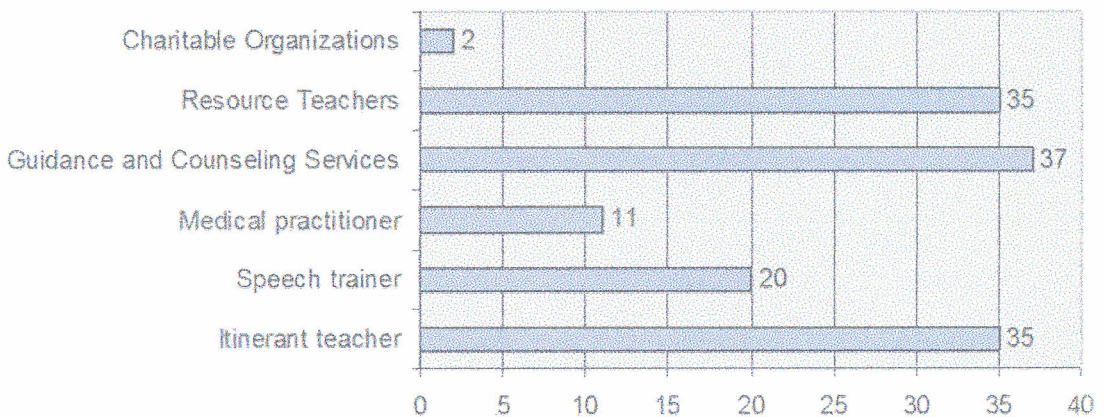
### Seminar/Workshop Attended



### 4.5.3 Support Services

The researcher sought to find out the support services available in the school. The figure below presents the findings

### Type of Support Service



According to the figure above, guidance and counseling service, resource teachers, itinerant teachers were the main available support service by 37 (26%), 35 (25%) and 35 (25%) teacher respondents respectively. The least support service were speech trainer, medical practitioner and charitable organization by 20 (14%) 11 (8%) and 2 (1%)

teacher-respondents respectively. KISE (2002) state that learning with special needs require basic support services if the learning will be effective in an inclusive setting.

## CHAPTER FIVE

### SUMMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter presents the summary, conclusion and recommendations of the study.

#### 5.1 Summary

The study was on the implementation of inclusive education for children with special needs in primary schools in Kasarani Division of Nairobi County, Kenya. The study was done among 140 primary school teachers and 10 head teachers. The following are the summary of the findings.

##### 5.2.1 Demographic Data

Out of the 140 teacher respondents 94 (67%) were female and 46 (33%) were male. Five of the ten head teachers were male while the other five were female. In addition, among the teacher-respondents, 72 (52%) were over 40 years, 23 (16%) were 35-40 years, 24 (17%) were 30-34 years while 21 (15%) were 25-29 years. All the ten head teachers were over 40 years old. It is clear from the findings that management of schools in the division has gender balance.

Majority of the teacher respondents, that is, 53 (38%) were S1, 39 (28%) were P1, 38 (27%) had a bachelor's degree, 8 (6%) had P2 were 2 (1%) had a Master's degree. Two of the head teachers had a Master's degree; four had a bachelor's degree, while four had a diploma as the highest level of education. The findings showed that majority of the teacher-respondents, that is, 45 (32%) and 40 (29%) had 16-20 years and over 20 years respectively. On experience as head teachers, 3 had 16-20 years, two had 1-5 years, two

6-10 years, two 11-15 years, one had over 20 years. The findings showed that 72(51%) taught at upper primary, 56 (40%) at all primary levels while 12 (9%) at the lower primary level. A good number of teachers in the division have high professional qualification with 38% having obtained degrees.

### **5.2.2 Specialized Equipment, Physical Facilities and Instructional Materials**

On the status of the specialized equipment, physical facilities and instructional materials in the public primary schools, the findings showed that on the teaching/learning resources and equipment, the main available ones were identified as writing materials by 109 (78%) teacher-respondents, and textbooks (pupils and teachers) by 85 (61%). The least available were audiovisual equipment identified by 130 (93%) and special aids by 120 (86%) teacher respondents.

Findings from the observation schedule showed that from the 10 schools, 9 had appropriate teaching resources such as textbooks, chalkboard and chalk, manila papers, charts and maps and dusters. However one school did not have the above named teaching resources. In addition, none of the schools had any cassettes available.

