

**FACTORS INFLUENCING INCLUSION OF
LEARNERS WITH SPECIAL NEEDS IN REGULAR
PRIMARY
SCHOOLS IN RACHUONYO DISTRICT, KENYA**

By

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LIST OF TABLES
DECLARATION

This thesis is my original work and has not been presented for a degree in any other university.

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We confirm that the work reported in this thesis was carried out by the candidate under our supervision as University supervisors

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DEDICATION

This thesis is dedicated to my savior, the Almighty God who gave me the physical strength and the intellectual ability to undertake this study. To my beloved husband Joseph for his love, encouragement and patience during the writing period.

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ABBREVIATIONS AND ACRONYMS

APNP	-	Administrative Police- Nyanza Province
A.T.S	-	Approved Teacher Status
CEC	-	Council for Exceptional Children
CPE	-	Certificate of Primary Education.
CWD	-	Children With Disabilities.
E. A	-	European Agency
EARC	-	Educational Assessment and Resource Centre.
E.F.A	-	Education for All.
FPE	-	Free Primary Education
H.I	-	Hearing Impaired
I.E.P	-	Individualized Educational Programme.
ILFE	-	Inclusive Life Friendly Environment.
KACE	-	Kenya Advanced Certificate of Education.
KAPE	-	Kenya African Preliminary Examination.
KCE	-	Kenya Certificate of Education.
KCSE	-	Kenya Certificate of Secondary Education

KISE	-	Kenya Institute of Special Education
LCI	-	Leonard Cheshire International
LRE	-	Least Restrictive Environment.
M.ED	-	Master of Education.
MoE & S	-	Ministry of Education and sports - Uganda.
MoEST	-	Ministry of Education Science & Technology.
OCIEP	-	Oriang Cheshire Inclusive Education Project.
P.H	-	Physically handicapped
PWD	-	People With Disabilities.
UNESCO	-	United Nations Educational Scientific and Cultural Organization.
UPE	-	Universal Primary Education.
V.I	-	Visually Impaired

ABSTRACT

The purpose of this study was to find out the factors influencing inclusion of learners with special needs in regular primary schools. The study was undertaken to find out whether regular primary schools have characteristics that support inclusion. This was done by finding out school characteristics that support inclusion in regular primary schools in Awach Zone of Kabondo division in Rachuonyo south district, Nyanza province of Kenya. This was found necessary due to the fact that despite the critical role and efforts of the government of Kenya to provide education for all, about 94% of the estimated 750,000 children with disabilities are hardly able to access basic quality education, even during this era of free primary education. In Kenya, it is through assessment that most children with disabilities are placed in learning institutions. This has resulted to about 70.2% of those assessed being in the waiting list for placement in learning institutions. It is doubtful whether they can all be accommodated in the available special schools. However, even if the special schools were available, the other concern is that these schools and units mostly cater for some categories of children with special needs. This is an indication that provision of education for ALL the children with special needs is still an area of concern. The study adopted a descriptive survey research design. The independent variables comprised of teaching experience, professional qualification, teaching strategies, resources, support services and attitude among others. The dependent variable was inclusion. Target population of this study constituted all head teachers, teachers and class six pupils in regular primary schools in Awach Zone. Target population was 278 persons. The sample for this study was 88 persons. Purposive sampling as well as Random and Stratified sampling were used to select the sample. Piloting was done in Otondo Primary School in Awach zone. Data was collected using questionnaires. To determine reliability of the instrument, split half

method was used. The researcher administered the questionnaires personally to the respondents. Both qualitative and quantitative techniques were used in analyzing data depending on various objectives. The study mainly reviewed that sensitization had effectively been done, hence the teachers, pupils and the community in general had positive attitude towards Persons With Disabilities. Trained teachers, adapted environment and appropriate resources were available hence this attracted enrollment of the Children With Disabilities in these schools. However it was noted that the schools needed funding to sustain their resources. All the respondents supported education for Children With Disabilities. All the teachers showed willingness to have Children With Disabilities in their schools. The researcher wishes to recommend that; - the government should implement inclusive education in regular schools, as a means of ensuring access to education by Children With Disabilities. Mass sensitization should be done and other factors portrayed in the study put in place. The government should continuously fund the process. The 2010 approved SNE policy guidelines should be implemented immediately.

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INTRODUCTION

1.1 Background to the Study

Every individual has a right to education. This is clearly stipulated in article 26 of Universal Declaration of Human Rights 1948 (UN, 1948). Successive international declarations have all emphasized on the need for the international community to commit itself fully to enabling its citizens to access basic quality education. It is universally recognized that the main objective of education is to provide quality education to all children, where ‘all’ means ALL, even the children with special needs. This draws global attention to the fact that ‘Education for All’ (EFA) is a fundamental human right which cannot be realized without enabling all people who have disabilities, to access basic quality education. This is to enable them attain their full potential and be able to meaningfully contribute and participate in their society throughout their lives. Making such people access education is important for human capital development for it prepares those who were most likely to be dependants to become self reliant. However this right has hardly been achieved in many countries mostly in Africa whereby in some areas the achievement of EFA goals indicates a declining trend (UNESCO, 2001).

Many children of school going age are still out of school. The 2003 United Nations Development Programme (UNDP) Human Development Report as reported by Ncube (2003) showed that about 115 million of the 680 million children of school going age in developing countries were not attending school. Over 80 million of those children live in Africa. Just over half of the children who start primary school complete this level (Ncube, 2003). This is supported by the observations made by a G8 2005 correspondent, McFerran, who reported that one in every ten children in Kenya and in most African countries, has disabilities and 98% of those children were not in school (McFerran, 2005). In Kenya, despite the government’s order on all regular schools not to reject any child, many CWDs are still waiting for placement in learning institutions (MoEST, 2003b). The trend shows high dropout rate in the country (MoEST, 2003b). This is an indication that there could be some barriers that hindered them from effective learning. It was necessary to establish such barriers.

There is a growing consensus throughout the world that all children have the right to be educated together. Segregation of CWDs is now perceived as unacceptable. The prevailing view is that they should be educated together with their peers in regular schools. A single system rather than a dual system is more acceptable (Rustermier, 2002). In the last decade a number of major international statements such as: - The United Nations Convention on the

Rights of the Child (1989) (UN, 1989), the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities 1993 (UN, 1993), UNESCO'S Salamanca Statement (UNESCO, 1994) and the Dakar Frame Work on Education for All (UNESCO, 2001) have appeared, affirming the principle of inclusive education and the importance of working towards 'schools for all'. In Kenya the Persons with Disabilities (PWD) Act -2003 has recommended equal opportunities and quality education for PWD (GoK, 2004). The spirit of inclusion was further emphasized on the UN standard *rule no. 6* requiring member states to provide education for PWD without segregation. All these are powerful tools in the struggle to abolish segregated education which limits the opportunities for CWDs to be educated in regular schools and reinforces society's prejudice and discrimination against them.

The weight accorded to these international statements by individual countries varies widely. Some countries have made significant advances towards promoting inclusive education in their national legislation. Iceland, Germany and Canada, all have national policies which fully support inclusive education. The vast majority of CWDs are in their local schools. In Italy, India and Norway, there is a strong government commitment to the policy and goals of inclusion. As a result the number of pupils with special needs being educated in special education classes decreases annually. Concurrently, those receiving education in inclusive regular classes in their neighbourhood schools increases annually (McCarthy, 2002; Rustermier, 2002). Although there is progress in access to education by CWDs reported throughout the world regions, there were regions and sections within regions as well as countries where little or no progress or even a decline is reported (UNESCO, 2001). That implies that dual practice has not yet ceased.

While many countries in the world understood the fact that inclusion means all children learning together in the mainstream, they still retain a dual practice of 'special' and ordinary schools. In Denmark, which is a pioneering country in terms of inclusive education, the number of children placed in special classes had been markedly rising (Rustermier, 2002). In Germany, despite the government's support for inclusive education, a high proportion of students are still placed in special schools. The Norwegian policy of not providing special schools is undermined by the practice of parents sending their children to alternative centres (Rustermier, 2002). That shows that, though inclusion is generally viewed as a good option for achieving the EFA, that has not yet been fully reflected in practice. The existence of

legislation supporting inclusive education in those countries did not necessarily mean that inclusion was happening in everyday lives of CWDs. Such discrimination could lead to either dropout from school, low enrolment or opting to learn in special institutions despite the inclusive education policy discouraging all that. From the literature reviewed, it emerged that possibly factors related to school, teacher, pupil and socio-cultural/economic could have influence on inclusion. This study was meant to establish whether such variables among others influenced in any way inclusion of learners with special needs in regular schools.

In Africa some countries such as South Africa, Uganda, and Lesotho among others, do have a national policy in favour of inclusion. Uganda has been addressing the educational needs of CWDs as part of Universal Primary Education (UPE) since 1996. The Uganda government has made it financially possible for families to send their CWDs to school. In every family, the priority is given to the child with disability, then to girls (Miles 2000; Bosa 2003; Mittler 2002). Although all that has been done, it is evident that there are some children especially CWDs who were still out of school. Similarly some of those children with special needs who might have enrolled in regular schools, may have ended up dropping out of school if such schools are not inclusive oriented. Indeed the study was carried out to establish the school characteristics that fully supported inclusion of the CWDs. This could be of great significance in future plans to enable CWDs access education.

In Kenya before the Special Needs Education (SNE) policy was put in place in March 2010, the implementation and practice of special education programmes was guided by the policies stated in the Sessional Paper No. 5 of 1968 and No. 6 of 1988. These policies pointed out that the needs of the children with special needs should be catered for in special schools. Other policies had been adapted from presidential directives, education commissions and legal notices from the Ministry of Education (MoEST, 2005a). The recently launched SNE policy clearly points out on the need to implement inclusive education as a viable means of achieving EFA goal (MoE 2009). The implementation of Free Primary Education (FPE) by the government was a positive milestone towards that achievement. Although this has been done and the enrolment in regular primary schools increased from 5.9 million in 2002 to 8.5 million in 2008, the number of children of school going age who do not access educational services is still high. Out of the estimated 750,000 CWDs of school going age, only 45,000 (6%) children are placed in learning institutions (MoE 2009). This therefore implies that about

94% of the estimated CWDs are out of school or hopefully some may be in regular schools (MoEST/ UNESCO, 2004; MoEST, 2004; 2005a MoE 2009).

It is through assessment that most CWDs are placed in learning institutions. This results in many of them being in the waiting list. According to MoEST (2005a), out of the 90,000 CWDs who have already been assessed, about 70.2% are still waiting for placement in learning institutions. It is doubtful whether they can all be accommodated in the available special schools. However, even if the special schools were available, the other concern is that these schools and units mostly cater for some categories of children with special needs. This leaves out other areas of special needs with the option of being out of school or being in regular schools, probably without any special education services. This then is an indication that provision of education for ALL the children with special needs may not be catered for fully by provision of special schools only. For this reason, it is possible for regular schools to be used to cater for such children. This however could be possible if the schools create an enabling environment to cater for various needs of all the children by removing barriers which hinder their effective learning (UNESCO, 2004a; MoEST, 2004).

A Survey by LCI in the Oriang inclusive education project's catchment area in 2001 indicated that there were 880 CWDs and only 45 of these were in schools. There was a dropout rate of 80% (Oywa, 2001). This survey did not establish the factors which led to the low enrolment in those schools at that time. However this trend has since changed positively. The trend in those schools had shown a steady increase since 2001. The number of CWDs in those schools rose from 45 in 2001 to over 600 in 2006 (Oywa, 2001; Ogot, 2004b; 2005a; Ogola, 2006). This shows that there may be some factors which may have contributed either to low or high enrolment in such schools. Those factors were established through this study.

1.2 Statement of the problem

Although Kenya is committed to achieve the EFA goal by 2015, it seems that this will hardly be achieved by then, unless measures are taken to ensure that all children including CWDs access basic quality education without discrimination. With the estimated 94% CWDs being out school, it is doubtful that the educational needs of the CWDs are fully being catered for. Although the government has issued a directive to all the schools to accommodate all learners irrespective of their ability and without discrimination, many of them even those with minor

disabilities are either in special schools or at home waiting for placement. Lack of conducive environment among other factors limits enrolment of CWDs in regular schools. As a result this has made special schools too limited to absorb all of them. Unless critical measures are taken to alleviate the situation, the problem is unlikely to subside in the near future. This poses a great challenge towards meeting the EFA goal. Likewise, opportunities that would have otherwise been available for the PWDs to advance in society may not be realized. This problem could probably be eased if all the regular primary schools adopt inclusion and enrol all the learners despite their abilities.

1.2.1 Purpose of the Study

The purpose of this study was to determine factors influencing the inclusion of learners with special needs in regular primary schools. The study was undertaken to establish the characteristics that increased enrolment of the children with special needs in the schools that supported inclusion and make suggestions to map them in other institutions.

1.3 Objectives of the study

The objectives of the study were:

1. To find out the effects of training of teachers in Special Needs Education in inclusion of CWDs in regular primary schools.
2. To establish the teachers' and pupils' attitude towards the inclusion of learners with special needs in regular primary schools.
3. To find out whether resources and support services for learners with special needs are available in regular primary schools.
4. To find out school characteristics that support inclusion of learners with special needs in regular primary schools.

1.4 Research questions.

The study sought to answer the following research questions:

1. What are the main school characteristics that support inclusion of learners with special needs in regular primary schools?
2. In which way does the training of teachers in Special Needs Education affect inclusion of CWDs in regular primary schools?

3. What are the teachers' attitudes towards the inclusion of learners with special needs in regular primary schools?
4. What are the pupils' attitudes towards the inclusion of learners with special needs in regular primary schools?
5. In which way does the availability of learning/teaching materials and resources affect inclusion of CWDs in regular primary schools?
6. Which support services are offered to learners with special needs which enhanced their inclusion in regular primary schools?

1.5 Significance of the Study

It is hoped that the findings of this study would be useful in the following ways: - The findings of the knowledge of the teachers and the pupils on inclusion would help the Ministry of Education to put up plans to sensitize the teachers, pupils and parents on the need for inclusion of the learners with special needs. The findings on the attitude of the teachers and pupils would help the ministry to have a clear direction on how to approach the teachers and the pupils as they plan for implementation of inclusion on a wider scale. The findings on the school characteristics that support inclusion would help the government through the ministry of education to create an enabling environment for the inclusion of learners with special needs. They could also be used as a guide to reforming and restructuring special education delivery programmes. The curriculum developers could also use them to design a curriculum that would focus and cater for the diverse needs of all learners in an inclusive setting.

1.6.1 Scope of the Study

The study was conducted in Awach zone in Kabondo Division, Rachuonyo district. At the time of this study, the district had not been sub-divided. Currently the locale of this study is in Rachuonyo south district. This district was purposively chosen as it was the only district with schools practising inclusion at the time of the study. The study was limited to the head teachers, teachers and pupils in the five inclusive education pilot schools in Awach zone.

1.6.2 Limitations of the Study

Though the opinions of parents, community and other stakeholders would have been very useful in this study, it was not possible to cover them because tracing them required considerable amount of time, resources and other logistics. However the researcher gathered enough views regarding this category from the other respondents who closely work and interacts with them.

1.7 Assumptions of the Study

The study was based on the assumption that the children with special needs had the ability to learn together with other children in regular primary schools. The researcher assumed that there were eligible children with special needs who had not yet been enrolled in learning institutions. It was further assumed that there were barriers which impeded access to educational services by children with special needs.

