

**IMPLEMENTATION OF INCLUSIVE EDUCATION POLICY AND
ACADEMIC PARTICIPATION OF STUDENTS WITH DISABILITIES IN
SELECTED PUBLIC UNIVERSITIES IN KENYA**

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DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution for consideration of any certification. This research thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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ABBREVIATIONS AND ACRONYMS

AP	Academic Participation
AHEAD	Association for Higher Education Access and Disability
APDK	Association of Persons with Disabilities in Kenya
AT	Assistive Technology
CAST	Centre for Applied Special Technology
CRPD	Convention on the Rights of Persons with Disabilities
CUE	Commission of University Education
DA	Disability Adviser
DMP	Disability Mainstreaming Policy
DPOs	Disabled Peoples Organization
EFA	Education for All
FGDs	Focus Group Discussions
FPE	Free Primary Education
HEI's	Higher Education Institutions
ICF	International classification of Functioning and Health
IDEA	Individuals with Disability Education Act
I.I.E.P	Inclusive Institutional Education Policy

IE	Inclusive Education
IMF	International Monetary Fund
JKUAT	Jomo Kenyatta University of Agriculture and Technology
KU	Kenyatta University
KU DODS	Kenyatta University Directorate of Disability Services
KUDSA	Kenyatta University Disabled Students Association.
KUSA	Kenyatta University Disabled Student Association
KV 2030	Kenya Vision 2030
LE	Learning Environment
LRE	Least Restrictive Environment
MOE	Ministry of Education
NCPWD	National Council for Persons with Disabilities
OECD	Organization for Economic Co-operation and Development
PU	Public Universities
PDA	Persons with Disability Act
PWD	Person with Disability
SWDs	Students with Disabilities
SAP'S	Structural Adjustment Program.

SDGs	Sustainable Development Goals
SNE	Special Needs Education
STEM	Science, Technology, Engineering and Mathematics
UDL	Universal Design for Learning
UE	University Education
UNESCO	United Nations Education Scientific and Cultural Organization
UNO	United Nations Organization
UPE	Universal Primary Education

ABSTRACT

Globally, an estimated 140 million learners are out of school including those with impairments of a physical, mental and sensory nature. Of that number, it is further estimated that 70% of the learners with disabilities can attend and benefit from regular education programs as long as effective institutional changes, that are guided by sound inclusive policies are put in place. Although tangible evidence indicates that most institutions of higher learning have embraced inclusive education, there is need to make sure that the policy is indeed effective in promoting academic participation for all. This study set out to find the implication of inclusive education policies in higher learning institutions, on academic participation for Students with disabilities (SWDs), with focus on public Universities in Kenya. It was informed by the low admission rates of SWDs in Public Universities in Kenya. The study examined institutional inclusive policies on admission, curriculum adaptation and the measures being taken at institutional level to promote awareness on inclusion and how the policies influence the way SWD's participate academically. To achieve its objective, the study employed descriptive research design. Kenyatta University (KU) and Jomo Kenyatta University of Agriculture and Technology (JKUAT) were purposively sampled as the public universities for the study, owing to their longer establishment. The study targeted the lecturers teaching in programs where SWDs were enrolled and SWDs enrolled in different programs. 30% of the lecturers and 30% of the students were randomly selected. The Registrars' academics in charge of admission and the Coordinators of the disability from both universities were also purposively included in the study. Data collection instruments used included interviews, questionnaires, observation guide, focus group discussions and document analysis. Content validity and triangulation of the data collection instruments were used to ensure the validity. Cronbach alpha was used to ensure reliability, where a coefficient of 0.75 was established which was within range of 0.70 – 0.80 which confirmed the tools were reliable for the study. The researcher ensured confidentiality by coding. Data collected was analysed thematically. Different inferential and descriptive statistics were used at different stages of data analysis. Narratives and verbatim prose were used in presenting qualitative data. A major finding from the study was that institutional policies exist in the selected universities but they have not boosted academic performance of SWDs as reported by 86% and 83% of lecturers in JKUAT and KU respectively. KU had a disability policy and had fairly implemented it. JKUAT had a policy for SWDs but had not operationalized it due to shortage of funds. The study concluded that the inclusive policies, though present to some extent, were not adequately implemented to effectively boost academic participation of SWDs. The beneficiaries of the study's findings were higher learning institutions and policy makers in education. The findings are expected to inform and guide higher learning institutions on becoming more inclusive for SWDs. Based on the findings; the study recommends that efforts should be made to provide inclusive learning settings for SWDs in all university programs to enhance their academic participation.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.0 Introduction