On the learning resources, nine schools had appropriate desks available, while one did not. On braille and books, majority that is 8 schools did not have any available. Only two did. Only one school had wheel chairs, walkers and crutches available, nine did not. None of the schools had audiovisual equipment. Four schools had special rooms while six did not. All the schools had chairs and table available. None of the schools had any hearing and visual aids.

On the physical facilities, the teacher-respondents indicated that the main facilities available in the schools were classrooms at 64%, washrooms/toilets at 60%, school buildings at 59%, and furniture at 50%. The least available facilities were special playgrounds and resource rooms as responded by 91% of the teachers indicating the facilities were missing.

From the observation schedule, all schools had toilets/washrooms and classrooms available and appropriate. While all the ten schools had fields and sports equipment available, in one school they were not appropriate. However, among the ten schools, none had any ramps available.

### **5.2.3 Embracing of Inclusive Education and Funding**

The researcher sought to find out if the public primary schools have embraced inclusive education and where they receive their funds from. According to the teacher-respondents, on the category of school, 103 (74%) identified their school as regular with inclusive education, 33 (24%) regular with special education unit, while 4 (2%) regular. Among the head teachers, 6 identified their schools as regular with inclusive education, two as regular with special education units while one regular. When asked about funding, the main source was the government according to 106 (76%) teachers. This was followed by NGOs by 28 (20%) and donations by 26 (19%). The least was harambee/fundraising by 2 (1%).

Among the head teachers, they identified the government as their main source of funding through training of teachers, provision of resource persons, provision of facilities such as classrooms and other physical amenities as well as provision of teaching and learning resources.

#### **5.2.4 Enrolment and Types of Disability in Primary Schools**

The researcher sought to find out the enrolment and the type of disability in the public primary schools. In one of the schools, the head teacher identified more than 100 pupils with special learning needs. In three schools, the schools had 75-99 pupils with special learning needs, while four schools had 50-74 pupils; two schools had below 49 pupils with special learning needs.

The head teachers identified the following as the type of disabilities found in the schools: physical handicap, visual impaired, hearing impaired autism, dyslexia, downs syndrome and slow learners. Among the teacher-respondents, 61 (44%) responded to having multiple disabilities in their school. Forty five (32%) had physically impaired pupils, 18 (13%) had mentally challenged pupils while 10 (7%) had visually impaired pupils. Four (3%) had pupils with learning disabilities and two (1%) had hearing impaired pupils.

#### **5.2.5 Access to Inclusive education, Qualified Personnel and Support Services**

On access to inclusive education, qualified personnel and support services, the researcher found the following from the respondents. According to the head teachers if special needs learners' required special schools, eight responded yes while two said no. When asked if the current curriculum was appropriate for learners with special needs, seven said no. They indicated time, individual differences, lack of facilities as reasons for their answer.

Majority of the teachers, that is, 72 (51%) responded that the distance covered by the learners was 0-1km, 50 (36%) 2-3km, 12 (9%) while 6 (4%) more than 4km. When asked if distance discourages special learners from attending school regularly/enrolling at all, majority of the teachers, that is, 96 (69%) indicated that the distance did not discourage

special learners from attending school regularly or enrolling at all. Those who did were 44 (31%).

When the head teachers were asked if their teacher had any training in special education, they all indicated yes, and at certificate, diploma and degree levels. In addition, 85 (61%) teacher-respondents who were the majority had no training in special education. Thirty six (26%) had a diploma in special education, seventeen (12%) had degrees while 2 (1%) had a certificate. However, 114 (81%) of the teachers had attended a seminar or workshop on special needs education while 26 (19%) had not.

On the support services available in the school, the respondents identified guidance and counseling service, resource teachers, itinerant teachers as the main available support service by 37 (26%), 35 (25%) and 35 (25%) teacher respondents respectively. The least support service were speech trainer, medical practitioner and charitable organization by 20 (14%), 11 (8%) and 2 (1%) teacher-respondents respectively.

### **5.3 Conclusion**

Implementation of inclusive education in Kasarani Division for children with special needs in primary school has been embraced though, there are a few challenges being faced. Most schools are in tandem with the ministry of education policy requirements that were launched in May 2010.

The following conclusions can be drawn from the study:

Schools in Kasarani Division need more teaching/learning resources in Special Needs Education. The main available teaching/learning resources and equipment were writing

materials and textbooks (for pupils and teachers). However, essential equipments for learners with special needs such as audiovisual equipment and special aids were not adequate. 120 (86%) teacher respondents indicated that these equipments were not available in their schools.