1.8 Theoretical Framework

This study is based on Social Model of Disability, as discussed by Rieser (2002). This model encourages the society to view the issue of including the PWDs from ‘a human right and equality’ perspective rather than a focus on the PWDs as faulty. The model views the barriers that prevent PWDs from participating in any situation as what handicaps them. The disability movement comprising of the PWDs and their supporters are of the view that the position of the PWDs and the discrimination against them are socially created (Rieser, 2005). Through fear, ignorance and prejudice, barriers and discriminatory practices develop which disable and handicap them. The PWDs are often made to feel that it is their own fault that they are different. Impairment does not make them less human beings. This is emphasized well by the social model. The PWDs’s movement believes the ‘cure’ to the problem of disability lies in the restructuring of the society, and not focusing on the individual’s impairment.

In an inclusive setting, it is the school’s responsibility to re-adjust to meet the learner’s need but not the learners to adjust to meet the school’s requirements. In the social model, it is well understood that children with disability could experience difficulties in the education system. This could be due to extensive, demanding, rigid and inflexible curriculum, inaccessible school environment, lack of adequate resources and materials, negative attitude among others. However, the inclusive education approach suggests that, those difficulties should not be explained simply in terms of children’s impairments. It discourages the view that the learner

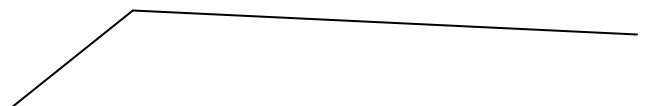
faces such problems due to his/her impairment. Under those circumstances, the option is not to establish a separate special school, which would further separate these children from their peers and families, neither is it cost-effective. Instead, the school should not be seen as creating barriers to learning for the learners with special needs by failing to create an enabling and supportive environment for them. A more appropriate response is to understand the barriers to learning and work out systematically to alleviate them. This model first sees the strength of the child, rather than the disability. It advocates for the inclusion of all children, however “severe” the disability or handicapped one is in the mainstream education system.

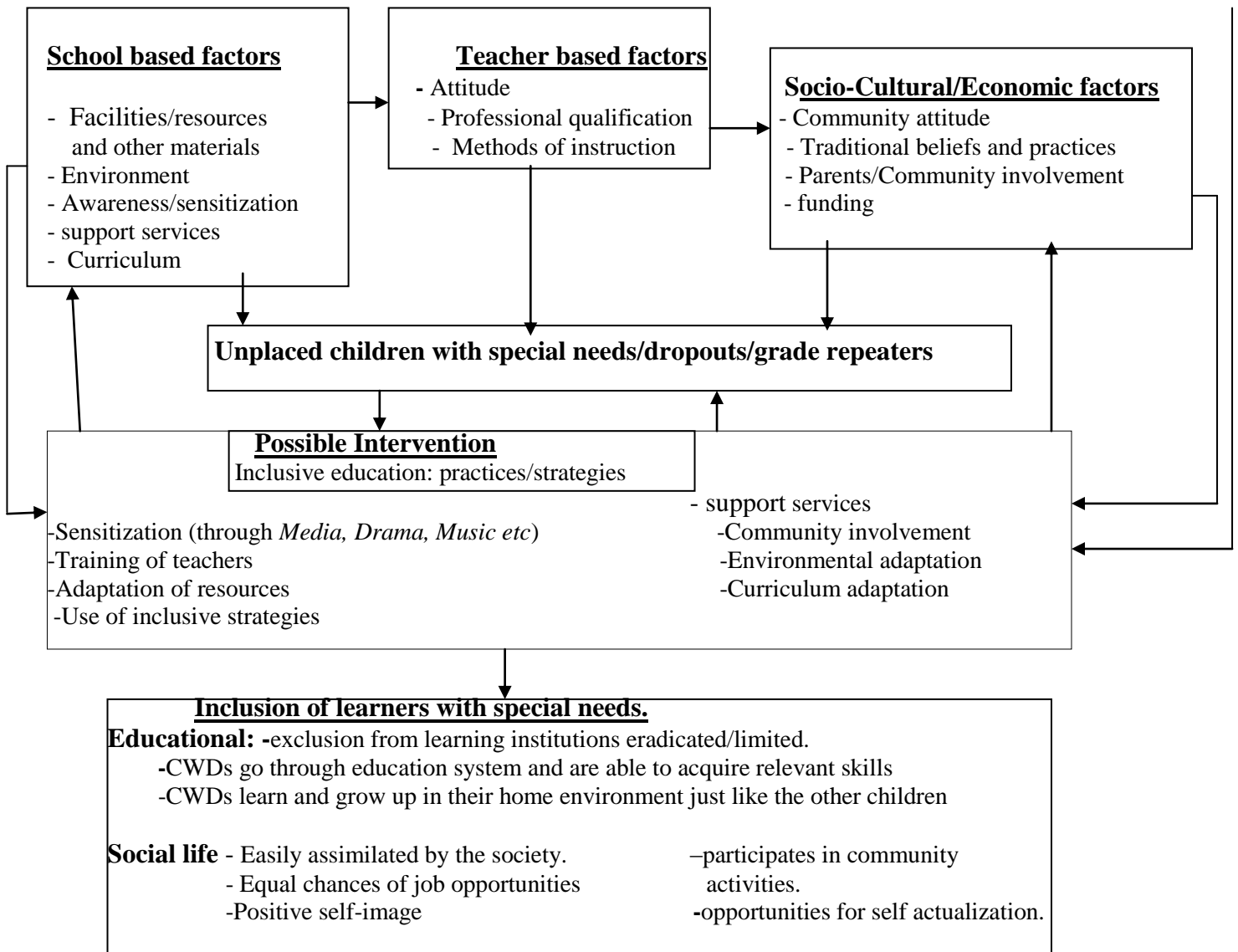
The social model applies in this study as that many children with special needs especially those with disabilities are locked out of education opportunities due to barriers related to school, teacher and other socio-cultural factors. To work towards inclusion is to work towards the removal of such barriers. That could be done by trying certain intervention measures which could lead to removal of the barriers. When this is done, it is expected that the handicapness would be limited even though the impairment would still be there. This study therefore used the social model of disability for this is the one that favours the ideas of inclusive education and encourages the removal of barriers that hinder the children with special needs from accessing quality basic education.

1.8.1 Conceptual Framework

The conceptual framework was developed by the researcher to show the relationship between the school, teacher and socio-cultural related factors and inclusion of learners with special needs. The possible school factors include: -curriculum, appropriate facilities and other resources, school and classroom learning environment. The teacher related factors are:- professional qualification, individual attitude towards CWDs and methods of instruction. The socio-cultural/economic factors include: - traditional beliefs and practices, community attitude towards disability and their values, community involvement and finances. These factors could affect inclusion of learners with special needs either positively or negatively. Handicapness is as a result of physical and social barriers, which are experienced by PWDs in the society. However, if intervention is done to remove the barriers, there is a possibility that handicapness would be limited and hence the individual would be easily assimilated by the society as shown in figure 1.1 below.

Figure 1.1: Relationship between various factors and inclusion of CWDs.





Source: developed by the researcher based on ideas from Rieser's social model of disability.

Figure 1.1 shows the problem as the unplaced children with special needs in educational institutions. Such children especially those with disabilities are locked out of education opportunities due to physical and social barriers related to school, teacher and socio-cultural factors as highlighted in the figure. It is the nature or the situation of these factors in any school that would either support or oppose inclusion. Inclusion is seen as the viable means of alleviating this problem. However, for inclusion to progress well, possible intervention measures as highlighted in the figure should be taken to eliminate the barriers. It is expected that if this is done then discrimination and segregation would be alleviated. The end result is that, the individual (with disabilities) would have equal opportunities as the others and he/she would easily be assimilated by the society and he/she would have the opportunity for self actualization and would be self reliant just like the others.

1.9 Operational definition of terms

The following terms were defined as used in the study.

Children with Special Needs- These are children with conditions, barriers or factors that hinder their normal learning and their development. The conditions may include disabilities and emotional or health difficulties which may be temporary or lifelong.

Inclusion – this refers to changing of attitude and environments to meet the diverse needs to facilitate participation of the persons with special needs and disabilities on equal basis with others in the society. Inclusion is a process of enabling each child to learn to the maximum extent appropriate, in the school or classroom he/ she would otherwise attend in the neighbourhood, by bringing the support services to the child rather than moving the child to the services.

Inclusive school characteristics - these are characteristics that an inclusive school should possess in order to cater for the learners diverse needs effectively. (Such as availability of appropriate resources, support services, training of teachers, teaching methods, teachers', pupils' attitude among others).

Inclusive setting-This term describes a situation where all learners including those with special needs participate in all activities in a community that recognizes and addresses the needs of each learner as much as possible.

Integration – this is the system used mainly to facilitate CWDs attend ordinary schools that provide minimal modification to accommodate the learners with special needs and disabilities.

Support services- Refer to extra assistance provided to parents and their children and the school in helping children with special needs in education to adjust to the environment and activities in order to overcome barriers to learning and development.

Zero reject- a philosophy which advocates for the acceptance of all children in learning institutions without discrimination.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

Related literature in the area of inclusive education has been reviewed in this chapter. The review begins with a brief history, essence of inclusion, School, teacher/pupil and socio-cultural/economic factors influencing inclusion, educational and social implication of inclusive education. Finally this chapter concludes with a summary of the reviewed literature.

2.1 Historical perspective on provision of Education to People with Disabilities

During the last century, there have been enormous changes in the way society treats PWD. This has moved from the period of rejection and the charitable isolation of PWD to acceptance of them as contributing members of society. The current level of acceptance represents a much more enlightened view than it was before (Kirk S.A; Gallagher, J.J and Anastasiow, N.J 2003); whose genesis is discussed in this section.

2.1.1 Neglect period - Separation period

Before the 17th century, PWD all over the world were considered socially and physically less capable. Families and communities had negative attitude towards disability. Consequently PWD were isolated and families and communities did not adequately provide for their needs including education. This resulted in discrimination and finally segregation of the victims. In the 18th century individuals and families who saw the potential in PWD started teaching them at family level. Parents hired professionals to do private tuition. This changed the attitude of many who believed PWD were less capable hence denying them their right to education. It was therefore realized that CWDs could learn (Smith E. C; Polloway, E. A. Patton, J. R and Dowdy, C 2001; Randiki 2002). This ushered in the institutionalization period.

Institutionalization was a service provision where a residential facility was put in place to house children with varied special needs to protect them from neglect. The original aim was to provide high-level care and corrective rehabilitation with the objective of returning them to society after improvement. As a result they were segregated and placed in special institutions, special programmes, special teachers and special residence (UNESCO, 2003). Hinz (2001 p.3) adds that “only special burial is missing ... exclusion from their community’s social life is complete”. The community hoped that the person with disabilities would be normal or taken out of the disability world. Valuable time was wasted at the expense of educational provision by trying to reverse disability. However conditions in those institutions deteriorated.

The children were abandoned and neglected. Again the right to education for them was far from being realized. In an effort to enhance their education, a few individuals who felt that they had to reform the society, offered educational services in those institutions to CWDs.

In the early 20th century it was argued that CWDs could not learn alongside the other children due to their special educational needs. As a result they were segregated and placed in special programmes. In those institutions, academic standards were low, no social interactions, and the environment was restrictive and different from that of their community (Randiki, 2002). The special schools were often far from the learners' homes, hence separating them from family and peers. After training in those institutions they found it difficult to fit in their communities. Parents of CWDs and also some PWDs started asking why they were not benefiting from the educational system in their community (Kirk et al, 2003; Randiki, 2002). During that period, the society had the obligation to care for the PWDs. As a result, their negative attitudes jeopardized education of the PWDs. It was quite clear that the educational needs of the PWDs were not adequately being met. As a result many persons were excluded from meaningful participation in the economic, social, political and cultural life in their communities (UNESCO, 2001).

2.1.2 Integration period

As society started accepting those with special needs as part of the society, they become more tolerant and understanding. The idea of integration was conceived. Integration reflects the attempts to place learners with special needs into the mainstream. Even though this is being done, the focus is still on disability. The child is expected to adapt and fit into the education system without any major changes being done to its curriculum or style of teaching and learning. Everything in these schools is tailored to fit the normal child (MoE&S-Uganda (2003). That leaves out the CWDs, whose needs are normally ignored. Integration is still practiced in many countries including Kenya. This then shows that the means by which the CWDs should access basic quality education without discrimination is yet to be achieved in many parts of the world. This therefore calls for flexibility in educational practices. UNESCO, (2001) advises that: -

... In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly ... education system must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners ... (UNESCO, 2001 *pg 7*).

It is uncertain whether the regular schools are prepared to accommodate the diverse needs of all children, and whether the teaching /learning styles were flexible to cater for learners with diverse needs. This was established through this study.

The society's view on PWDs has gradually been changing positively (Randiki, 2002). Today the society puts more value to education for the PWDs. Unlike before, CWDs attend school. Hence the role of caring for CWDs has now shifted to include both the society and the teachers, for in a school that is where the children spend most of their time. Those children are expected to have better care, and opportunities for social and economic development through education (Kirk et al, 2003; Randiki, 2002). However, for this to succeed, the teachers ought to be knowledgeable and skilled enough on matters of special needs. When teachers are not knowledgeable, it becomes difficult for them to comprehend the needs of the CWDs. This therefore, shows that training of teachers in special needs education is important. It is uncertain if all teachers in regular primary schools are trained in SNE. This study was therefore meant find out if the teachers in regular primary schools were trained in SNE as well as find out the effects of their training in SNE in inclusion of children with special needs.

Although so much was done to enable the PWDs acquire basic education, at the same time it was realized that segregation was alienating them from their families and communities (Randiki, 2002). This problem has not been solved in many places in the world including Kenya. More CWDs even those with minor disabilities are being educated in special schools. At the end they find it difficult to be assimilated in their communities. It is doubtful if the parents as well as the teachers are aware that such children could also be educated in regular schools and with more benefits. This was to be established though this study. Though it's possible many of them may be aware, examples from other countries where sensitization has widely been done shows that dual practice is still evident (Rustermier, 2002). This shows that there could be other contributing factors, which leads to this dual practice. Those factors were established through this study.

2.1.3 The Inclusion period

After the international year for the PWDs in 1981, many organizations 'of' and 'for' persons with disability organized themselves and become vocal on the quality of education they were receiving. They argued that CWDs who went to regular schools got better education than

those in special schools. They came to the conclusion that provision of education through inclusive approach was the best option (Rieser, 2002). Inclusion follows from integration but differs from it in that in inclusion it is the school that must make the adjustments to accommodate or include the child. Inclusion means participating in school life in all aspects (Smith et al 2001, Kirk et. al 2003). It requires the educational system to meet the needs of the child as normally and inclusively as possible rather than the child with the special needs being made to adapt to suit the needs of the system (Kluth P; Villa, R.A and Thousand J.S , 2001; Evans, 2000). The key issue with inclusive education is to make the regular schools welcoming for all learners regardless of difficulties the learners might have.

Although education for children PWDs has been advocated for, the society needs to raise their expectations and believe that even the PWDs can learn and contribute effectively to their communities. In history throughout the world, the society has portrayed a negative attitude towards PWDs. Such people were viewed as objects of bad omen and were either killed abandoned or offered for sacrifice to appease the gods (Randiki, 2002; Kirk, et. al 2003). Most of these harsh treatments have since been discarded. However a more salient challenge to this practice is attitude and this has remained resistant (Randiki, 2002). People see the disability before the person. This influences them to make their judgment pegged on disability. Several studies have shown that, negative attitude is a major limitation towards inclusion of CWDs in regular schools. Randiki (2002) points out that cultural practice and attitudes cannot be changed without offering alternatives. The most viable alternative is to take these learners to regular schools, support them from there and help them succeed. Inclusion has taken root in several places including Kenya. Awach zone in Rachuonyo district has five pilot schools practising inclusion.