This chapter presents the introduction to the study. It encompasses the following sub-titles: background to the study, statement of the problem, purpose of the study, research objectives and questions, significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical and conceptual framework and operational definition of terms.

1.1 Background to the Study

Education is considered an integral human right because of the role it plays in promoting human development and enabling one to practice and enjoy other human rights effectively (UNESCO, 2017). It is also regarded as the most effective tool that can be used to emancipate the socially and economically marginalized people, including those living with disabilities, from the shackles of poverty and consequently incorporate them fully into all facets of life (UNESCO, 2016). In the contemporary world, inclusive education has been embraced as an antidote against social exclusion, which should be perceived as a continuous process and not a one off achievement.

According to Dreyer (2017), inclusive education has now become a commonly used buzz phrase that specifically focuses on inclusion policies in education and educational institutions, and strategies on how to provide meaningful access and participation for SWDs in an inclusive learning facility. The committee on the Right of Persons with Disabilities (2016) asserts the fact that inclusive education is a fundamental right and principle that values the well-being, dignity and autonomy of students with disabilities,

as well as recognising their contribution to the society. UNICEF (2016) defines inclusive education as the real learning opportunities for groups who have traditionally been excluded and includes those with disabilities.. It is seen as a continuous process that is geared towards eliminating barriers to education and promotes reforms in culture, policy and practice in the learning institutions so as to incorporate all learners, including those with disabilities.

It is therefore imperative to formulate policies, at both national and institutional level, to make inclusive education meaningful and effective in all dimensions, inclusive of the physical, academic and social dimensions.

For the physical dimension to be attained, it is important to ensure that learners with disabilities have equitable access to all the services, facilities and activities within the learning institutions, by creating a barrier free environment. Provision of ramps within the learning institution at the pathways, buildings and other climbs is a good example of this.

To impact on the academic dimension, inclusive education practice should focus on engaging diverse learners in the teaching and learning processes. This will entail rigorous curriculum standards and design of flexible instructions, which should be buttressed with inclusive pedagogical practices as entailed in the Universal Design for Learning (UDL). An inclusive curriculum design is defined as the universal curriculum that improves the experiences, skills and attainment of all students including minority and protected characteristic groups.

In terms of the social inclusion, the focus should be on cultivating a socially conducive climate that fosters inclusion, acceptance, respect and dignity for all learners. In so

doing, SWDs will have an opportunity to develop authentic friendships and relationships with a broad range of their peers within and outside their learning environment.

Disability is a congenital or acquired condition that makes someone unable to use part(s) of their body effectively. The cause may be genetically acquired or may result from disease, injury, accident, emotional and behavioural problems, deformity of organs and sensory impairments, amongst others (Ndurumo, 1993). According to the International Classification of Functioning Disability and Health (ICF), which is the framework for health and disability for the World Health Organisation (WHO), describes disability as an umbrella term for impairments, activity limitations, and participation restrictions. These are part of a broader classification scheme covering three main domains, namely; functioning and structure, activities and participation, and environmental factors (ICF, 2016). The ICF is an important reference point and tool used when developing interventions that aim to alleviate exclusion. In the context of inclusive education, the tool is useful for policy development and curriculum design, among others.