On learning resources, majority of the schools had appropriate desks, but they did not have Braille, wheel chairs, walkers and crutches. However, all the schools had chairs and tables appropriate for SNE learners. It is therefore concluded that schools have not been adequately prepared for inclusive education in kasarani division.

Majority of the schools in Kasarani division had embraced inclusive education since most of them (90%) were regular schools with inclusive education. Government was the main source of funding through training of teachers, provision of resource persons, provision of facilities such as classrooms and other physical amenities as well as provision of teaching and learning resources.

The types of learning disabilities among learners in the division were varied. The common ones reported by respondents included physical handicap, visual impaired, hearing impaired, autism, dyslexia, downs syndrome and slow learners, as well as multiple disabilities.

While the majority of the respondents indicated that special needs learners required special schools, they observed that the current curriculum was not appropriate for learners with special needs because it did not cater for time, individual differences, and inadequate facilities.

Distance to school did not discourage special learners from attending school regularly or enrolling at all since most schools were within a 1 kilometer radius.

Majority of the teacher-respondents in division had no training in special education. However, most of the teachers had attended a seminar or workshop on special needs education. The main support services available in the school were guidance and counseling services, resource and itinerant teachers.

It can be concluded that while the schools had equipment and materials for inclusive education for children with special learning needs, they were not adequately prepared for proper implementation of inclusive education in both the teaching/learning resources as well as infrastructure to facilitate the ease of learning for the students.

#### 5.4 Recommendations

Following the findings from the study, the researcher makes the following recommendations:

1. Training of teachers in special needs should be subsidized by the government to encourage more teachers to have such further training. This can be done by Government increasing its annual expenditure on special education from the current 0.2 percent. In addition, a fund to cater for training in special education at the national level will go a long way to assist training in this area.

2. Other sources of funding should be sourced by school management to facilitate the equipping of schools with specialized equipment, required facilities and resources including teaching/learning materials to take care of special needs learners. The funding

can be done by Government  
in the current 0.2 percent.

from the civil society particularly local and international should be harnessed and utilized from a centralized system.

3. The Ministry of Education should encourage regular schools to use specialized syllabus for learners with special needs that is tailored to meet their needs and that does not restrict/limit them. However, these schools need adequate trained teachers to handle this syllabus.

For further research, the researcher makes the following recommendations:

1. A study on learners with special needs be undertaken to seek their opinion on the challenges they face while schooling.
2. Since the current study was done in public schools, a similar study can be replicated in either private schools, secondary or tertiary education institutions for comparison and draw more lessons.
3. In order to investigate the scenario in another setting, it is recommended that a similar study be done in the rural parts of the country since the current study was done in the peri-urban part of Nairobi.

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## APPENDIX A

## QUESTIONNAIRE FOR TEACHERS

Please respond to all questions in this questionnaire

## SECTION A: Demographic Information and respondent's background

Please tick as appropriate

1. Gender      Male ( )      Female ( )

2. Age

Below 25 yrs ( )

25 – 30 yrs ( )

30 – 35 yrs ( )

35 – 40 yrs ( )

Over 40 yrs ( )

3. Your highest academic qualification

University ( )

A Level (KACE) ( )

'O' Level (KCSE/KCE) ( )

Master degree ( )

Others specify ( )

4. Your highest professional qualification

P1 ( )

P2 ( )

S1 (Diploma) ( )

Degree ( )

Others specify ( )

5. Teaching experience

1-5 Years ( )

6-10 Years ( )

11- 15 years ( )

16-20 years ( )

More than 20 years ( )

6. Additional qualifications

(i) A regular teacher trained with a Diploma in special education needs ( )

(ii) A regular teacher trained with a certificate in special education needs ( )

(iii) A regular teacher not trained in special needs ( )

(iv) Regular trained teacher with a degree in Special needs ( )

7. At what level do you teach?

(i) Nursery ( ) (ii) Lower primary ( ) (iii) Upper Primary ( ) (iv) Both i & ii ( )

(v) Both ii & iii ( )

8. How long have been teaching at the level this level?

(i) Less than 1 year ( ) (ii) 1-5 years ( ) (iii) 6-10 years ( ) (iv) 11-15 7ears ( )

(v) More than 15 years ( )

**SECTION B: Information on Inclusive Education**

Please indicate by ticking against the correct answer for the questions below:

1. What category is your school? (i) Regular only ( ) (ii) Regular with Special Education Unit ( )

(iii) Regular with inclusive education ( )

2. Indicate the type of disability in your school

Hearing Impairment ( ) (ii) Mentally challenged ( ) (iii) Physically impaired ( )