2.2 The Essence of Inclusion.

Inclusion is seen as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, culture and communities, and reducing exclusion within and from education (UNESCO, 1994). It involves being included in school as well as in the community. UNESCO (2001) describes inclusion as being part of a much larger picture than just placement in the regular class within the schools. It is being included in life and participating using ones abilities in day-to-day activities as a member of the community. It is being a part of what everyone else is and being welcomed and embraced as a

member who belongs. Tomko (1996) says that inclusion involves adjusting and changing the practice in the home, the school and the society at large. This is also supported by Etscheidt (2002) who asserts that inclusion is based on the belief that everyone lives and works in inclusive communities, with people of different races, religions and various disabilities. Inclusion can occur in schools, churches, playgrounds, workplaces and in recreation areas. An inclusive society is therefore one in which individual differences among the members are respected and valued (Tomko, 1996; Aniftos and McLuskie, 2003).

Kluth, et al (2001) points out that in inclusion there is commitment to educate each child to the maximum extent appropriate in the school he/she would otherwise attend in his/her neighborhood if not identified as having disability. Inclusive education requires the educational system to meet the needs of the child as normally and inclusively as possible rather than the child with the special needs being made to adapt to suit the needs of the system. It involves changes and modifications in content approaches, structures and strategies with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular schools to educate all children (UNESCO, 1994). Wormnaes (2005) argues that it is not our education system that has a right to certain type of children. Therefore, it is the school system of a country that must be adjusted to the needs of all its children. In the same vein, Tomko (1996) says that children of all ages should learn and grow in environments that resemble the environments that they will eventually work or live in. This is in line with the inclusive philosophy that “*the children who learn together learn to live together*” (Tomko, 1996). It was uncertain if that was really being practised in our regular schools. This study was carried out to establish that. The Salamanca statement asserts: -

Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. This should include PWDs and those without, gifted, street and working children, among other marginalized groups (*The Salamanca statement on framework for action on special needs education. Para. 3 pg 4 UNESCO, 1994*).

This was supported fully by the Kenya’s Children Act 2001 (GoK, 2001), as well as the Ministry of Education directive on all the regular schools to enrol all children even the CWDs. However, even with all that progress, it was doubtful if all the CWDs have been offered equal opportunities in all the learning institutions without discrimination. That could successfully be done if all the teachers and pupils were well versed with the ideas and skills on inclusion. It was also not certain if the teachers and the pupils in regular primary schools were aware of inclusive education and what it takes to be an inclusive school. This study was

meant to find out if the teachers/pupils were knowledgeable on school characteristics or factors which support inclusion.

The most important thing with inclusive education is to make the regular schools welcoming for all learners regardless of difficulties the learners might have. It is important that all schools be open to all the learners. MoE&S-Uganda (2003) advises that schools need to have an atmosphere that is friendly, caring and supportive. This calls for equal opportunities and accessibility to all resources, services and responsibilities. There is need to eliminate discrimination and exclusion at all levels in society (UNESCO, 2003; Ajiambo, 2005). Reducing this discrimination may best be done through education that not only values academic learning, but also encourages acceptance of diversity. Heijnen (2005) suggests that nations should embrace the inclusive approach which seeks to identify any barriers and develop ordinary schools which are capable of meeting the diverse needs of the learners. In an inclusive setting, various adaptations are done on the resources and the environment to suit various learners according to the needs. This study was meant to establish the availability of resources as well as accessible environment to accommodate the diverse needs of all the learners in regular schools. This was established through this study.

Inclusive education also includes children who are “at risk” and those groups who have traditionally been excluded from educational opportunities (McCullough 2005, UNESCO 2001, Heijnen, 2005). In order to achieve the above, there is need to make educational institutions all inclusive. The educators should also transform their thinking regarding how support should be delivered to all learners despite their diverse needs. Including all children irrespective of their differences or diversity, implies that the CWDs are fully recognized by national and International legislation (Heijnen, 2002; 2005). The Salamanca statement clearly states that:-

regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all (*The Salamanca statement Art. 2 UNESCO, 1994 pg. 5*)

This means that schools should accommodate all children regardless of their physical, intellectual, social, or other conditions. This should include CWDs and gifted children, street and working children, ethnic or cultural minorities and from other disadvantaged or marginalized areas or groups. There is need to eliminate the barriers in schools in order to

attract and retain children from marginalized and excluded groups, this means that education systems should respond flexibly to the needs of all learners (Scheyer, et. al, 2001; UNESCO, 2001). This study was meant to establish if such barriers have any relationship with either low or high enrolment of CWDs in regular schools.

Inclusive education is a Human Right issue. At the core of inclusive education is the human right to education. The 1948 Universal Declaration of Human Right asserts that education is a basic human right. Equally important is the right of children not to be discriminated against as stated in article 2 of the convention of the rights of children, 1989 (UN, 1989). A logical consequence of this right is that all children have the right to receive the kind of education that does not discriminate on grounds of disability, ethnicity, religion, gender, capabilities among others (UNESCO, 2003). Ainscow (2004), says that education is a human right with immense power to reform. On its foundation rests the cornerstones of freedom, democracy, and sustainable development. There is no higher priority, no mission more important than that of education for all.

There is need to ensure that all those excluded from meaningful participation in economic, educational, social and cultural life in their communities are involved by breaking all the barriers that hinder them from meaningful participation in their communities. Making such people access education is important for it prepares those who were most likely to be dependants to become self reliant. However to overcome these barriers the people would have to change their attitude towards the PWDs. Mushoriwa (2001) notes that, it is disturbing that in many countries, inclusive education is being introduced before thorough studies on the acceptability of the education system are conducted. This is important for any Government to prepare itself before embarking on implementation of a new system of education. It was important to find out the attitudes of the teachers and pupils towards inclusion of the CWDs in regular primary schools. This was established.

2.3 International Policies and Declarations Supporting Inclusive Education.

The goal to provide EFA was articulated at the World Conference on Education for All in Jomtien, Thailand in 1990. This and other successive international policies and conventions have all emphasized on the need for the international community to commit itself fully to enabling its citizen to access basic quality education. It is well understood that a literate

population is key to the overall development of their Nations. This draws global attention to the fact that 'Education for All' (EFA) is a fundamental human right which cannot be realized without enabling all people, who have disabilities access quality basic education (UNESCO, 2003). There have been various policies and declaration regarding provision of special needs education and Education for All in general. The following International and National Policies and declarations discussed below form the basis of practice for inclusive education:

The Universal Declaration of Human Rights of 1948 asserts that, 'Every person has a right to education'. Basic education shall be free and compulsory. Parents have a prior right to choose the kind of education that shall be given to their children. Similar views are envisaged in Article 28 and 29 of the Convention of the Rights of the Child (1989), which clearly stipulates that education of the child, shall be directed to the development of child's personality, talents, mental and physical abilities to their fullest potential. Article 2 warns against discrimination of a child of any kind on the basis of race, colour, religion, disability or any other status (UNESCO 2001; 2003). This forms an important basis for EFA. It supports the idea of inclusive education as a viable means of achieving this right and according ALL children equal opportunities. The World Declaration of EFA (1990) conference held in Jomtien, Thailand in 1990, mainly focused on EFA. It declared that every person, child, youth and adult shall be able to benefit from educational opportunities designed to meet their basic learning needs. This indicated a need to address issues of access and equality for all children. The principle that every child has a right to education was affirmed (UNESCO 2001; 2003).

The major impetus for the inclusive education approach was given by the Salamanca world conference on special needs education in 1994. It was realized that EFA achievement in many countries was far from reality. Majority of children with disabilities faced barriers to educational opportunities (UNESCO 2001; 2003). These could not be overcome simply by developing separate systems and schools for children with special educational needs. Instead a very different approach in education system was needed which could respond effectively to diversity. According to the Salamanca Statement and a Framework for Action the fundamental principle of the inclusive education is that all children should learn together, wherever possible, regardless of any differences they may have (UNESCO, 1994). Inclusive schools must recognize and respond to the diverse needs of these learners, accommodating both different learning styles and rates of learning and ensuring quality education to all

through appropriate curricula, teaching strategies, change of attitude, use of resources and partnership with their communities All governments were urged to adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools unless there were compelling reasons for doing otherwise (UNESCO 2001; 2003; 2004e).

The UN found it necessary to have standard Rules to ensure that PWDs exercise the same rights and obligations as the rest of the society. They were meant to break the barriers preventing PWDs from exercising their rights and freedoms. The rules were designed for various countries to adopt and give equal opportunities to PWDs. The standard rule no.6 on education specifically suggested that the countries should have clearly stated policy, allow for curriculum flexibility and adaptation in order to accommodate educational provision for PWDs in the mainstream (UNESCO 2001; 2003).

The Dakar framework of action (2000), expresses the International community's collective commitment to pursue a broad based strategy for ensuring that the basic learning needs of every child, are met within a generation and sustained thereafter (UNESCO 2001). The basic learning needs of ALL come FIRST and must be met as a matter of urgency. It was noted that there was little or slow progress in achievement of EFA in most countries especially in Africa. It was emphasized that education is a fundamental human right, and it is the key to sustainable development, peace and stability within and among countries and thus an indispensable means for effective participation in the societies and economics of the 21st century (UNESCO 2001).

2.4 National Committees Supporting Inclusive Education

The Government of Kenya (GoK) is committed to providing EFA by 2015. The declaration of a free primary education in 2003 was in recognition of education as basic right to all Kenyan children as articulated in children's ACT (GoK, 2001). The commitment of the GoK for the provision of services to improve the welfare of PWDs is portrayed in the various policy measures taken since independence 1963. The GoK has been addressing challenges facing the education sector through commissions, committees, and task forces. Notable ones are: -

The Kenya Education Commission 1964 – (Ominde Report) advocated for integration of children with special needs in regular schools. A component of special education was to be included for regular teachers to enable the teachers to meet the needs of learners with special

needs in regular classrooms (MoEST, 2005; Ngugi, 2002; GoK, 1964). Although this was said early enough the aspect of teacher training in special needs education still remains an area of great concern. The National Committee on Educational Objectives and Policies (Gachathi Report 1976) recommended the integration of children with special needs in the society by transferring learners with special needs in special schools to regular schools and other centers as much as possible. This was a good step towards limiting isolation of the CWDs. It was meant to prepare them interact with the members of the community in which they will live after school (MoEST 2005a; GoK 1976, Ngugi 2002). Although this has been done, those programs do 'not only alienate' learners from their communities, but only a few of them are available hence not all the categories of learners with special needs have been catered for.

The Presidential Working Party on Education and Man Power Training for the Next Decade and Beyond 1988 (Kamunge Report), was adopted through sessional paper no. 6 of 1988. This mainly focused on improving quality and Relevance of education. It was recommended that the media and national programs be used more intensively to create public awareness of the needs of people with disability. The committee emphasized the strengthening of the provision of education for learners with special needs in education in the regular classroom. (MoEST 2005a; GoK 1988). The Commission of Inquiry into the Education System of Kenya (Koech report 1999) emphasized on the need for early intervention for children with special needs. It also raised concern on improving ways and means of accessibility, equity, relevance and quality with special attention to gender sensitivity, the PWDs and the disadvantaged groups (GoK, 1999). The current practice of education in Kenya emphasizes on the use of integration and special schools to cater for the educational needs of the CWDs. The special schools have become too limited to accommodate all the learners with special needs. An alternative which is all inclusive is therefore needed. With conducive environment, the regular schools could be used to alleviate the problem.

The children's Act (2001) emphasized that 'every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning'. The Act outlines the role of the government and the parents in protecting those rights. This Act ensures equal opportunities for CWDs in obtaining education and participation for every day's activities in school and within their communities. However even with the Act in place, there are some school going children among them the CWDs who are out of school. This

means that even with the law there are other contributing factors which are essential in the provision of education for all children. Those factors were established through this study, and needs to be addressed in pursuit of achievement of EFA by 2015.

The Persons with Disabilities (PWDs) Bill (2003) ensures that the people with disabilities have equal opportunities in education, employment, health, accessibility and mobility among others. The Act provides for establishment of institutions dealing with PWD, their welfare and rehabilitation. The bill advocates for provision of quality education for CWDs. All these policies show that Kenya is committed to ensure maximum access, retention, and completion in all level of education, with the aim of achieving the EFA goals by 2015. Recent committees and taskforces have recommended inclusive education as a viable means of improving participation of ALL learners in education (MoEST 2001a; 2003a; 2005b). There is an urgent need to make all learning institutions truly inclusive by removing the key barriers (MoEST 2005b). Report of task force on implementation of free primary education also recommended for implementation of inclusive education (MoEST 2003b).

The convention on the rights of persons with disabilities (2008):- this convention was ratified in May 2008. This convention recognizes the right of education without discrimination for PWDs. Article 24 states that:- state parties shall ensure an inclusive education system at all levels and lifelong learning directed to enabling persons with disabilities to participate effectively in a free society (KCSSPP, 2009).

The National Special Needs Education Policy Framework (2009)

This policy came into force in March 2010. The policy advocates for provision of education for children with special needs through inclusive education. The government places emphasis on inclusive for education through regular schools for learners with special needs and disabilities as opposed to the practice of using special schools and special units (MoE, 2009). The MoE shall Recognize and Reinforce inclusive education as one of the means for children with special needs to access education (MoE, 2009). It should be noted that together with all these major commitments by the government, Kenya is signatory to all major international policies and declaration noted above. However, it would be difficult to achieve the set EFA goals by 2015, unless measures are taken to ensure that CWDs access basic quality education without discrimination as advocated for by those statements.

2.5 Possible Determinants of Inclusive Education

The challenge of inclusive education considerably lies in its implementation. However it is a challenge, which many countries have shown themselves able to meet. Although the CWDs are entitled to the same rights and to equal opportunities as all other children in regular schools, their lives are handicapped by various factors which hamper their full participation in school and community activities. Studies done showed that there were various factors which influenced inclusion of CWDs. The factors are discussed below. It is the nature or the situation of these factors in any school that will either support or pose limitations to inclusion.

2.5.1 School related factors influencing inclusion

Inclusion could be influenced either positively or negatively by factors such as: school and the surrounding environment, teaching/learning resources, curriculum, support services among others. These factors may create barriers towards effective learning for CWDs however; if proper intervention was done the CWDs would learn with little or no problems. Eliminating the barriers gives such a school positive characteristics for an inclusive environment.

Environment:- Teaching children with diverse abilities is a big challenge, especially in terms of creating a friendly environment. UNESCO (2004a; 2001) points out that; learners have diverse needs and inaccessible environment within and even outside the school may contribute in excluding them from learning institutions. Those views were supported by Ogot (2005a), who said that accessible environment helps to keep CWDs in school unlike where schools had inaccessible environment. To alleviate this problem then the environment should be adapted to suit the diverse learners' needs. This involves organizing the classroom and the school compound. UNESCO (2004d) shows that this can be possible by building ramps to classroom and school buildings, construction of adapted latrines, enlargement of classroom windows, painting walls to improve the lighting, leveling of the play grounds to ease mobility. The class environment should consider the learners learning pace; hence it should be equipped with rich learning areas for learners to learn at their own pace. Conducive social environment is also encouraged. If regular schools' environment is conducive, it becomes ideal for inclusion of learners with special needs. Schools need to have an atmosphere that is friendly, caring, accommodative, supportive and an atmosphere of freedom and guidance (MoE&S-Uganda, 2003; Otiato, 2002). This develops the child's sense of security, confidence and

ability to cope with others. Although the ministry has directed all the regular schools to enrol all the learners despite their differences, it was uncertain if all the schools had adapted the environment to suit all the learners. This study was meant to establish that.