Perspectives of the term disability have evolved over the years, shifting from the medical model perspective which viewed disability as the manifestation of a health condition, to the current social model perspective, where disability is viewed as a social construct. A policy brief by Organization for Economic Cooperation (OECD) (2008) states that education plays a pivotal role in the determination of an individual's adult life and indicates that there is a correlation between level of education attained with better earnings and elongation of life. But much as education is regarded as an important lever for social mobility, the benefits are less felt by students with disabilities who have

continued to face unequal disadvantages and challenges compared to those without disabilities. The inherent inequalities have historically denied the SWD's adequate and meaningful academic participation, thus entrenching their marginalization and position of exclusion even further (Global Monitoring Report, 2015).

The void of opportunity which comes with exclusion and marginalization, coupled with stigma, is mostly responsible for the high poverty levels common among people living with disabilities (Satrio ,2018).

Efforts aimed at increasing opportunity and reducing marginalisation and stigmatisation affecting SWDs, such as the policies and strategies for incorporating inclusive education, will provide the much needed antidote to reverse this trend. Inclusive education is a process intended to respond to the students' diversity by increasing their participation and reducing exclusion within and from education, UNESCO (2008). There are different dimensions of inclusion according to Qvortrup (2017). The first type of inclusion can be differentiated according to the different levels of inclusion in a particular setup like a learning institution. The second one is on the different types of social groupings within and without the learning institutions. The third dimension involves the different degrees within which one can be included or excluded in a particular given community. Inclusion within learning institutions may be enhanced by making adjustments to the physical infrastructure such as provision of ramps and rails with a view to enhancing mobility for those with sensory of physically impairments. Inclusion may also be enhanced through curriculum adaptation and adoption of pedagogical approaches that are sensitive to SWDs.

This new paradigm assumed prominence during the world conference on special education held in Salamanca, Spain in 1994. The conference adopted a joint statement, popularly known as the Salamanca statement, which called upon the international community to embrace the approach of inclusion in all learning institutions and spearhead the implementation of practical and strategic changes. Another remarkable milestone towards inclusive education is the adoption of the United Nations (UN) Convention on the Rights of Persons with Disabilities (CRPD), which represents a comprehensive global guideline aimed at supporting institutional inclusive education and complements what the Salamanca statement and Framework for Action begun.

Article 24 of the CRPD stipulates that persons with disabilities should not be excluded from the general education system on the basis of disability. The CRPD also requires countries that are signatory to the convention to ensure that systems of education are inclusive compliant and that SWDs enjoy their education rights at all levels, devoid of any undue discrimination owing to their disability (Hayes, 2017). Signatory members are also expected to formulate laws and policies that ensure access to education for SWDs by providing the requisite support, accommodation and raft of adaptations required to facilitate unlimited access and participation.

In the recent past, the inclusive education initiative was further cemented under the Sustainable Development Goals (SDGs). The fourth SDG, which is on education, targets the attainment of inclusive and equitable quality education in all learning institutions by 2030 (UN Division for social policy and Development: Disability, 2016). This Goal is also explicit on the commitment to address the diversity of learners through inclusive education and requires signatory countries to align their learning institutions with other policy areas such as schemes for integrating SWD needs.

Unfortunately, in spite of these global guidelines and policy oriented initiatives, implementation remains low and students with disabilities continue to be the marginalised and excluded from academic participation (World Bank, 2018).

Global trends on admission and completion rate at the university level indicate that students who live with disabilities face far more difficulties accessing and staying in the university programmes, when compared to their counterparts without disabilities (Barber, 2012). It is also noted that the majority of those who enrol are likely to drop out before completing their first year in the programmes (UNESCO, 2010). Riddell et.al (2002) observe that, SWDs who enrolled into university programs tend to perform with comparatively lower grades than their counterparts without disabilities, in spite of the fact that they enrolled into the programmes with similar qualifications. This is attributable to the many institutional barriers that the SWDs encounter, which inhibit them from effective academic participation. Successful inclusive education is reliant on a country's commitment to the concept and process of inclusion which, in most cases, begins with enactment and adaptation of national policies and laws (Hayes, 2017). Borrowing reference from the United States of America, before the enactment of the monumental Education for All Handicapped Children Act (PL 94-142) of 1975, only one in five SWDs enjoyed education in public learning institutions. However, following the passage of the Act, all learners were expected to be educated in the "least restrictive environment". This positive step by the US congress culminated in a majority of SWDs in the country spending more than 80% of their learning time in inclusive learning set-ups (Dudley, 2014). The implementation of the act witnessed tremendous increase in the level of SWD academic participation, which unleashed opportunities for the learners to develop to their fullest potential. Least Restrictive