Visually impaired ( ) (v) Multiple Impairment ( )

3. Indicate the type of physical facilities available in your school for learners with special needs.

School buildings (spacious & wide enough) ( ) (ii) Classrooms ( ) (iii) wash

rooms/toilets ( ) (iv) resource rooms ( ) (v) furniture (desks, tables and chairs) ( ) (vi)

Special play grounds ( ) (vii) Home science rooms

4. Indicate teaching/learning resources and equipments available for Special needs learners in your school

Text books for teachers and pupils ( ) (ii) writing materials e.g. chalk boards and manila papers ( ) (iii) visual aids such as maps, charts ( ) (iv) Audio-visual equipments ( ) (v)

Specialized aids e. g. brailles, hearing aids, optical instruments and wheel chairs

5. Indicate type of support services available in your school

Itinerant teacher ( ) (ii) Speech trainer ( ) (iii) Medical Practitioner e. g. Physiotherapist

( ) (iv) Charitable organizations ( ) guidance and counseling services ( ) (v) Resource

teacher ( )

(i)

7. a) Indicate the average distance covered by learners with special learning needs to your school.

(i) 0-1 km. ( ) (ii) 2-3 km ( ) (iii) 3-4 km ( ) (iv) More than 4 km

b) Do you think distance to the nearest school contributes to Special needs learners not attending school regularly or not enrolling at all? Yes ( ) No ( )

Please give reasons for your response

---

8. Indicate any additional qualifications that you have.

A regular teacher trained with a Diploma in special Education needs ( )

A regular teacher trained with a certificate in special education needs ( )

A regular teacher not trained in special needs ( )

A regular trained teacher with a Degree in special needs ( )

9. Indicate any seminars and workshops on special needs education that you have attended

College \_\_\_\_\_

Course Title \_\_\_\_\_

Year \_\_\_\_\_

Duration \_\_\_\_\_

Grade \_\_\_\_\_

10. At what level do you teach?

Nursery ( )

Lower primary ( )

Upper primary ( )

Both i & ii ( )

Both ii & iii ( )

11. Indicate sources of funding, inclusive education in your school

Government ( )

NGO ( )

Harambee or Fund raising ( )

Donations ( )

Others (please specify)

12. Have you attended any seminars and workshops on Special Needs education? Yes ( )

No ( )

If yes, indicate the details below:

College	Course title	Year	Duration
Grade			
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____

Thanks for your cooperation.

**APPENDIX B****INTERVIEW SCHEDULE FOR HEADTEACHERS.**

This interview schedule will be administered to Head teachers with a view of seeking information on the implementation of inclusive education in regular primary schools in Kasarani Division, Nairobi County. Kindly respond to all questions.

**PART A: DEMOGRAPHIC INFORMATION ON RESPONDENT.**

1. What is your gender?

Male ( ) Female ( )

2. What is your age bracket?

Over 40 years ( )

30 – 40 years ( )

25 – 29 years ( )

20 – 24 years ( )

Below 20 years ( )

3. What is your school category?

Regular only ( )

Regular with special unit ( )

Regular with inclusion ( )

4. What is your highest academic qualification?

Masters degree ( )

University graduate ( )

'A' Level (KACE) ( )

'O' Level specify ( )

Any other (specify) ( ) \_\_\_\_\_

5. What is your highest professional qualification?

P1 ( ) (b) P2 ( )

(c) S1 Diploma ( ) (d) Degree ( )

(e) Others (specify) ( ) \_\_\_\_\_

6. How long have you been a head teacher?

(a) 1-5 years ( )

(b) 6-10 years ( )

(c) 11-15 years ( )

(d) 16-20 years ( )

(e) Above 20 years ( )

7. Additional qualifications:

(a) A regular head teacher trained in special education needs with certificate ( )

(b) A regular head teacher trained in special education needs with Diploma ( )

(c) A regular head teacher trained in special education needs with Degree ( )

(d) A regular head teacher who has attended seminars/ work shops on Special needs Education ( )

(e) A regular head teacher not trained in special educational needs ( )

## PART B: Information on Inclusive Education

1. Are teachers in your school trained on special educational needs?

Yes ( )

No ( )

If yes, as in (a) above, indicate levels attained

Certificate ( ) Diploma ( ) Degree ( ) any other (specify)

2. Do you think handicapped learners need special schools?

Yes ( ) No ( )

Give reasons for your answer

---



---

3. Is the current curriculum appropriate for learners with special needs?

Yes ( ) No ( )

Give reason for your answer

---



---

4. Which bodies or organizations provide funds towards implementing inclusive education in your school? And how useful have they been?