Resources:- Moodley (2002) says that in order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials are used as well as made available to all the learners with special needs according to their needs. UNESCO (2004c) points out that the learners must be provided with learning materials in formats that meet their individual needs. In an inclusive setting, learners would require other resources over and above what is provided by the school. These include resources to enhance mobility and communication such as wheel chairs, crutches, positioning devices, optical and non optical devices and hearing devices (Randiki, 2002). In inclusion it is emphasized that teachers should use locally available resources to support learning (Moodley, 2002). Randiki (2002) and Ogot (2004a) advised that, the available resources should be placed at a central place, where several schools could access them. Making use of local artisans to make and repair the devices can also help in reducing the problem (Moodley 2002). Noting that these devices are very expensive and others are not locally available, it was uncertain if regular primary schools have the appropriate resources for all the learners with special needs. It had also not been determined if this could affect enrolment and retention of CWDs. This was established through this study.

Curriculum and teaching methods:- Curriculum and teaching methods is also another determinant of inclusion. UNESCO (2003), points out that, in any education system, the curriculum is one of the major obstacle or tool to facilitate the development of inclusion. In many contexts the curriculum is quite demanding, rigid and inflexible for adaptations (Moodley, 2002). A flexible curriculum could facilitate the development of a more inclusive setting. Teachers can make adaptations that can make better sense in the local context and for the individual learner. Children with special needs face different kinds of barriers in accessing education. Consequently, barriers within the curriculum must be identified and addressed. There should be flexibility to accommodate the diverse abilities and interests of a heterogeneous learner population. The curriculum has to be structured and be implemented in such a way that all learners can access it. Mittler (2002) argues that it must be sensitive and responsive to the diverse cultures, beliefs and values.

In Uganda, a culturally sensitive curriculum has been designed to reach out to semi-nomadic cattle keepers living in a fragile ecological environment in North Eastern Uganda. This has assisted in reducing the number of children who had been out of school in this area (UNESCO 2001). Inclusive schools could borrow a leaf from this example. For the teacher to assist the learner with special needs in education effectively, he/she must use a variety of teaching approaches. These should be appropriate to the learner's ability and learning process. Noting that in regular schools the teaching methods used are tailored for children assumed to have no special needs; it had not been established through a systematic study if the methods were suitable and if the teachers were able to vary them according to the diverse needs of all the learners. This was established through this study.

Support services:- Support services are an important aspect in inclusion. Apart from regular and other teachers who have training on special needs education, the successful education of CWDs requires the involvement of different professionals who assist in identification, referral, diagnosis, treatment and provision of appropriate educational and related services. Randiki (2002) views that, this requires a multi-sectoral responsibility if full participation of the CWDs is to be realized. Peer support is needed for they can help in peer tutoring, push wheelchairs, among other things. Learners with special needs also need support from speech therapists, physiotherapists, and occupational therapists according to their needs. Guidance and counseling is needed to help them appreciate one another despite their differences. Community could also help in adapting the environment, financial support, transport of the learners with special needs to and from school. However, Randiki (2002) argues that bringing all these persons together to support inclusive education is a mammoth hurdle. He argues that:

Even with the current special schools, getting even one doctor to attend an assessment session in the districts is not easy. When all the regular schools will require their services the scenario will be more complex (Randiki, 2002, pg. 72).

Bearing in mind that this is an important factor in inclusion, which needs to be planned in advance, it was doubtful if the regular schools had such arrangements in their schools. It had not been established through research if those services were available in regular schools. This study was meant to establish the services available in regular primary schools that would enhance inclusion for Children with Disabilities.

2.5.2 Teacher, pupil related factors influencing inclusion.

From the literature reviewed, teachers' training on special needs education, methods of instruction and their attitude are among the teacher related factors that may influence inclusion of the learners with special needs in regular primary schools.

Teacher training:- Moodley (2002) says that, when teachers are trained and have the skills to handle the children with special needs, they normally gain courage in their work. Awareness on various disabilities makes them have positive attitudes towards the learners. Teachers can experience greater job satisfaction and a higher sense of accomplishment when ALL children are succeeding in school to the best of their abilities (UNESCO, 2004d). Teaching thus becomes a joy, not a chore. A study by Njoroge (1991) found out that those teachers with special training favoured mainstreaming more than those without. There is need for training teachers in special needs education and in-servicing the others for them to be able to handle learners with special needs professionally. Through pre-service training and in-service training, they would gain skills and competence and develop positive attitude which is critical for practice of inclusive education (UNESCO, 2004d; 2003, 2001).

The training ensures that the intervention strategies are valid, relevant and correctly applied. Instead of previous haphazard intervention, the trained teachers are able to identify children with special needs and refer them for assessment. Appropriate intervention strategies are then drawn up to help the child. Training and experience helps them gain new knowledge, and acquire experience of using different teaching methods. While looking for ways to overcome challenges, they can develop more positive attitude, and approaches towards all children and situations. A Study by Council for Exceptional children (CEC) in 2003 (CEC, 2003d) in Eastern Europe indicated that most teachers agreed that one of the key areas in ensuring education for CWDs was catered for was to equip the teachers with the basic knowledge and skills on handling the children with special needs. This could be done through training of teachers in special needs education. It was important to find out whether teachers in regular primary schools had acquired this training, as well as to find out their fundamental role towards the inclusion of the children with special needs in regular primary schools.

Eleweke (2001) however, noted that training of teachers was mostly based on categories. In Kenya, training of teachers has for long been leaning on the same line. This therefore makes it difficult for the teachers to handle all the categories of learners in an inclusive setting.

However, recently KISE has been training teachers specifically on inclusive education. Noting that in the regular schools the teacher-pupil ratio is quite high, it was doubtful if the children with special needs were being given the attention they deserved in the learning process. However, Mittler (2002) argues that the ratio does not matter much, but what matters is the training of teachers. Quoting an example from Uganda where the ratio was quite high (*1: 110 lower grade and 1: 55 upper grade*) he said that the teachers were able to cope because they had been trained. Randiki (2002) says that the training is emphasized in Uganda and every teacher trainee gets introduced to the unique needs of the learners with special needs at the initial training level.

Attitudes:- Mushoriwa (2001) says that attitudes are the greatest barriers or the greatest assets, to the development of inclusive education. They influence our perceptions of challenges, strategies to be chosen and goals to be achieved. Mushoriwa (2001), adds that there is a general belief that human behaviour and actions are influenced by attitudes, where by attitudes are seen as the cause, and behaviour as the consequence. Mushoriwa (2001) adds that attitudes include desires, convictions, feelings, opinions, beliefs, hopes, judgment and sentiments. This means people have attitudes which affect the way they perceive, value, judge, interact and handle children with special needs. Vayrynen (2002) argues that if EFA is to be achieved, and particularly that of the PWDs and other special needs, it has to start with the change of attitudes to make education for all mean ALL, not just “ALL BUT”.

Negative attitudes usually arise from ignorance and fear of the unknown. Scruggs and Mastropieri studied teacher perceptions of mainstreaming and inclusion. They summarized results of 28 surveys of teacher attitudes towards including students with disabilities in their classrooms, conducted between 1958 and 1995. They found out that nearly two-thirds of general education classroom teachers supported the concept of inclusion (Mastropieri and Scruggs, 2000). However when asked whether they were willing to teach students with disabilities in their own classes, majority were reluctant or unwilling to do so. Majority felt that they did not have sufficient time, appropriate training, other materials and resources to enable them work successfully with children with disabilities (Mastropieri and Scruggs, 2000). It seems therefore that though the teachers may be willing to accept the CWDs in their classes, other factors may influence their attitude negatively or positively.

A study by Wilezenski (1992) in Australia on teachers' attitude towards inclusive education as cited by Mushoriwa (2001), showed that the teachers were more positive on learners whose programmes focused on social inclusion than those requiring physical changes in their school or classroom. The teachers were also more accepting to learners with physical disabilities than to those who necessitated academic modification. Such research findings indicated that the type of disability and the demands it eventually makes on the teacher would influence teacher attitudes towards including children with such a disability in a regular class (Mushoriwa, 2001). Before implementation of any special education Programme for learners with disabilities within regular schools, it was important to determine the attitude of educators and administrators towards CWDs. This would help in alleviating the fears. Although the attitude of teachers in other parts of the world had widely been established, limited research if any had been conducted to establish the attitude of regular primary schools teachers, particularly in the five pilot schools where inclusion is practiced. This study established that.

On pupil's attitudes, Zindi (1996) conducted a study aimed at assessing the attitudes of mainstream children towards their peers with disabilities in Zimbabwe. The results showed that the respondents had more positive attitudes towards mainstreaming of PWDs. Female students in particular recorded higher percentage scores in their favour. This study did not involve the views of the children without disabilities who were practically in an inclusive setting. This means that the views were from learners without disabilities who had no experience of the real inclusive situation. This study gathered views from learners who already had the experience. Their views could therefore be relied upon as this reflects their experience and feelings. The aspect of the attitude of the CWDs toward learning together with their peers in the mainstream is also very important and the researcher established their views. This study focused on all the children (with or without disabilities) in an inclusive setting.

A study by Staub, Cushing, and others in 1996 cited by CEC (2003a) that was to investigate the academic achievement, behaviour change, and the effectiveness of peer-tutoring in inclusive programmes found out that the students with disabilities experienced growth in levels of independence, social networks, academic skills and behaviour. The student aides also benefited in academic skills. It was therefore concluded that inclusion benefited all the learners (CEC, 2003a). Their results were similar to another study done by Cushing, Lisa and others in 1997 cited by CEC, (2003b). The study was done on three children who served as

peer supports for students with disabilities in general education classrooms. They found out that serving as a peer support had positive academic effects on students without disabilities (CEC, 2003b). However in some cases research shows that pupils have negative attitude towards inclusion of CWD in regular classes.

In Kenya, a study by Njoroge (1991) found out that over 92.6 percent of students with visual handicaps, majority of whom had attended regular schools before joining special schools preferred attending schools for the blind. This was similar to the results of the study by Reezigi and Pul (1991) in Netherlands, cited by Mushoriwa (2001) which found out that pupils who had been included in a regular class wanted to go back to their special schools after suffering isolation and stigmatization in the regular class. This negatively affected their learning and development. This was a clear indicator that if not carefully considered and if teachers do not take steps to change their attitude as well as the attitude of other pupils towards disability, inclusion may result in accentuating rather than mitigating exclusion (Mushoriwa, 2001). Although the studies showed negative attitude by CWDs learning in regular schools, the studies did not establish the factors that may have contributed to this negative attitude for both CWDs as well as those without. This study established the school characteristics which supports inclusion of CWDs in regular schools.

2.5.3 Socio-cultural/ economic related factors influencing inclusion

Social, cultural and economic related factors which may influence inclusion of CWDs in regular primary schools may include: community attitude, beliefs and finances among others. These may either support or limit inclusion depending on whether proper intervention if need be has been done or not.

Community attitude and participation:- In the past PWDs all over the world were considered socially and physically less capable, hence they were not easily accepted as useful members of the community. Some communities still hold the belief that disabilities occur as a result of curses, witchcraft, and even regard some disabilities as contagious (Randiki, 2002). Consequently PWDs are isolated, neglected, rejected and their needs are not adequately catered for by their families and communities. This greatly affects their educational provision. The community was less involved in the affairs of PWD for they counted them as being of no benefit to them. However, Kirk, et.al (2003) argues that there is a gradual level of acceptance

of the PWDs which represents a much more enlightened view of the society than it was before. Ogot (2005b; 2004b) encourages the schools to sensitize the communities to help in eliminating the negative attitudes. When the community's attitude is positive, they are involved in school's inclusive activities. However, it was uncertain if sensitization had been done in most areas and if regular schools were fully collaborating with the communities and other stakeholders to ensure the CWDs have equal opportunities in education. This study was meant to establish this as well as the role of parents and the community in general towards inclusion of CWDs in regular schools.

Funding:- Financial support is critical in the process of implementing inclusive education. Countries are encouraged to mobilize those resources which already exist and use them appropriately. It has been noted in many countries that the transition process does not necessarily require large amount of new money and other resources. The most important thing is that the existing funding is redirected towards establishing one system. It has been proven that it is cheaper to operate one system of education than a dual system (UNESCO, 2001). Research had also shown that inclusive education system is cost effective. It is far more expensive to operate a dual system of ordinary and special education than it is to operate a single inclusive education system. A study done by Meijer in 1999 on inclusion policies related to education of learners with disabilities in seventeen European countries indicated that if funds are not allocated in line with an explicit inclusion policy, inclusion is unlikely to happen in practice (E.A, 2000, UNESCO 2003). It had not been established if funds were a major determinant in inclusion of learners with special needs in regular primary schools especially in Rachuonyo district. The financial role was established from the five inclusive schools in Rachuonyo district.

2.6 Educational and Social Implications of Inclusive Education

Throughout the world, people have seen the benefits of inclusion. Both PWDs and those without are convinced that inclusion is the way forward (Rustermier, 2002). In an inclusive setting, the children benefit socially, academically and they grow up having a sense of belonging. Inclusive education benefits everyone from children to parents and staff. Hunter (2004), points out that all CWDs benefits by having access to the general education curriculum. They acquire same skills acquired by the others and this gives them a good opportunity to compete with the others in the job market. Research shows that such learners

are easily assimilated by their communities. Where inclusion is practised, all children learn and grow in the environment that they will eventually live and work in. They are prepared for the real world. They do not have to be separated from peers and relatives. This gives them a sense of belonging and they grow up as part of the community. They learn with their peers, who are positive role models. It allows them to develop to their maximum potential (Wertheimer, 1997; Vaughan, 2002).

Inclusive schools provide a diverse and stimulating environment and opportunity for pupils and teachers to grow and learn the virtues of being accommodating, accepting, patient, respecting, caring and cooperation. The children learn to support one another despite their differences (UNESCO, 2004c; 2004e). They learn to enjoy being with others who are different from themselves, including how to be sensitive to and adapt to these differences. All children learn together and value their relationships, despite their diverse backgrounds or abilities. Their self-esteem is enhanced.

There is general understanding and awareness of various disabilities. They become more resourceful and creative as they discover and appreciate each person's different abilities and characteristics. This helps the community members to acknowledge and appreciate one another despite the differences. When the PWDs are segregated in their own institutions, there is a possibility that they may be disadvantaged compared to their counterparts in regular schools. These views are supported by a study by *Power – de Fur and Orelove* in 2003 cited by CEC, 2003c. The study was meant to determine the long term effects of inclusion. It was found out that in general CWDs in inclusive settings had acquired social and communication skills previously undeveloped. The students had shown increased interaction with peers. There was also evidence that inclusive settings can expand a student's personal interests and knowledge of the world, which is excellent preparation for adulthood. When inclusive education is implemented appropriately, all students benefit (CEC, 2003c). This shows that there is need for all the children to learn together. That study however did not consider the factors which may have contributed to those results. This study therefore sought to establish the factors which favours inclusion of children with special needs in regular primary schools.

2.7 Summary of the literature reviewed

The fundamental principle of the inclusive education is that all children should learn together, wherever possible, regardless of any differences they may have (UNESCO, 1994). Inclusive schools must recognize and respond to the diverse needs of these learners, accommodating both different learning styles and rates of learning and ensuring quality education to all through appropriate curricula, teaching strategies, change of attitude, use of resources and partnership with their communities (UNESCO, 2003; 2004e). Segregation of CWD is now perceived as unacceptable. The prevailing view is that they should be educated together with their peers in regular schools. A single system rather than a dual system is more acceptable.

From the literature reviewed, it emerges that education of the PWDs is still a big challenge to the world. It has been noted that for a long time the learners with special needs had been learning in segregated institutions. Although so much has been done to enable the PWD acquire basic education, at the same time it has been realized that segregation is alienating them from their families and communities. In addition it has been argued that there are more advantages when the learners are educated together in regular schools. Hence there is consensus that all learners should be educated together despite their abilities/disabilities. To achieve this, inclusion has been viewed as the viable means of ensuring education for learners with special needs. Several factors have been noted as possible factors influencing inclusion. These are school, teacher, pupil and socio-cultural/economic related factors. The nature or the situation of these factors in any school will either support or be a limitation towards inclusion.