Environment (LRE) defines the learning environment where SWDs learn together with others without disabilities, and is facilitated by providing requisite support, modifications and adaptations within the learning institutions. The adoption of Least LRE is probably the greatest degree of attainment that would optimize meaningful educational opportunities for SWDs, similar in benefit as those available to other students without disabilities, in offering an accessible physical and human environment (IDEA, 1997). Enhancements involved in LRE are broad and may include further defined areas such as provision of Individualised Education Plans (IEPs); services such as an aid, assistive technology, and accommodations; or modifications to the curriculum. Implementation of LRE has been proven as an effective approach for supporting SWDs to maximize their learning potential and experience.

Other global experiences show that lack of effective SWD-oriented policies and support systems have resulted in dismal performance and low participation in this area. In Europe, Italy, Hungary and Poland, are among the less successful countries in terms of academic completion by SWD's, with a 46% completion rate compared to the 80% in Denmark (Scagni, 2018). In Norway, the issue of inclusion had initially received minimal prioritization, in part due to the absence of reliable data for learners with disabilities, hence affecting their participation in the institutions of higher learning (Ann-Marie, 2015). However, according to Fasting (2012), Norway has recorded a steep rise in of inclusive education over the last decade. Barber (2012) found that the completion rate of SWDs in the universities globally is significantly lower compared to their non-disabled peers and for those who manage to complete their level of employability is still very low.

In England, Alexiadou and Essex (2016) argued that teacher training education programs must adapt training to pedagogical practices that transcend the official definition of inclusion.

This paradigm shift in teacher training was designed to enhance the efficacy with which teachers in higher learning institutions handle inclusive learning for SWDs.. In Australia, McNeil and Lante (2017) observe that there should be monitoring and evaluation mechanisms to ensure inclusive education blossoms and that teachers' efficacy in handling SWD is enhanced. Hoy (2000) also supports this view and highlights the fact that teachers' efficacy is enhanced when there is mastery of content and inclusive pedagogical practices. There is a strong emphasis, therefore, supporting the need to embed inclusive policies and practices that directly relate to the admission, curriculum, and pedagogy at the higher learning institutions, if inclusive education is to succeed. This was one of the concerns of this study, while seeking to provide empirical evidence regarding issues of SWDs in public universities.

In Africa, there is inadequate data on the number of learners with disability in the institutions of higher learning. According to UNESCO (2004), out of the 10% of persons with disabilities in the continent, less than 1% is enrolled in institutions of higher learning. Cameroon is among many other African countries that are signatory to the international conventions and policies that support inclusive education. However, in spite of ratifying these conventions there are no structures in place for their practical implementation and without which inclusive education lacks the foundation it requires to succeed (Mbibe, 2013). In Cameroon, as is the case with many of its African neighbours, strong policy integration aimed at transforming the international conventions to local policy and enactment, coupled with firm government commitment,

are required if the benefits of inclusive education are to be realised. Changes required at the institutional level include amelioration of infrastructure; adoption of appropriate assistive technology; and attitude change at both staff and student level. A study by Lukong and Jaja (2016) in Cameroon established that teachers with positive attitude towards SWD enhanced their participation.