---



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5. Does the Government play any role in promoting of children with special needs in your school?? (Yes) ( ) (No) ( )

If "yes" give reasons for your answer.

---

6. Do you know of any successful adults with handicapped conditions? Yes ( ) No ( )

If yes, do you invite them to your school to act as role models? Yes ( ) No ( )

7. (a) Have your teachers attended any in-service courses/seminars/workshops on special needs education? (Yes) ( ) (No) ( )

If yes as in (a) above, how useful have they been to the teachers?

Very useful ( ) (ii) moderately useful ( ) (iii) fairly useful ( ) (iv) Not useful ( ) (v)  
Uncertain ( )

8. Does your office liaise with other bodies to share ideas on inclusive education?

Yes ( ) No ( ).

If yes, give names. \_\_\_\_\_

9. What constraints are faced by your schools in trying to implement inclusive education?

\_\_\_\_\_

10. Suggest what can be done to overcome these constraints?

\_\_\_\_\_

11. What type of learning disabilities do learners in your school have? Name

them. \_\_\_\_\_

\_\_\_\_\_

12. Give your views on what should be done with children who due to severity of their disability can not fit in regular primary

schools. \_\_\_\_\_

\_\_\_\_\_

13. Please provide information on enrolment per class by gender of learners with special learning needs

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**OBSERVATION SCHEDULE FOR THE RESEARCHER**

While undertaking the current study, the researcher will observe the learning environment, physical facilities, and teaching and learning resources available in the schools visited.

The observation checklist to be used:

<b>PHYSICAL FACILITIES</b>	<b>AVAILABLE</b>	<b>APPROPRIATE</b>	<b>NOT APPROPRIATE</b>
Toilets/washrooms			
Ramps			
Classrooms			
Fields			
Sports equipment (balls e.tc.)			
<b>LEARNING RESOURCES</b>			
Desks			
Braille. Books			
Wheel chairs, Walkers, Crutches			
Audio visual equipment, Hearing aids, Magnifying glasses			
Special rooms			
Chairs & Tables			
Hearing aids			
Visual aids			
<b>TEACHING RESOURCES</b>			
Textbooks			
Chalkboard & chalk			
Manila papers			
Charts & maps			
Cassettes			

## APPENDIX C

REPUBLIC OF KENYA



## NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550  
 Mobile: 0713 788 787, 0735 404 245  
 Fax: 254-020-2213215  
 When replying please quote  
 secretary@ncst.go.ke

P.O. Box 30623-00100  
 NAIROBI-KENYA  
 Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/013/134

Date:

8<sup>th</sup> February, 2013

Ruth Nyangige  
 Kenyatta University  
 P.O.Box 43844-00100  
 Nairobi.

**RE: RESEARCH AUTHORIZATION**

Following your application dated 7<sup>th</sup> February, 2013 for authority to carry out research on *"Implementation of inclusive education for children with special needs in primary schools in Kasarani Division, Nairobi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **Nairobi County** for a period ending **31<sup>st</sup> July, 2013.**

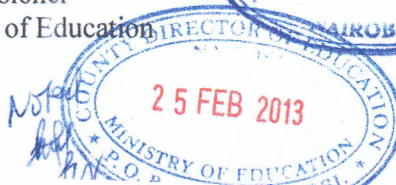
You are advised to report to the **Provincial Commissioner and the Provincial Director of Education, Nairobi County** before embarking on the research project.

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

  
**DR M.K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The Provincial Commissioner  
 The Provincial Director of Education  
 Nairobi County.



APPENDIX D

PAGE 2

PAGE 1

Research Permit No. NCST/RCD/14/013/134

Date of Issue: 8 February, 2013

Fee received: KSh 1,000

IS TO CERTIFY THAT

of/Dr./Mr./Mrs./Miss/Institution

in Nyanjigi

(Address) Kenyatta University

P.O. Box 43844-00100, Nairobi

has been permitted to conduct research in

Location

District

Nairobi County

the topic: Implementation of inclusive

education for children with special needs in

primary schools in Kasarani Division, Nairobi

for a period ending 31 July 2013



Applicant's Signature Secretary National Council for Science & Technology

CONDITIONS



REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

Government Officers will not be interviewed without prior appointment.

No questionnaire will be used unless it has been approved.

Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

You are required to submit at least two (2) / four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK6055t3mt10/2011

(CONDITIONS - see back page)