It was noted that learning resources and environment, curriculum, training of teachers, their attitudes as well as their awareness have direct influence on inclusion of learners with special needs (Mushoriwa, 2001; UNESCO, 2001; 2004c; 2004e; Moodley, 2002; Ogot, 2004a). However most of the research done may be limited. Most of it was conducted in regular schools where teachers did not have the real experience of interacting with the learners with special needs. The response of majority of the teachers may have been influenced by the fear of the unknown. Negative teacher's attitudes may also be influenced by contribution of various factors that influence inclusion of the learners with special needs. Another limitation is that many researchers have concentrated on finding out the benefits and teachers attitudes towards inclusion of learners with disabilities. It was important to find out which factors contribute to such outcomes. This was established through this study.

CHAPTER THREE

METHODOLOGY

3.0 Introduction.

This chapter explains the methods that were used to carry out this study. It focused on: - Research design, location of the study, target population and sample size, research instruments, piloting, validity and reliability, data collection techniques, data analysis and finally the logistics and ethical considerations in the study.

3.1 Research Design

This study adopted a descriptive survey design. This is because the study aimed at giving an accurate description on the situation of the inclusion of learners with special needs in regular primary schools. This design was appropriate since the researcher aimed at collecting data on conditions that already existed or ongoing. This involved collecting opinions held by different respondents on inclusion of CWDs as well as collecting data on the situation of other variables affecting inclusion. Descriptive research studies are designed to obtain pertinent and precise information concerning the current status of a phenomenon and wherever possible to draw a valid general conclusion from the facts discovered (Gay, 1992; Kombo and Tromp, 2006). It mainly seeks to obtain information that describes the existing phenomena by asking individuals about their perceptions, attitudes, or values. It is therefore useful in describing the conditions or relations that exist between variables (Cohen, et. al 2000).

3.1.1 Research Variables

In this study, independent variables comprised of teaching experience, teachers' professional qualifications, teaching strategies, resources, support services and attitude as factors influencing inclusion of learners with special needs for they are likely to take on different values when different respondents are observed. Dependent variable was inclusion, as a factor of enhancing enrolment of learners with special needs in regular primary schools.

3.2 Location of the Study

This study was carried out in Awach Zone, Kabondo division in Rachuonyo district, Nyanza province of Kenya. At the time of this study, the district had not been sub-divided. Currently the locale of this study is in Rachuonyo south district. Rachuonyo district borders lake Victoria to the north and to the west Homabay district, to the southwest Nyando, Nyamira and

Kisii central District respectively (*APNP,2009*).The research was carried out in schools practising inclusion. There are five schools practising inclusion under the Leonard Cheshire International (LCI) Inclusive Education Programme, all of which are in Awach zone.

3.3 Target Population

The target population of this study constituted of head teachers, teachers and class six pupils in regular primary schools in Awach zone in Rachuonyo district. The main study was conducted in four inclusive education pilot schools with 230 pupils in class six and 44 teachers. The total target population was 278 persons in the five inclusive education pilot schools.

3.3.1 Sampling Techniques

Rachuonyo district was purposively selected because of the availability of inclusive schools in the district. In this district, there are five inclusive education pilot schools. These schools have been practicing inclusive education since 2001 sponsored by LCI. Awach zone was purposively selected because all the five pilot schools were in that zone. Purposive sampling technique was used to select the five schools from 24 schools in Awach zone. These are schools which practice inclusive education. From the five selected schools four schools were randomly selected for the main study. The remaining one school was used for piloting. The class six pupils were purposively selected because it was assumed that most of the learners in this class have been in these schools since the programme started in 2001. Their experience was useful in providing relevant data for this study. This class was also preferred due to the possibility of the learners being able to read and write English with ease and therefore they had no problem filling in the questionnaires.

The head teachers in the selected schools were purposively selected because they are all actively involved in managing and teaching learners in an inclusive setting. Stratified sampling was used to sample teachers and pupils to ensure equal representation of the subgroups. The population of the teachers was put in strata of trained and untrained teachers. Pupils were also put in strata of those with disabilities and those without. Simple random sampling was then used to select the required number of teachers and pupils from the strata to participate in the study. This gave each learner and each teacher an equal opportunity to participate.

3.3.2 Sample Size

Four schools with a total of 278 respondents were used for the main study while one school with 64 respondents was used for the pilot study. A total of 4 head teachers, 15 teachers and 69 pupils were selected to participate in the main study. Hence the sampled population for this study was $4 + 15 + 69 = 88$ respondents. The table below shows the target and sample population of this study.

Table 3.2: Target and sample population in for the study.

Total Target Population					Total Sample Population			
schools	Class six pupils	No. of teachers	No. of head teachers	Total target population	Total sample of pupils	Sample of teachers	No. of head teachers	Total sample population
Othoro	48	13	1	62	14	4	1	19
Kadie	40	8	1	49	12	3	1	16
Oriang	105	14	1	120	32	5	1	38
Wang'a-pala	37	9	1	47	11	3	1	15
TOTAL_4 schools	230	44	4	278	69	15	4	88 - main study
Otondo	55	8	1	64	17	3	1	21 - pilot school)
TOTAL_5 schools	285	52	5	342				

Data source: Ogot (2004, 2005)

3.5 Research Instrument.

To achieve the objectives, the researcher collected data using questionnaires for head teachers, teachers and pupils. The instruments were adapted from UNESCO's toolkit for creating Inclusive Learning Friendly, Environment (ILFE). The questionnaire for head teachers and teachers consisted of sections A and B. Sections A consists of personal details and general information, while section B consisted mostly of structured questions. A 5 point likert scale was also used where individuals responded to a series of statements by picking one of the given choices. This was useful in determining how the respondents valued different issues. The questionnaire for head teachers consisted of questions which required rating some factors in order of priority. The questionnaire for pupils had two parts. The pupils were

required to pick one choice from the given choices or fill in the required details. A 5 point likert scale was used where pupils responded to a series of statements by picking one of the given choices which reflected their views.

3.6 Pilot Study

The research instruments of this study were pre-tested in Otondo Primary School in Rachuonyo district. Being one of the pilot schools, it was suitable for piloting for it provided similar environment with other targeted schools. The researcher visited the school and briefed the respondents on the intended data collection in their school. She then administered the tools to the respondents and collected them immediately they were completed. Piloting provided a good opportunity for the researcher to identify any weakness in the instruments, and to find out if the anticipated data analysis techniques were appropriate. After piloting, the researcher modified the instruments accordingly before conducting the main study.

3.6.1 Reliability and Validity

Reliability: The instrument is said to be reliable if it consistently yields similar results when re-tested with similar subjects (Mugenda and Mugenda, 1999; Orodho, 2004). Split half method was used to determine reliability of the research instruments. The method involved splitting the items in the instruments into two halves (odd and even items). The scores on the odd numbered items were correlated with the scores on the even numbered items. The Pearson's Product Moment formula was employed to compute the correlation co-efficient in order to establish the extent to which the contents of the questionnaires were consistent. The three instruments were similarly treated and a correlation co-efficient of about 0.69 was achieved and this considered high enough and the instruments were said to be reliable.

Validity: validity is the degree to which a test measures what it is supposed to measure (Kothari, 2004; Talbot & Edwards, 1999). Content validity was tested to ascertain whether the items in the questionnaire were suitable for their task. Questions which would bring confusion or misunderstanding to the respondents were identified and modified to ensure clarity of the information in the questionnaires. Difficult questions were also sorted and reframed using appropriate language which was easily understood by the respondents. Consultations with the experts were also done and the instruments were modified and redesigned accordingly so as to ensure it was well refined to achieve the intended task during the main study.

3.7 Data Collection Procedure.

The researcher visited the selected schools, briefed the head teachers on the purpose and objectives of the study. The teachers were also briefed on the purpose and the need to give candid responses and suggestions on how to improve education for learners with special needs. Questionnaires in large print and in Braille were prepared in advance for the low vision respondents and touch readers respectively. For other respondents who needed technical assistance, the researcher sought help accordingly. The researcher administered the questionnaires to the respondents. The questionnaires were collected immediately the participants completed them. Most (92.1 %) of the questionnaires were received back.

3.8 Data Analysis

Data from the field was edited and coded according to themes which emanated from the research objectives and questions. Qualitative data was derived from open-ended questions in the questionnaires while the quantitative data was derived from closed ended questions. The coded data was analyzed using both qualitative and quantitative techniques. The quantitative data was analyzed and presented using descriptive statistics such as frequency distribution, tables and percentage and also in narrative form. Qualitative data was presented in narrative form. The responses from the likert scale were sorted and coded according to the research objectives. Similar responses from the likert scale were grouped together during presentation. That meant the agree and strongly agree responses and the disagree and strongly disagree responses were combined together as either positive or negative responses depending on the question. In some cases where it was deemed necessary, emphasis was given to all responses individually. The undecided response was taken to mean neutral. For the items which required ranking, measures of central tendency (*the mode*) were used to determine the most highly ranked contributing factor.

3.9 Logistic and Ethical Considerations

The researcher sought clearance from the University. She then obtained a permit from the Ministry of Education, to be able to collect data in the targeted schools. The researcher ensured and assured the respondents that all their responses would be treated in strict confidentiality.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 Introduction

This chapter presents and discusses the findings of the study generated from the data gathered through questionnaires administered to the head teachers, teachers and the pupils from the Inclusive Education Pilot Schools in Rachuonyo District. The data from the field was edited, coded and analyzed using SPSS software. The analyzed results were used to get the relevant statistics which were then presented in both descriptive and tabular form. Where necessary, responses from different categories of the sample or even from different questions were combined and presented according to objectives and research questions. Similar responses from the likert scale were grouped together during presentation. In that case, the agree and strongly agree responses and the disagree and strongly disagree responses were combined together as either positive or negative responses depending on the question. In some cases where it was deemed necessary, emphasis was given to all responses individually. The undecided response was taken to mean neutral. In this chapter, the first part deals with the demographic and general information, while the second part deals with the responses from research questions.

4.1 SECTION 1: DEMOGRAPHIC AND GENERAL INFORMATION

Table 4.1 Number of questionnaires returned

Category	Sample	No. returned	Percent (%)
head teachers	4	4	100.0
teachers	15	14	93.3
pupils	69	63	91.3
Total	88	81	92.1

Table 4.1 shows that the study consisted of three categories of target population namely: - head teachers, teachers and pupils. All the head teachers 4 (100%) sampled, filled and returned their questionnaires. Out of the 15 teachers sampled, 14 (93.3%) dully filled and returned the questionnaires. Out of the 69 questionnaires delivered to the pupils, 63 (91.3%) were dully filled and returned. The researcher delivered the questionnaires to the respondents. Consistent follow up was done to ensure the questionnaires were dully filled up and returned. This enabled the researcher to collect back most (92.1%) of the questionnaires. A few of the questionnaires which had incomplete data were discarded during the process of sorting and coding the data.

Table 4.2 sensitization and its impact on inclusion of learners with special needs.**N=4**

Question	Response				TOTAL
	YES (f)	(%)	NO (f)	(%)	
Is your school inclusive or not?	4	100	-	-	4 100%
Are there learners with special needs in your school?	4		-	-	4 100%
Are parents, teachers, pupils within your school community sensitized	most of them		3	(75)	4 100%
	A few of them		1	(25)	
Are the identified children with special needs within the community enrolled in schools	most of them		3	(75)	4 100%
	A few of them		1	(25)	
How would you rate the enrolment of the children with special needs in your school in relation to those who have been identified within the community?	Very high		1	(25)	4 100%
	High		1	(25)	
	Average		2	(50)	

All the respondents indicated that their schools were inclusive schools. This indicated that the schools had opened their doors to all children including those with special needs. This was further confirmed by the presence of children with various disabilities. As seen from the table above, all (100%) of the sampled respondents, stated that there were learners with various disabilities learning together with those without disabilities in an inclusive setting. The findings indicated that sensitization of the parents and the community around the school on disability issues and especially education for CWDs has been done effectively in that area. The table above shows that majority (75%) stated that sensitization had effectively been done to most of the parents and the surrounding community. Although 25% stated that it had been done to a few of them, those findings indicated an improved trend from the findings of the 2002 survey by Karugu, on the status of inclusive education in Kenya who found out that 82.4% of the parents and other stakeholders were not aware of the inclusive education (Karugu, 2002). The sensitization done in that area had played a major role in helping the local community to discard their negative beliefs and attitudes. This concurs with the views of Ogot (2005) who said that when parents and other stakeholders are sensitized, it helps in eliminating the negative attitude hence the parents with

CWDs were encouraged to take them to school , and the community in general has been involved in inclusive activities.

To establish whether the CWDs in that community were enrolled in those schools, the respondents were asked to comment on the access to education by CWDs from the surrounding community. In response to that majority (75%) stated that most of the children identified as having disabilities had been enrolled in those schools. Only 25% had the opinion that a few of them had enrolled. In regard to the number of CWDs identified within the community and those enrolled in the schools, 25% stated that the rate of enrolment was very high while 25% stated that it was high and the other 50% said it was average. As noted above, sensitization may have played a major role in boosting the enrolment of the CWDs within the community to enrol in these schools. This is in line with what has been advocated for globally through the Salamanca Statement that all schools should accommodate all children regardless of their physical, intellectual, social and other conditions. This should include PWDs and those without (UNESCO, 1994). This was also supported by Tomko (1996) who said that children of all ages should learn and grow in environments that resemble the environments that they will eventually work or live in. Kluth, et al (2001) further points out that in inclusion there is commitment to educate each child to the maximum extent appropriate in the school he/she would otherwise attend in his/her neighbourhood if not identified as having disability. Those schools have therefore adhered to that by enrolling the all children in their schools.

Table 4.3: **Pupils condition in the sampled schools**

N=63

Question		Response				Total (f)	(%)
		YES (f)	(%)	NO (f)	(%)		
Do you have any form of disability/ special need?		19	(30.2)	44	(69.8)	63	(100)
Have you been enrolled in any other school?		14	(22.2)	49	(77.8)	63	(100)
Type of disability	Epilepsy	1		1.6		63	(100)
	Hearing Impaired	3		4.8			
	n/a	44		69.8			
	Physically Handicapped	7		11.1			
	Visually Impaired	8		12.7			

The findings show that 69.8% of the pupils in those schools were children without disabilities. However about 30.2% of them have some form of disabilities or special needs. Visual impairment (V.I), physical handicappness (P.H) and Hearing Impairment (H.I) are the most common

disabilities among the children in those schools with 12.7%, 11.1% and 4.8% respectively. Epilepsy also featured with 1.6%. Those findings were similar to the findings of the 2007 Kenya National survey for persons with disabilities which showed a similar trend in this region. The results showed that in Nyanza province the most prevalent disabilities are P.H, V.I and H.I among others with 2.5%, 1.9% and 0.8% respectively.

In the four sampled schools, the respondents reported that there were a total of 463 CWDs in their schools in general. This reflected an increase in enrolment of CWDs from 45 in 5 schools in 2001(Oywa, 2001) to 463 in only 4 schools in 2008. Noting that there were some regions and sections within regions as well as countries where little or no progress or even a decline was reported (UNESCO, 2003b). This was an impressive progress in enrolment that was noted in that area. This progress could be attributed to several factors that were noted from the findings of this study in general. It was therefore evident that the sampled schools had heeded to the government's directive which directs all the regular schools to enrol all children who seek admission in their schools without discrimination regardless of the children's ability (MOEST, 2003b). The willingness of the schools to enrol the children with special needs within this community had given the CWDs a very good opportunity to access education for most of them had enrolled in those schools.

4.2 SECTION II: VIEWS OF THE RESPONDENTS ON VARIOUS ASPECTS IN RELATION TO INCLUSION OF LEARNERS WITH SPECIAL NEEDS IN REGULAR PRIMARY SCHOOLS.