South Africa witnessed a radical overhaul in terms of governance in 1994 following the change over from an apartheid regime to a new democratic paradigm, whose framework is geared toward the provision of services to all the South Africans on an equitable basis. The provision of quality education to include SWDs has been part of that process, as enshrined in the constitution of South Africa, Act No. 108 of 1996 (Republic of South Africa 1996). A number of developments towards the provision of inclusive education have been realized in South Africa, for instance, the enactment of Higher Education Act (1997), which culminated in the formulation and implementation of institutional Inclusive Education Policy (Council on Higher Education, 1997). This was further cemented by Education White Paper 6 on Special Needs Education (2001) that exhaustively outlines the inclusion of SWDs in institutions providing higher education in South Africa. According to education White Paper 6 of 2001, higher learning institutions in South Africa are expected to cascade these inclusive guidelines by formulating their own institutional inclusive policies that would support SWDs so as to ensure that they fully participate academically (Department of Education, 2001). There is an emphasis on mooted plans and strategies that will see the implementation of the inclusive education legislation and policy guidelines so as to enhance academic participation of SWD.

In Lesotho, Mosia and Phasha (2017) examine how SWD access higher education curricula. Their research revealed that there is a mismatch or inconsistencies between the formulated guidelines for institutional inclusive education and the actual practices on the ground. In most African countries as Olakulehin (2010) observes, the admission and academic inclusion of SWD students at both basic and secondary education is evident. Teachers at this level seem to be reasonably prepared to handle such learners and especially those who are physically impaired. However, there seems to be no clear policy on admission for SWDs in the institutions of higher learning, which may explain low numbers in most university programs.

In Ghana and Tanzania, Morley and Craft (2011) conducted a comparative study on the widening gap on academic participation for SWD in the two countries. This was a mixed-method study of two public universities which provided statistical data on participation patterns. The data was presented in equity scorecards and collected evidence to build theory about socio cultural aspects of higher education for SWDs in the two countries. The respondents in the study, that included SWDs and academic staff drawn from the public and private universities, provided insights into the challenges that are faced by SWD accessing and achieving in higher education. Factors such as under-representation, and institutional structural barriers were some of the challenges for SWD that were cited. One of the conclusions from this study was that equality interventions are imperative ingredients to ensure full and effective participation as well as inclusion of SWDs in higher learning education institutions.

In Uganda, Emong and Eron (2016) found that Uganda has embraced inclusive education by adopting both legal and non-legal frameworks as envisaged by the Convention on the Rights of Persons with Disabilities (CRPD) on education. Through

various programs, Uganda government has made progress in ensuring the delivery of inclusive and quality education for all. This is in line with the constitution of Uganda (1995) specifically Article 16 that recognises the rights of persons with disabilities and Article 34 that recognises the right of all learners to benefit from education. The Disability Act 2006 and the National Policy on Disability 2006 also promotes equal opportunities and enhanced empowerment and protection of rights of persons with disabilities irrespective of any disability. Nonetheless, according to Uganda Society for Disabled Children (2017), the provision of inclusive education in Uganda is affected by weak policy framework, limited in-service training, socio-cultural factors and inadequate financing. Also, there is limited data on learners with disability, which makes it difficult to plan appropriately. The available data mostly captures learners with visual or hearing impairments. This leaves out learners with psychosocial disabilities. In addition, disability data is mostly collected at the national level, which does not indicate the specific needs at the district and other lower levels. This further restricts the ability to appropriately plan and provision disability related services targeting the local situation. Such omission amounts to marginalisation, which is responsible for denying SWDs full access to academic participation.

The situation in Kenya, and in particular the public universities in Kenya, was of particular interest, as this was the country of focus for this study. The Constitution of Kenya (2010) article 260 defines disability as “any physical, sensory, mental, psychological or other impairment condition or illness that has or is perceived by significant sectors of the community to have a substantial or long term effect on an individual’s ability to carry out ordinary day to day activities”. This study involved

SWDs in the following categories: physical disabilities, visually impaired, hearing impaired, orthopedically impaired, and students with medical conditions like albinism.

The history of the education for SWDs in Kenya dates back to the pre-independence era. According to Ndurumo (1993), the country then had a handful of special schools and special education units in existence. The most notable of these were Thika Primary School for the Blind, Jacaranda School for the Mentally Handicapped and Dagoretti Unit for the Deaf, among others. Following Kenya's independence, people with disabilities pushed the government to listen to their grievance and President Jomo Kenyatta created the Kenya Education Commission under the chairmanship of Ominde in 1964 to examine the situation of people with disabilities in Kenya. The Commission recommended that children with mild disabilities should be integrated to learn with their peers in the mainstream schools. Over the years, several commissions have been formed including the Presidential Working Committee on Education and Training for the next Decade and beyond (Kamunge report 1988). , Over the years, the government of Kenya has made several strides to expand special needs education with 1,341 special units and 114 public special schools being established by 2008. There have been several policies to include and integrate children with special needs into the mainstream schools, one of which is the Persons with Disabilities Act of 2003. The Act prohibited discrimination in the admission of learners with disabilities and mandated learning institutions to accommodate the needs of students with special needs by integrating and including them through provision of physical infrastructure and information.

The formulation of the disability policy framework in education in 2009 was a major milestone in regards to inclusion and academic participation of SWD in Kenya. The policy requires that all institutions of higher learning create conducive learning

environment that guarantees the admission and full academic participation of all learners including those with special needs. This is also in tandem with the Kenya constitution of 2010 which criminalizes discrimination of any nature due to one's social standing or disability. The bill of rights in the constitution clearly stipulates that education is a fundamental human right.

Article 43 of the constitution of Kenya further guarantees the individual's right to access learning institutions for quality education to the extent of the individual's needs. This includes the use of assistive devices required to overcome constraints emanating from one's disability status. The importance of education in any society and its linkage to development cannot be over-emphasised. And just like development cannot be real if it is segmented, education as well cannot be segmented and must be inclusive to be impactful. It is for this reason that inclusive education in Kenya has been identified as a pivotal cog for the attainment of the country's transformation, as stated in its long-term development blueprint, the Kenya vision 2030 (KV2030). The overarching objective of this development blueprint is to help transform Kenya into a better society by the year 2030. On education, the KV2030 emphasizes the importance of addressing issues related to access, quality, relevance, service delivery, curriculum, teacher development and management as well as training in technology and entrepreneurial skills development. The focus of the social pillar of KV 2030 is to integrate the special needs education in all the learning and training institutions and also increase the access opportunities to university education for SWD from 4.6% to 20% by year 2030.

The Second Medium Term Plan (MTP II) 2013-2017, which is anchored on Vision 2030, also addresses gaps in special education and training. The document recognises that lack of reliable data on learners with special needs across all education cycles

constrains effective delivery and planning of special education in Kenya. This document also identifies the importance of making appropriate adaptations to curricula, pedagogical approaches and learning environment through formulation of inclusive education policy in all learning institutions. The strategies recommended in the MTP II are aimed at overcoming the challenges relating to educational and training access and equity faced by SWD. Specific challenges include cultural prejudice and attitude, inadequate data on numbers of SWD, inadequate teaching and learning materials and inadequate funding, among others.

At the higher level of education, one of the objectives of Kenya's universities, as stated in the University Act (2012), is to promote equality of opportunity among students in tandem with the law. The Commission of University Education guideline (2014) further requires universities to formulate disability policies to enhance education access and participation for SWD. Hence, this was a major area of focus for this study to explore the situation on the ground in order to avail empirical evidence regarding the existing policies, if any.

The common practice in Kenya is that students who enrol into post-secondary institutions emanate from regular or special needs education high schools. These lower level institutions are fairly prepared to handle the students who present with handicapping conditions. However, their transition to higher education institutions is hampered by systemic and institutional barriers resulting in very low enrolment rates. For these institutions to be responsive to the academic needs of SWDs, a paradigm shift that is guided by well formulated institutional inclusive education policy is therefore imperative. Inclusive education has the potency to ameliorate inequalities encountered by SWDs at the university level. Inclusive education even at this level has several subtle

benefits that are undeniable. For example, SWD become exposed to age-appropriate social skills by imitating their peers who are without disabilities and tend to be more exposed to different environments. This has a way of strengthening self-independence. They may also develop a more positive self-image by having a chance of doing what other students do. Integrated learning set ups also allow students without disabilities to develop positive attitudes about people with disabilities and ultimately help to create a more cohesive and inclusive society. Opportunities in university can also empower SWD with essential skills for employment to earn a decent living; hence the need to conduct this study to make a case for inclusive education for SWD at the university level