4.2.1: VIEWS ON THE TRAINING OF TEACHERS

Table 4.4: Professional qualification of the teachers

Question	Category	Response					Total
		B. ed	Approved Teacher Status	Diploma	P1	P2	
Teachers highest professional qualification	Head teachers N=4	-	3 (75%)	1 (25%)	-	-	4 (100%)
	Teachers N=14	1 (7.1%)	3 (21.4%)	2 (14.3%)	7 (50%)	1 (7.1%)	14 (100%)
Teachers trained in SNE		head teachers N=4		teachers N=14			
Are teachers trained in special needs education?	Category	Trained	Currently being trained	Not trained			
	Head teachers	1 (25%)	-	3 (75%)		4 (100%)	
	Teachers	6 (42.9%)	3 (21.4%)	5 (35.7%)		14 (100%)	

The results in table 4.4 show that the head teachers who act as the school managers had high professional qualifications. Majority of them 75% were at A.T.S level while the other 25% were in diploma level. All the head teachers (100%) had a teaching experience of more than 20 years. Although it had been noted that both teachers and the head teachers were professionally qualified, being in inclusive schools, retraining in SNE was found necessary so as to enable them handle all the learners effectively.

Results also revealed that 50% of the teachers were P1 teachers and 21.4% had attained the Approved Teacher Status (A.T.S) level while 14.3% were in diploma level. The others include 7.1% who had Bachelor of Education degree (B.ed) and 7.1% were in P2 level. It was evident that the teachers handling the learners in those schools were adequately trained but probably re-training in the area of special needs is what is needed to add to their efficiency in handling all the children including CWDs and be able to manage the barriers in an inclusive setting. It was also observable that a good number of teaching force had vast teaching experience. Majority 71.4% had a teaching experience of more than 10 years while 28.6% had experience of 10 years and below. Their vast experience had therefore enabled them to interact with different learners including learners with special needs. Their contribution to this study was therefore widely based on experience.

A good number of teachers (64.3%) in those schools were either trained or by then being trained in SNE. The results above indicated that 42.9% of the teachers were already trained while 21.4% others were by then being trained. However 35.7% of them did not have any training on SNE. Training of teachers is important as noted by UNESCO (2004 d) that training ensures that the methods used and the intervention strategies are valid, relevant and correctly applied. Training and experience helps teachers gain knowledge and acquire experience of using teaching methods and better approaches towards all children in all situations. Although it had been noted that majority of teachers were trained or were being trained, the head teachers needs to be encouraged to train in SNE. From the above results, 75% of the head teachers had not been trained in SNE. Only 25% of them had been trained. Likewise, none of them was by then being trained. The head teachers are viewed as the managers of the schools. It would therefore be ideal for them to be acquainted with issues related to children with special needs through training.

Table 4.5 views on the effects of training of teachers**N=14**

Question	Response					TOTAL
	SA (f) (%)	A (f) (%)	UN (f) (%)	D (f) (%)	SD (f) (%)	
Trained or untrained can effectively teach all learners in an inclusive setting.	3 (21.4)	6 (42.9)	-	2 (14.3)	3 (21.4)	14 (100)
Training of teachers in SNE equips them with skills and knowledge that enables them to teach CWDs effectively.	11(78.6)	3 (21.4)	-	-	-	14 (100)
Trained teachers in SNE have more confidence in handling CWDs in regular classes than the untrained ones.	8 (57.1)	5 (35.7)	-	-	1 (7.1)	14 (100)
Training of teachers in SNE enhances enrolment of CWDs	8 (57.1)	4 (28.6)	-	1 (7.1)	1 (7.1)	14 (100)

Majority of respondents 64.3% agreed that all teachers whether trained or not could effectively teach all the learners in an inclusive setting. However 35.7% of them disagreed. The finding further revealed that most of those who disagreed were those who had been trained. However there were some trained teachers who agreed that all teachers could still teach all learners effectively. All the untrained teachers supported the view. This showed that although training of teachers played a major role towards inclusion however, in an inclusive setting teachers should be ready to teach all the children including those CWDs but they should aim at training in SNE. The fact that most of the trained teachers disagreed, it could mean that through their training they had acquired skills and knowledge which could help them to handle better the CWDs.

All respondents (100%) were in agreement that training of teachers in SNE is of great value since it equips them with skills and knowledge that enables them to teach effectively. The views were supported by Moodley (2002) where he noted that when teachers are trained and have skills to handle the children with special needs they normally gain courage in their work. When they gain skills and competence, they develop positive attitude which are critical for practice of inclusive education (UNESCO 2004d). This therefore showed the need for training of teachers in SNE.

The findings showed that training of teachers in SNE enabled them to have confidence to handle learners with special needs. An overwhelming majority 92.8% agreed that teachers who are trained in SNE had more confidence in handling learners with special needs. Only 7.1% of the respondents disagreed with the opinion. The results supported the findings of Njoroge (1991) who found out that those teachers with special needs education training favoured mainstreaming more than those without. Moodley (2002) also argued that it was as a result of training in SNE that the teachers gained courage in their work. This was an indication that regular school teachers' confidence to teach learners with special needs could be boosted through training. Most of the respondents were of the opinion that presence of trained teachers in SNE in regular schools

encourages learners with special needs to enrol in schools. Results revealed that 85.7% agreed that presence of trained teachers in SNE enhanced enrolment of learners with special needs in those schools. However 14.2% of the respondents stated that training of teachers did not significantly contribute to enrolment of CWDs. Although contribution of the trained teachers to the enrolment of CWDs may not be initially seen directly, the respondents believe that this plays a major role. This supports Ogot's views that training of teachers is deemed very necessary as it is believed that teacher's attitude and pedagogical stances have a direct bearing on school attendance and enrolment (Ogot, 2005a).

4.2.2 VIEWS REFLECTING THE ATTITUDE OF TEACHERS

Tables 4.6: Should children with special needs be educated. N=14

Question		Response				Total	
		YES (f) (%)	NO (f) (%)			(f)	(%)
Should children with special needs be educated?	Teachers	13 (92.9)	1 (7.1)			14	100
	Pupils	63 (100)	-			63	100
If yes where should they be educated?		inclusive schools (f) (%)	integrated schools (f) (%)	special schools (f) (%)	n/a (f) (%)	Others (f) (%)	Total
		9 (64.3)	1 (7.1)	2 (14.3)	1(7.1)	1(7.1)	14(100)

An overwhelming majority 92.9% of the teachers stated that children with special needs should be educated. A negligible 7.1% however stated that those children should not be educated. From the results, there was a strong indication that teachers strongly supported education for children with special needs. This encouraging in the sense that; a positive attitude for teachers is a positive step towards achievement of EFA goals. Although the 7.1% of the respondents believed that those children should not be educated, more encouragement and sensitization needs to be done to help such people to change their attitude. Mushoriwa, (2001), advises that; before implementation of any special education Programme for learners with disabilities within regular schools, it is important to determine the attitude of educators and administrators towards CWDs. This will help in alleviating the fears. Ogot (2005 b) says that when sensitization is done, negative attitude is eliminated. Varynen (2002) argues that if EFA is to be achieved, and particularly that of CWDs and other special needs, it has to start with the change of attitude. As it had been noted earlier, sensitization could effectively play a role in changing the negative attitude of the teachers and other stakeholders positively. Inclusive schools were mostly favoured by the respondents as being the best schools where CWDs should be educated. Majority 71.4% (64.3% and 7.1%) of the teachers stated that the CWDs should learn together with the other children in inclusive schools.

However 14.3% stated that they should be educated in special schools while 7.1% stated that they should be educated in integrated programs. All the teachers who had already been trained or undergoing training supported inclusion. Some of the untrained teachers supported inclusion too while the others opted for integration or special schools. This probably could be linked to the fact that training of teachers in SNE enables them to have courage and confidence. For the untrained teachers it could be as a result of their experience with CWDs which had helped them change their attitude positively. Mushoriwa (2001) argues that negative attitude may arise as a result of ignorance or fear of unknown. Those views also concurs with the finding of the study conducted between 1958-1995 by Scruggs and Manstroperi who found out that nearly two-thirds of the teachers supported inclusion but some of those who supported it were still reluctant to have CWDs in their classes. This could be as a result of lack of real experience with CWDs. This shows that the teachers could be willing to accept the learners with special needs in their classes but looking at other factors he/she may be reluctant to do so. It could therefore be concluded that the experience of these teachers in the inclusive schools had helped them to alleviate their initial fears. This shows that experience could also boost confidence for teachers.

All the pupils (100%) agreed that all children with or without disabilities should be educated. All of them (100%) agreed that the best place for such learners should be in inclusive schools. This was a good show of acceptance to one another despite their abilities. This therefore reflected a sign of positive attitude by the pupils towards CWDs. The results differs with what mushoriwa (2001) found out in his study on attitude of teachers where 90% said that CWDs will be rejected by the others because they would be a bother to them always asking for assistance. Probably through sensitization the pupils have been able to change their attitude.

Table 4.7: Attitude of teachers on inclusion of learners with special needs. N=14

Question	Response					TOTAL
	SA (f) (%)	A (f) (%)	UN (f) (%)	D (f) (%)	SD (f) (%)	
Inclusion benefits all children socially and academically (CWDs and those without)	3 (21.4)	10(71.4)	-	-	1 (7.1)	14 (100)
CWDs educational needs can be catered for in an inclusive setting	8 (57.1)	2 (14.3)	-	4 (28.6)	-	14 (100)
Inclusion negatively affects performance of those without special needs in an inclusive setting.	1 (7.1)	1 (7.1)	-	3 (21.4)	9 (64.3)	14 (100)
I am willing and prepared to have CWDs learn together with those without in my class.	10 (71.4)	4 (28.6)	-	-	-	14 (100)
Children with special needs have the ability to perform equally or better than those without in an inclusive setting.	9 (64.3)	5 (35.7)	-	-	-	14 (100)

An overwhelming majority 92.9% agreed that inclusion benefited learners both socially and academically. However, minority 7.1% of the respondents disagreed with the opinion. Hunter (2004) argues that inclusive education benefits everyone from children to parents and staff. He points out that all CWD benefits by having access to the general education curriculum. They acquire same skills acquired by the others and this gives them a good opportunity to compete with the others in the job market. Similar views were expressed by Wertheimer (1997) and Vaughan (2002) who said that inclusive setting gives the CWDs a sense of belonging, and they grow up as part of the community. They interact with people who are their positive role models. This allows them to develop to their maximum potential. This therefore shows that inclusion is the better option for CWDs.

The opinion of the teachers in those schools was that educating all children together regardless of their ability or differences did not affect the performance of those without or of any other category. Majority 85.7% of those who responded indicated that it would not affect the performance of those without disabilities. However 14.2% indicated that there was possibility that this would affect the performance. Similar findings were reported through a study by (CEC, 2003) which found out that in an inclusive setting both CWDs and their (students) aids benefited academically and socially CEC (2003). The teachers in those schools had the experience of teaching and interacting with all the learners. Their views were therefore based on experience. That meant they had experienced the benefits acquired by both learners with special needs and those without; and this could be the reason why they overwhelmingly supported the opinion. Bearing that in mind then inclusive learning should be encouraged for the benefit of all.

The respondents were asked to give their opinion as to whether inclusive setting effectively catered for the educational needs of the children with special needs. Most of the teachers (71.4%) indicated that the needs of the CWDs and other special needs could be effectively catered for in an inclusive setting. Only 28.6% of them feared that this could not effectively be done in an inclusive setting. The views expressed by the respondents were mainly based on their experiences. Although majority believed that those needs could effectively be catered for in those schools, several other factors like appropriate resources among others should be considered. Gauging from their present state of their schools, those factors may have largely influenced their responses. For example in cases where resources were not adequate in a school, the respondent would find it difficult to cater for the needs of the learners hence he/she may have stated that it is impossible to cater for them in regular schools. However, the fact that majority supported the opinion; it showed

that they were willing to use the resources available to support inclusion. This means with enough support (with resources/materials) inclusion could be implemented in regular schools.

Teachers overwhelmingly (100%) supported the opinion that children with special needs had the ability to perform equally or better than those without, if their educational needs were well catered for. The results showed that the teachers understood that CWDs like the others without had the ability to perform equally or better in their academic work. This was an indication of positive attitude by teachers towards CWDs. The results revealed a different response by teachers from what Wilenski(1992) cited by Mushoriwa(2001) found out. Wilenski's findings showed that teachers preferred particular disabilities and not all the disabilities. In this study, the teachers did not discriminate but they showed positive attitude towards all the disabilities. This shows a positive attitude towards PWDs in general. All the teachers (100%) showed their willingness to accept learners of all forms of disabilities in their classes without discrimination. Those trained or being trained in SNE strongly supported the view. Generally it could be deduced that teachers in those schools had a positive attitude towards CWDs and all were willing to accept them in their classes.

4.2.3 VIEWS REFLECTING THE ATTITUDE OF PUPILS

Table 4.8 Attitude of pupils on inclusion of learners with special needs.

Question	Response					TOTAL
	SA (f) (%)	A (f) (%)	UN (f) (%)	D (f) (%)	SD (f) (%)	
Inclusion does not affect ones academic performance negatively.	57 (90.5)	4 (6.30)	1 (1.6)	1 (1.6)	-	63 (100)
Pupils in class are readily available to assist each other.	41 (65.1)	21 (33.3)	-	1 (1.6)	-	63 (100)
Pupils in this school are friendly regardless of whether they have disabilities or not.	43 (68.3)	17 (27.0)	-	2 (3.2)	1 (1.6)	63 (100)
I am ready to be a friend to a child with or without disabilities.	52 (82.5)	9 (14.3)	1 (1.6)	1 (1.6)	-	63 (100)
I am readily available and willing to assist each other.	48 (76.2)	13 (20.6)	1 (1.6)	-	1 (1.6)	63 (100)
Teachers in our school respond to everyone's needs without discrimination	43 (68.3)	15 (23.8)	-	5 (7.9)	-	63 (100)

An overwhelming majority 96.8% of the pupils strongly agreed that their academic performance would not be affected by being in the same class with either CWDs or those without. Only 1.6% of the pupil stated that their academic performance could be affected while another 1.6% were undecided. The findings seemed to be in agreement with those of the teachers who also

overwhelmingly agreed that teaching CWDs together with those without would not affect the academic performance of any category negatively.

Majority 98.4% of the pupils stated that in their class everyone was willing and readily available to help each other. Only 1.6% of the pupils disagreed. This was an indication that the learners were friendly to each other and they were ready to assist one another. This showed the learners had learnt how to accept one another regardless of their ability. Tomko(1996) says that the children who learn together learn to live together. It was evident that this had practically been put into practice in those schools.

Majority 95.3% of the pupils stated that pupils in their class were friendly to each other. However 4.6% of the pupils disagreed on that view. It was however noted that some of those who disagreed were among those who had joined the schools in recent years. Those who had been in those schools for a long period all agreed that the pupils were friendly. This was an indication of tolerance, acceptance of one another and positive attitude among the pupils. It could therefore be deduced that through experience the children discarded their fears and learnt to accept one another and live together, supporting one another where necessary.

An overwhelming majority 96.8% of the pupils showed willingness to be a friend to any child with or without disability. Only 1.6% of the pupils disagreed. The other 1.6% were undecided. Indeed that impressive positive attitude could be as a result of effective sensitization among the pupils. That good relationship showed that the learners respected one another and every member was valued within their school and society in general. Tomko (1996), Aniftos and Mc Luskie (2003) says that an inclusive society is one in which individual differences among the members are respected and valued. The results showed that the pupils in those schools had accepted one another and they were ready to live together. That is a positive characteristic for inclusion.