1.2 Statement of the Problem

Despite enduring efforts aimed at bolstering the inclusion and participation of SWDs in education systems across the world, the outcomes remain generally unsatisfactory, particularly at the level of higher learning institutions. Global figures indicate that out of a population of about 115 million school going SWDs, less than 40 million, or 35% of the total number, have been included in IHL. In the African continent, it is only 1% out of the total population of 10% of PWDs who have been included in institutions of higher learning of which majority tend to drop out before completing their first year (UNESCO, 2004). In Kenya, the representation of SWDs at the university level is a mere 0.175% the total enrolment (Wawire, 2008). The learners included as the focus of this study are those that seek to be admitted in the institutions of higher learning and face impediments such as sensory or physical impairments and other health conditions that may impede their pursuit for education. While there is documentary evidence of studies done concerned with the education opportunities for SWDs, and placing

emphasis the on barriers facing inclusive education, a comparative study was needed in order to compare and contrast how various institutions of higher learning are formulating and implementing inclusive education policies in order to enhance academic participation of SWDs. It is also notable that when policies on inclusive education are not implemented properly, SWDs are discriminated against and deprived the opportunities to learn, acquire skills for self-reliance and become productive, which is good for and the society at large. Common problems facing SWDs at the institutions include ‘physical and architectural designs that do not meet their needs for transportation or movement and housing; limited inclusivity in extra-curricular activities; negative attitudes and stigmatization; and poor integration of facilities for information communication and technology, among others. Therefore, the onus of this study was to assess the institutional inclusive education policies (IIEP’s) on admission, curriculum, and measures incorporated to promote inclusion awareness, as well as establish whether their nexus may have contributed to the low academic participation of SWD in public universities in Kenya.

1.3 Significance of the study

For Kenya to attain its development aspirations, as defined in the Vision 2030, and also meet the demands of the 21st Century global economy, an inclusive higher education is one of the imperatives that cannot be ignored and necessary to rope in one of the important segments of the country’s population, comprising persons with disabilities. The findings of this study will therefore be of significant importance as they may contribute towards the attainment of Vision 2030 goals. Other stake holders who may benefit from the outcome of this study include the Commission of University Education (CUE) and the management of the universities. The CUE, which has a constitutional

mandate of monitoring and evaluating the state of university education in Kenya, may use the study findings to benchmark and track to the state of inclusive education in the country's public universities measured against existing policies and best practice elsewhere. The managements in public universities may also make use of the findings by identifying and filling any gaps found in implementing inclusive education policies, as well as create an enabling environment for the enhancement of academic participation for SWDs.

1.4 Purpose of the study

The purpose of this study was to evaluate the implementation of inclusive education policy and academic participation of students with disabilities in selected public universities in Kenya with a view of enhancing academic participation of students with disabilities. This can be achieved by identifying the gaps between inclusive education policy formulations and the actual practice with a view of coming up with mitigation measures.

1.5 Objectives of the study

The study is guided by the following objectives:

- i. Investigate the influence of inclusive policy awareness on academic participation of SWDs in selected public universities in Kenya.
- ii. Examine influence of institutional inclusive admission policy on academic participation of SWDs in selected public universities in Kenya.
- iii. Examine influence of institutional inclusive curriculum policy on academic participation of SWDs in selected public universities in Kenya.
- iv. Determine policy measures that can be taken to encourage academic participation of SWDs in selected public universities in Kenya.

1.6 Research Questions

The Study was premised on the following questions:

- i. How does the awareness of institutional inclusive policies influence academic participation of SWDs in selected public universities in Kenya?
- ii. How does the institutional inclusive policy on admission influence academic participation for SWD in selected public universities in Kenya?
- iii. How does the institutional inclusive curriculum policy influence academic participation for SWD in selected public universities in Kenya?
- iv. What inclusive education policy strategies can be formulated to promote academic participation of SWD in selected public universities in Kenya?