Majority of the pupils (96.8%) stated that they were readily available to assist any of their classmates when called upon. It was only 1.6% of the pupils who disagreed. The other 1.6% were undecided. Majority of the pupils also stated that teachers in their schools responded to everyone's needs without discrimination. However that was disputed by a minority 7.9%. It was however noted that most of CWDs agreed that the teachers addressed their needs without discrimination. This confirmed that teachers had positive attitude towards CWDs and they were willing to help them. Generally, it was observed that the pupils' attitude towards CWDs was

positive and this could have played a major role in encouraging CWDs to stay in those schools or even encouraged more to enrol.

4.2.3: AVAILABILITY OF RESOURCES AND SUPPORT SERVICES

Table 4.9: value of resources and other teaching materials for inclusion of CWDs N=14

Question	Response					TOTAL
	SA (f) (%)	A (f) (%)	UN (f) (%)	D (f) (%)	SD (f) (%)	
In a class of learners with diverse needs and abilities, varied resources and other teaching materials needs to be available.	13 (92.9)	1 (7.1)	-	-	-	14 (100)
Your school is currently well equipped with resources and other materials suitable for learners with special needs.	2 (14.3)	3 (21.4)	-	6 (42.8)	3 (21.4)	14 (100)
Learners with special needs can only learn effectively with availability of appropriate resources and materials.	5 (35.7)	8 (57.1)	-	-	5 (35.7)	14 (100)
Lack of accessible environment prohibits enrolment of the learners with special needs.	8 (57.1)	5 (35.7)	-	1 (7.1)	-	14 (100)
PUPILS RESPONSE ON ENVIRONMENT AND THE AVAILABILITY OF RESOURCES						
In our class all pupils have text books and other materials that match their educational needs.	8 (12.7)	29 (46.0)	-	17 (27.0)	9 (14.3)	63 (100)
In my class/school the environment is adapted to enable all the learners including those with special needs to learn comfortably and effectively.	39 (61.9)	21 (33.3)	-	2 (3.2)	1 (1.6)	63 (100)

All the teachers (100%) stated that there was need to have varied resources available in all classes with learners with diverse needs and abilities. The above results indicated that availability of varied resources and other teaching and learning materials was a strong factor in inclusion. Moodley (2002) says that in order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials were used as well as made available to all the learners with special needs according to their needs. UNESCO (2004c) points out that the learners must be provided with learning materials in formats that meet their individual needs.

It was observed that by the time of this study many of the schools were not well equipped with resources and other learning materials. Results showed that majority 64.2% of the teachers stated their schools were not currently equipped with varied and relevant resources. Only 35.7% agreed that their schools were well equipped. It was observable that initially when the schools were fully sponsored by the NGOs, they had acquired most of the resources. Likewise the community was more responsive in providing support services. However, without the continued financial support, it had been increasingly difficult for the schools to cope with the demands to maintain their state. However their determination to keep CWDs in school and their positive attitude was their major

contribution towards inclusion of the CWDs. This was an indication that continuous financial support was very important for successful inclusion.

Majority of the teachers (92.8%) agreed that appropriate resources must be available for learners with special needs to be catered for adequately in an inclusive setting. Only 7.1% stated that it was not necessary. On the issue of availability of resources, most of the pupils 58.7% stated that their school had adequate resources and other learning resources while 41.7% state that resources were not available. It was noted that most of the CWDs stated that resources were adequate, except the visually impaired learners most of whom stated that the resources were not available. UNESCO (2004c) points out that the learners must be provided with learning materials in formats that meet their individual needs. Noting that these devices are very expensive and others are not locally available, the schools had made use of the locally available resources and adapted them to suit the needs of the learners. This was as advised by Moodley (2002) who said that; in inclusion it was emphasized that teachers should use locally available resources to support learning. Randiki (2002) and Ogot (2004a) also supported that and advised that the available resources should be placed at a central place, where several schools could access them. Making use of local artisans to make and repair the devices could also help in reducing the problem (Moodley 2002). It was established that the schools had adhered to that advise and Oriang' was used as the centre.

Majority (92.9%) of the teachers stated that lack of accessible environment in regular primary schools could hinder/limit the enrolment of the CWDs. Only 7.1% stated that this could not affect the enrolment. This showed that accessible environment was a key factor in the enrolment of CWDs. Most of the pupils 85.2% stated that the environment in their school was adapted to suit their needs. However 14.8% of them stated that the environment was not suitable to the various needs of all the learners. However most of those with various disabilities stated that the environment was suitable. UNESCO (2004a; 2001) points out that; learners have diverse needs and inaccessible environment within and even outside the school may contribute in excluding them from learning institutions. These views were supported by Ogot (2005a), who said that accessible environment helped in keeping CWDs in school unlike where schools had inaccessible environment. In those schools the physical environment had been adequately adapted and this could have contributed to the increased enrolment witnessed in those schools since 2001.

Table 4.10: Support services necessary for inclusion of CWDs. N=14

Question	Response					TOTAL
	SA (f) (%)	A (f) (%)	UN (f) (%)	D (f) (%)	SD (f) (%)	
For effective learning support services are necessary in inclusive setting.	5 (35.7)	5 (35.7)	1 (7.1)	1 (7.1)	2 (14.3)	14 (100)
For successful inclusion Parents and community participation and collaboration is necessary.	10(71.4)	3 (21.4)	-	1 (7.1)	-	14 (100)

Support services plays a key role in inclusion of CWDs. Majority (71.4%) of the respondents stated that support services were necessary for effective inclusion. However a minority 21.4% stated that inclusion could still take place without or with minimal support services. It was observed that the participation of parents and the community in general was valued. Majority of respondents (92.8%) agreed that it was necessary for the parents and the community to collaborate with schools in inclusive activities. Only a minority 7.1% noted that inclusion could go on without or with minimal participation of the parents or community in general. To have the parents and the community, participate in the inclusive activities in the schools, there was need to help them change their attitude positively. Randiki argued that some communities still held the belief that disability occurred as a result of witchcraft and even regarded some disabilities as contagious, Randiki (2002). However as observed from the above results, the community around the sampled schools seemed to have changed their attitude positively. This could be as a result of effective sensitization which had been done as observed earlier. That's similar to Ogot's (2005) views that when sensitization is well done, it eliminates the negative attitude on the community. Kirk, et al (2003) concurs and says that there was a gradual level of acceptance of the PWDs which represented a much more enlightened view of the society than it was before.

Table 4.11: Support services offered by the parents and the community. N=14

Question	Response				TOTAL	
	YES (f)	(%)	NO (f)	(%)	(f)	(%)
Does your school offer support services to learners with special needs?	4	100	-	-	4	(100)
SOME OF THE SUPPORT SERVICES OFFERED IN THE FIVE PILOT INCLUSIVE SCHOOLS.						
Ferrying disabled to school	1	(25)	3	(75)	4	(100)
Adapting school and class environment	4	(100)	-		4	(100)
Participating in sensitization programmes	4	(100)	-		4	(100)
Volunteering to care and assisting special needs learners	4	(100)	-		4	(100)

For the four schools sampled, all the head teachers (100%) confirmed that support services were being offered in their schools. Randiki (2002) says that for effective inclusion to be realized, it required a multi-sectoral responsibility. Peer support was also necessary. Randiki had expressed fears that bringing all these persons together to support inclusive education was a mammoth hurdle. It was therefore important to note that at least some level of support services were offered in these schools. To ensure continued support the schools worked in collaboration with the other stakeholders.

It was evident that various support services were offered by the parents and the community in general. All respondents (100%) stated that the parents and the community assisted in adapting the school and the class environments to suit diverse needs of various learners in the school community. The respondents indicated that, the parents and the community in general participated in sensitization programmes like holding barazas, visiting homes and public places to talk about education and care for PWDs whenever they got the opportunity. They also volunteered to take care of the learners with special needs and assist in anyway where necessary to enhance effective learning. As noted from the results, 25% of the respondents stated that parents and the community assisted in ferrying CWDs learners to school. This was a very good gesture and it showed positive attitude by the community towards PWDs. From the above results, it could be seen that the parents and the community had played a major role in ensuring effective inclusion of the CWDs in those schools. It should be noted that support services is an important factor in inclusion. It was therefore impressive to note that those services were offered in those schools.

4.2.4: CHARACTERISTICS OF INCLUSIVE SCHOOLS

As noted earlier, most of the CWDs in the community had enrolled in those schools. The respondents also stated that enrolment was high. In relation to this, the researcher sought to establish the most contributing factors towards the present state of enrolment in those schools. The respondents were asked to rate the factors in order of priority. The factors emanated from the literature reviewed. There was also a column for any other factor. This gave the respondents an opportunity to add other factors which in their view were valuable.

Table 4.12: Most contributing factor to inclusion of CWDs in the sampled schools N=14

	Factors	frequency	Most contributing
1.	Positive teachers/pupils attitude	(75% -1 st), (25% -2 nd)	1 st
2.	Availability of trained teachers	(75% -2 nd), (25% -1 st)	2 nd
3.	Availability of adapted environment	(75% -3 rd), (25% -4 th)	3 rd
4.	Availability of appropriate resources	(50% -4 th), (25%-3 rd), (25%-6 th)	4 th
5.	Appropriate teaching methods	(100% -5 th)	5 th
6.	Community involvement	(75% -6 th), (25% -4 th)	6 th
7.	Availability of appropriate support services	(50% -7 th), (50% -8 th)	7 th /8 th
8.	Availability of flexible curriculum	(50% -8 th), (50% -7 th)	8 th /7 th

As seen from the table above, the following factors emerged as the most contributing factors in order of priority. The attitude of the teachers and that of the pupils was voted as the most contributing factor towards inclusion in their schools with majority 75% supporting it. From the results availability of trained teachers in those schools also played a major role and it was voted by majority (75%) that it was the second most contributing factor. Only 25% felt that this was the most contributing factor, while attitude of the teachers and that of the pupils was seen as the second most contributing factor. This showed that the above two factors played a key role towards inclusion of CWDs in those schools.

Availability of adapted environment to suit the needs of the learners was highly rated (75%) as the third factor with 25% of them rating it as the fourth factor. Availability of appropriate resources was rated as the fourth factor by 50% of the respondents while 25% had the opinion that it was the third factor. However 25% of them rated it as the 6th factor. Appropriate teaching methods also played major role with all the respondents 100% supporting that it was the 5th contributing factor.

Community involvement was rated as the sixth contributing factor by 75% while 25% rated it as the fourth contributing factor. Support services and flexible curriculum both carried the same weight in rating. Half 50% of the respondents rated either of them as the seventh and the other as the eighth while the other 50% of the respondents rated them in the opposite. Other factors which were noted as having played a role towards inclusion of CWDs in those schools included funding and support by the NGOs, well wishers among others.

From the results and as earlier seen from other results, it was notable that those schools had similar characteristics which seemed to have influenced inclusion of CWDs positively. Apart

from positive teachers and pupils attitude, and availability of trained teachers, availability of conducive environment came out strongly as a contributing factor. In- accessible environment within and even outside the school could contribute in excluding CWDs from learning institutions. UNESCO (2004; 2001) points out that learners have diverse needs and this poses a big challenge in creating a friendly environment to all. However Ogot (2005 a) says that accessible environment helps to keep CWDs in school unlike where schools had in accessible environment. The four sampled schools had tried to alleviate that problem by adapting the environment to suit the needs of their learners. Their characteristics showed their flexibility in educational practices. UNESCO (2001) says that;

...in order to attract and retain children from marginalized and excluded groups education system should respond flexibly... education system must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners UNESCO, 2001 pg 7)

Table 4.13: Characteristics of an inclusive school

N=14

	Factors (ranked in order of priority)	frequency	Ranking
1	Positive teachers/pupils attitude	(75% -1 st), (25% -2 nd)	1 st
2	Trained teachers	(75% -2 nd), (25% -1 st)	2 nd
3	Adapted environment	(50% -3 rd), (50% -4 th)	3 rd /4 th
4	Appropriate resources/learning/teaching materials	(50% -4 th), (50% -3 rd)	4 th /3 rd
5	Appropriate support services	(50% -5 th), (25% - 6 th) (25% - 7 th)	5 th
6	Community involvement	(50% -6 th), (25% - 7 th) (25% - 8 th)	6 th
7	Flexible curriculum/appropriate teaching methods.	(75% -7 th), (25% -6 th)	7 ^h /8 th

In order to establish the preferred characteristics of an inclusive school; the respondents were required to identify the characteristics and rate them in order of priority. The results portrayed similar characteristics to ones portrayed by the four sampled schools with slight differences. Generally the characteristics appeared in this order. Majority 75% said attitude of teachers/pupils was the first characteristic that a school should possess. Availability of trained teachers was placed as the second characteristic by majority (75%). The opinion of the respondents showed that both conducive environment and appropriate resources carried the same weight. Half of them 50% had the opinion that environment was the third characteristics while the resources should be the fourth. For the appropriate resources 50% of them said it should be the third characteristic while another 50% said it should be the fourth. This showed that both the characteristics were important and they were valued the same. Support services was rated as the 5th characteristic while Community involvement was placed at the 6th position. Majority 75% of the respondents said flexible curriculum was the 7th characteristics.

The above characteristics were portrayed by the sampled schools as being the most contributing factors which favoured the inclusion of CWDs in their schools. It was evident that the schools had involved the communities making the schools to be inclusive schools within inclusive communities. Tomko (1996) says that inclusion involves adjusting and changing the practice in the home, the school and the society at large. This was also supported by Etscheidt (2002) who asserts that inclusion is based on the belief that everyone lives and works in inclusive communities. The above characteristics ensure that all the children whether CWDs or not are enrolled in their nearest school possible and are able to learn as normally as possible. This concurs with the views of Kluth et al (2001), who points out that inclusion requires education system to meet the needs of the child as normally and inclusively as possible ... it is not the child who should, adapt to suit the needs of the system. It is the education system that must be adjusted to suit the needs of all its learners, wormnaes (2005).

CHAPTER 5

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter presents the main highlights that came up from the study in relation to the objectives. This study aimed at finding out the factors influencing the inclusion of learners with special needs in regular primary schools. With the estimated 94% CWDs probably being out school, it is increasingly becoming difficult to meet the educational needs of the CWDs. Unless measures are taken to explore other alternatives to offer education to CWDs, the 2015 EFA goal will hardly be achieved by then. This could probably be achieved if all the regular primary schools adopted inclusion and enrolled all learners despite their abilities. From the literature reviewed, it had been noted that there were five inclusive pilot schools in Rachuonyo south District. The trend in those schools had shown a steady increase in enrolment of CWDs since 2001. The number of CWDs in those schools rose from 45 in 2001 to over 600 in 2006 (Oywa, 2001; Ogot, 2004b; 2005a; Ogola, 2006). It seemed clear therefore that there were some factors which contributed to this increase in those schools. Some of the factors were gathered from the literature reviewed and it was necessary to find out if the inclusive pilot schools displayed similar characteristics. In relation to this, the study was undertaken to find out if those inclusive education pilot schools had characteristics that support inclusion. It also aimed at finding out the factors that could have contributed to the improved enrolment of CWDs in those schools since the 2001. The following were the main finding of the study. The findings were discussed based on the objectives.

5.2 Summary of the main findings in the study

5.2.1: School characteristics that support inclusion of learners with special needs.

It was noted that sensitization had effectively been done and teachers, pupils, parents and the community in general had been enlightened on disability issues. The results revealed that in all the schools there were both learners with various disabilities and others without disabilities learning together in an inclusive setting. The findings revealed that the schools possessed the following school characteristics that favoured inclusion. Those characteristics had mostly contributed to the improved enrolment of CWDs in those schools. The characteristics were cited as follows in order of priority:

1. **Teachers and pupils' attitude** – teachers and pupils in these schools have demonstrated a positive attitude towards PWDs and inclusion as a whole.

2. **Availability of trained teachers** – majority of the teachers (64.3%) were either trained or currently being trained in special needs education. However in technical areas like Braille and Sign language the teachers had acquired only the basic skills this limited their ability to cater fully for the children with visual/Hearing impairment (V.I, H.I). This further contributed to lack of enrolment of severe cases of V.I, H.I learners.
3. **Availability of adapted environment**- the school and class environment in those schools was adapted to suit the various needs of the learners. Although there was evidence that a lot had been done to adapt the environment, it was also evident that some areas needed renovation and repairs so as to maintain it.
4. **Availability of appropriate resources and other teaching/learning materials**- the schools possessed teaching/learning materials and other resources to cater for various needs of the learners. However the findings revealed that financial assistance was very crucial to enable the schools maintain their resources and acquire as need arises.
5. **Availability of Support Services** – all schools provided support services.
6. **Community involvement** – the community was well involved in inclusive activities, more encouragement and continued sensitization was needed to maintain their spirit.
7. **Flexible Curriculum** – the schools used adapted curriculum for learners with special needs. Other adaptations on teaching/learning activities were done where necessary to suit such learners.

The other factors which greatly contributed towards inclusion include:- continued funding and support by the government and Non Governmental Organizations (NGOs).

5.2.2: Training of teachers in special needs education (SNE)

1. Training of teachers is an essential factor towards inclusion of learners with special needs. It equips the teacher with knowledge and skills to handle learners with special needs. Most of the teachers (64.3%) were either trained or currently being trained in special needs education. However the head teachers need to be encouraged to train in SNE. The results revealed that only 25% of the head teachers were trained in SNE.
2. Although some teachers (64%) believe that effective teaching to learners with special needs could be done by all teachers whether trained or not, the majority (92.8%) believed that trained teachers were more confident and professionally skilled to handle learners with special needs.

3. Majority (85.9%) of the teachers believe that availability of trained teachers influences enrolment and retention of CWDs in their schools.

5.2.3: Teachers and pupils' attitude

1. The results revealed that teachers in those schools had a positive attitude towards CWDs and their education in general. An overwhelming majority (92.8%) supported education for the CWDs. All the teachers (100%) believed that CWDs have the ability to perform equally or better than those without disabilities and they were willing to have learners with special needs learn together with those without disabilities in their school/classroom.
2. Inclusive schools as the best option for educating learners with special needs. Teachers believe that most of the educational needs of CWDs could effectively be catered for in an inclusive class if other factors are put in place. Majority 92.8% believes that inclusion would be of benefit to all the learners both with and without disabilities.
3. The pupils displayed a positive attitude and supported education for CWDs. They all supported inclusive schools and expressed readiness to learn, work and live together with learners with special needs without discrimination.
4. Majority of the pupils (96.8%) were willing to be a friend to a child with/without disability, and an overwhelming majority (98.4%) showed willingness to assist when called upon.
5. Inclusion does not affect academic performance. This was supported by the majority of the pupils (96.8%) who encouraged learning together of CWDs with those without disabilities.

5.2.4: Appropriate resources and support services.

1. Appropriate resources and other teaching and learning materials were necessary for effective learning of the CWDs. All the teachers (100%) agreed to that.
2. Majority (64.2%) of the respondents stated that their schools were not currently equipped with all the essential resources and teaching/learning materials.
3. All (100%) stated that for learners with special needs to be adequately catered for essential resources should be available.
4. Conducive and accessible environment enhances enrolment and retention of CWDs in these schools while of inaccessible environment could limit their enrolment. It was

observable that those schools had adapted their environment to suit learners with special needs. However more support is needed to maintain this state.

5. All the schools (100%) offered some form of support services. It was evident that parents, community and other service providers played a role in offering support services.
6. Parents and community involvement was essential factor in an inclusive setting. An overwhelming majority (92.8%) agreed that they played a major role in provision of essential services in their schools like preparation of learning/teaching materials and other equipment.
7. Continued financial support by the government and NGOs was necessary in an inclusive setting. It was observable that the schools had worked hard to provide essential resources and other materials however; it was clear that to enable smooth running and maintenance of all activities in an inclusive setting, it was essential to provide adequate funding in those schools.

5.3. Conclusion

The general view from the findings is that inclusion of the learners with special needs could be possible. With reference to the above results, inclusion of the children with special needs in those schools was achieved through the contribution of several factors. Among the key ones include:

Sensitization: sensitization emerged as a strong factor in inclusion. The results revealed that mass sensitization on disability issues had been done to the teachers, pupils and the community in general. Through sensitization, they had come to understand better the causes of various disabilities, means of prevention where they could and how to care for PWDs including the benefit of taking their CWDs to school. The entire community which had earlier been compounded with fears and negative cultural beliefs transformed their fears into hopes and willingness to participate in inclusive activities. They have since discarded their negative cultural beliefs. As a result their attitude and approach towards PWDs has changed positively. Sensitization may not have been done in many other parts of the country where inclusion is viewed negatively. Unless the government reaches out to the educationists and other stakeholders in education through creating awareness, implementation of inclusive education would probably be always resisted even when the policy will be put in place.

Positive attitude: from the results above, it could be depicted that both the teachers and the pupils' attitude towards the PWDs is positive. The CWDs expressed satisfaction with the support they received from teachers and the pupils in those schools. As a result there has been a steady increase of CWDs in those schools since 2001 than it was before. This is an indication that for successful implementation of inclusive education the attitude of the teachers, pupils and other stakeholders in education should be positive, when that is the case then the access to education by CWDs would be guaranteed.

Availability of trained teachers: Availability of trained teachers in special needs education (SNE) is essential factor in inclusion. Training of teachers in SNE enabled them to acquire skills and knowledge to support learners with special needs. This factor contributed strongly towards successful inclusion of CWDs in those schools. The teachers were able to utilize their skills and knowledge to adapt or prepare teaching/learning materials for CWDs using locally available materials. Learning activities were also adapted to suit learners' needs. However, the results revealed that only 25% of the head teachers had been trained. The head teachers ought to be trained in SNE so that they could be acquainted with disability issues. When the school managers are not trained or sensitized, it would be difficult for them to put in place proper structures to enable CWDs learn effectively in their schools.

Resources/environment and financial support: availability of appropriate resources and other teaching and learning materials suitable to the needs of all learners are necessary in an inclusive setting. This would enable all learners to learn effectively. It was evident that the schools had strived to adapt the physical environment to make it accessible and more conducive for learning. For continued provision of appropriate resources/materials for CWDs to learn effectively, financial support is necessary. Without financial support to the schools, then it would be difficult for the teachers and the parents alone to maintain those resources and also provide the required materials to the CWDs as need may arise. For successful implementation of inclusive education therefore there is need for financial support.

The study was done to establish the characteristics that support inclusion; the findings showed that there were some parameters which need to be addressed before the practice of inclusive education. These include; sensitization, training of teachers, availability of resources, teachers attitude among others. Unless the parameters which impede the practice of inclusive

education are addressed more children are likely to be excluded from education opportunities. The following is therefore recommended.

5.4 RECOMMENDATIONS

Based on the above findings and the conclusion, the researcher wishes to recommend the following.

- 1) Sensitization had worked well in those schools, similar sensitization should be done in other areas of school fraternity.
- 2) The government should ensure that more teachers are trained in special needs education (SNE) more specifically the head teachers.
- 3) The ministry should assist the schools to acquire appropriate resources and other teaching and learning materials for CWDs through funding.
- 4) The ministry of education should establish the attitude of teachers towards inclusion of CWDs in regular schools. This will enable them to plan for sensitization in preparation for implementation of inclusion in a wider scale.
- 5) Regular schools be made barrier free to enhance access.
- 6) Implement the recently approved SNE policy guidelines.

5.5: Suggestion for further studies

This study was limited to the pilot inclusive schools only. Noting that the study was carried out in schools mainly practicing inclusion, a further study could be carried out in schools where inclusion is not practiced to establish the teachers as well as the pupils' attitude towards inclusion of CWDs in regular schools. This study established that there were no severe cases of disability enrolled in those schools even the visually and the hearing impaired. A study should be carried out to establish the possible factors contributing to this exclusion.

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APPENDIX A**Dear respondent,**

The researcher intends to compile a comprehensive educational report on factors influencing inclusion of learners with special needs in regular primary schools. You can greatly contribute to this study by giving responses which honestly reflect your views.

The researcher assures you that all the information obtained was exclusively confidential and was used for this study only. Please answer all the questions in all the sections by ticking or filling in appropriate responses.

Your co-operation is highly appreciated.

Thank you in advance for your anticipated response and taking your time to fill in this questionnaire.

Signature.....

Name.....

APPENDIX B

QUESTIONNAIRE FOR TEACHERS IN REGULAR PRIMARY SCHOOL

SECTION A: Personal details and general information.

Tick or write as appropriate.

1. Your highest professional qualification:

P2 P1 A.T.S S.1 Diploma

BED M.E.D any other specify-----

2. Your teaching experience is:

5-10 years 11-15years 16-20 years over 20 years

3. Have you been trained in special needs education?

Yes No currently being trained

4. If trained, what is your teaching experience in years as a special education trained teacher?

1- 5 years 6 -10 years 10 -15 years Over 15 years

5. In your opinion, should the learners with special needs be educated? Yes No

6. If yes, where do you think they should be educated? Tick as appropriate.

(i) Special schools (ii) Integrated schools (iii) Regular schools (inclusive schools)

(iv) At home (v) Others (specify).....

SECTION B: Respondent's views on training of teachers, resources, support services, attitude and awareness of the needs of learners with special needs.

Please tick the column which most represents your views of the following statements. There is no correct or wrong answer. The best answer is the one that honestly reflects your views.

Key: SA- Strongly Agree A- Agree UD - Undecided D - Disagree SD – Strongly Disagree

	S A	A	U N	D	S D
1. All teachers whether trained or not can effectively teach all the learners with special needs together with the others in an inclusive setting.					
2. Training of teachers in special education equips them with skills and knowledge that enables them to use effective teaching methods which enables learners with special needs to learn effectively in regular primary schools.					

3. Regular school teachers who are trained in special needs education have more confidence in handling learners with disabilities in regular classes than the untrained ones.					
4. Training of teachers in special needs education contributes in enhancing the enrolment of learners with special needs in regular primary schools?					
5. In a class of learners with diverse needs and abilities varied resources and other teaching and learning materials should be available for them to learn effectively.					
6. Your school is currently well equipped with resources to support learners with special needs to learn effectively					
7. Learners with special needs can only learn effectively if there are appropriate learning and teaching resources in regular schools. <i>(i.e. adapted according to learners diverse needs)</i>					
8. Lack of accessible environment in regular primary schools limits the enrolment of the children with special needs in regular primary schools.					
9. Inclusion of children with special needs in regular primary schools can hardly be successful without the availability of support services in regular primary schools.					
10. For effective inclusion of children with disabilities, there is need for regular schools to involve and work together with the parents and community as a whole.					
11. Educating all children together, regardless of their ability or differences benefits all the children socially and academically.					
12. Educating all children together, regardless of their ability or differences will affect the performance of those without special needs.					
13. I believe that the children with special needs educational needs can be catered for effectively in an inclusive setting.					
14. I am willing and prepared to accept children with special needs to learn together with the others in my class.					
15. In my opinion, I believe children with special needs have the ability to perform equally or better than the other children if their educational needs are adequately catered for.					

16. Which other advice would you give to ensure that inclusion of the learners with special needs is successful in regular primary schools in Kenya?

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APPENDIX C

QUESTIONNAIRE FOR PUPILS (CWDs and those without)

Please answer all the following questions.

SECTION A: Personal details and general information.

Please fill in or tick the appropriate answer to the following questions according to your opinion.

1. State your age: years
2. Have you been enrolled in any other school apart from your current school? Yes... NO.....
3. State the year you joined this school.. .. .
4. Do you have any form of disability / special need? Yes..... No
5. If yes, please state the type of your disability.....
6. Do you believe that pupils with disabilities should learn together with pupils without disabilities in the same class? (a) YES.....(b)NO.....
7. If your answer is No, where do you think children with disabilities should be educated?
 (a) Special schools (b) regular schools (inclusive schools) (c) integrated programmes (d) at home others (specify).....

SECTION B

Please tick the column which most represents your views of the following statements
There is no correct or wrong answer. The best answer is the one that honestly reflects your views.

Key:

SA- Strongly Agree A- Agree UD - Undecided D - Disagree SD – Strongly Disagree

		SA	A	UD	D	SD
1	In my opinion, learning in the same class with CWDs and those without does not affect my academic performance negatively.					
2	Everyone in my class is readily available and willing to help each other in class activities.					
3	Pupils in this school are friendly to each other regardless of whether they are CWDs or not.					
4	In our class all children have text books and other learning materials that match their educational learning needs.					
5	In my class/school the environment is adapted to enable all the learners including those with special needs learn comfortably and effectively.					
6	I am ready to be a friend to a CWDs or a child without.					
7	I'm readily available if called upon to assist any of my classmates in class activities or any other activity.					
8	Teachers in our school respond to everyone's needs without discrimination.					

APPENDIX D

THE QUESTIONNAIRE FOR THE HEAD TEACHERS

PERSONAL DETAILS AND GENERAL INFORMATION.

1. what is your highest professional qualification?

P2 P1 A.T.S S.1 Diploma

BED M.E.D Any other (specify)-----

2. Your teaching experience is? 5-10 years 11-15years

16-20 years over 20 years

3. Have you ever been trained as a special education? Yes No

4. What is your experience as a special education trained teacher?

1 – 5 year 6 – 10 years 10 – 15 years over 15 years

6. How many of your teachers are trained to teach learners with special needs in their classes? teachers out of teachers.

5. Do you have learners with special needs in your school? Yes.....No.....

6. Does your school offer support services for the learners with special needs in your schools?

Yes No.....

7. In your opinion are the parents and the community around your school sensitized on education for the children with special needs so as to be able to release their children to go school?

(a) Most of them have been sensitized (b) A few of them have been sensitized

(c) Very few of them have been sensitized.

8. Does the community around your school offer the following support services to ensure learners with special needs access their neighbourhood schools and learn effectively in an inclusive setting?

Tick as appropriate.

Activity	yes	no
1. Ferrying the CWDs to schools		
2. Adapting the school and class environment		
3. Participating in sensitization programmes to ensure all CWD are enrolled in school		

4. Volunteering to care and assist the learners with special needs in their classes and other school activities as need may be.		
5. Any other specify.....		

9. From your awareness of the children with special needs from the geographical surrounding of your school, what would you say about access to education by those learners?

- (a) Most of them have enrolled in schools (b) A few of them have enrolled in schools
 (c) Very few of them have enrolled in schools.

10. In this regard how would you rate the enrolment of children with special needs in your school?

- a) Very high (b) high (c) average (d) low (e) very low

11. In your opinion, which factors among the following have contributed most to the above enrolment? (Rate them according to their priority (write number 1 for the most preferred and the last number for least preferred.)

	Factors	Most contributing factor.
1	Availability of trained teachers	
2	Availability of appropriate resources	
3	Availability of appropriate support services	
4	Positive teachers/pupils attitude	
5	Availability of adapted environment	
7	Community involvement	
8	Appropriate teaching methods	
9	Any other.....	

12. In your opinion can your school be classified as an inclusive school for learners with special needs? Yes..... No.....

13. What will you consider as major characteristics that an inclusive school should possess? (Rate the following according to their priority (write number 1 for the most preferred and 7 for least preferred.)

	Factors (characteristics) for inclusive school.	Most contributing factor.
1	Trained teachers	
2	Appropriate resources/learning/teaching materials	
3	Appropriate support services	
4	Positive teachers/pupils attitude	
5	Adapted environment	
6	Flexible curriculum/appropriate teaching methods.	
7	Community involvement	
8	Any other.....	

14. Which other comment would you give in relation to inclusion of the learners with special needs?.....