1.7 Assumptions of the study

The study made the following assumptions:

- i. That the universities have domesticated international and national inclusive education policies as a way of attaining education for all
- ii. That there were SWDs in both universities. This may promote equity and equality in education opportunities for all.
- iii. That, although there are institutional inclusive education policies, there still are challenges affecting academic participation of SWD. This may provide an opportunity to redefine the policies informing good educational practices in contemporary society which are in tandem with global trends.

1.8 Limitation of the Study

The study involved interviewing lecturers and who were very busy with both teaching and other official duties and therefore had to make several visits to conduct scheduled interviews or collect research instruments like the questionnaires. The researcher mitigated this limitation by organizing the interview schedules prior with the lectures at a time convenient for them. The other limitation was on the reliance of the researcher on the opinions of the third and fourth year students who may have developed coping strategies which may not have been developed by the first and second year students; hence the findings may not be generalizable to the first and second year students with disabilities.

The study also targeted only two public universities which may limit the generalizability of the findings to the different higher learning institutions across the country. To mitigate this limitation, the researcher ensured that the sampled respondents from the institutions were representative.

In addition, the universities were cagey in providing information on compliance or non-compliance to inclusive education policies for fear of exposure and negative publicity. In order to mitigate this, the researcher assured them of confidentiality of the study and debriefed them accordingly. In addition, the researcher assured them that data was only for academic purpose.

1.9 Delimitation of the Study

The study is delimited to inclusive institutional policies in education in public universities in Kenya. The study only involved lecturers who were handling students in programs where students with disabilities were enrolled. Other key respondents were

students with disabilities and the management of the universities. The study targeted two chartered public universities in Kenya for comparison purpose owing to the earlier establishment of them compared to the others and also their proximity along Thika road. The selection of the 2 public universities was also based on the fact that they have the highest enrolment of students of SWDs and offered a variety of programs ranging from engineering courses, social science, humanities, languages and actuarial sciences among many other technical courses which made them ideal to find out how they have implemented inclusive education policies to cater for SWDs. The emphasis of the study was university's institutional IE policy and how it guided the institutions on admission, curriculum and pedagogy and how this influenced academic participation of SWDs. The study established effective IE strategies that were geared towards enhancement of academic participation of SWD.

1.10 Theoretical framework

This study was guided by social model theory. The social model theory begun with the publication of the Fundamental Principles of Disability by the Union of the Physically Impaired Against Segregation (UPIAS) in 1976. The proponents of the theory include Oliver (1983) and Finkelstein (1993).

The social model of disability states that people are disabled by barriers in the society and not by their mental or physical impairments or differences. Such barriers can take different forms and can be physical like architectural designs of buildings or can be derogatory attitudes and social exclusion. This approach emanated from the intellectual and political arguments of the Union of Physically Impaired against Segregation (UPIAS) in the 1960's. The ideas advanced by UPIAS were subsequently postulated by Mike Oliver (1990) as the social model theory. The social model theory is a

departure from the dominant medical model of disability that puts focus on the functionality of the body so as to conform to the normative values.

The medical model of disability emanated from the biomedical perception of disability. The medical theory assumes that the disabled person's autonomy is hampered and becomes limited as a result of the impairment and hence if the health professionals are unable to cure or rehabilitate the person, then the person is regarded as one who, as a consequence, has limited ability to participate in the society. The medical theory is criticized for the way it views impairment as the most important part of a person and suggesting that the condition makes such a person helpless to undertake tasks. The medical model also leads to stereotyping and defines people by a condition or their limitations and all these necessitated the need of a new paradigm of viewing those with disabilities and how they could be included in the society through the social model perspective.

According to the Social model of disability, disability is seen as a social creation. It is something that is imposed on top of people's impairments by unnecessary isolating and excluding them from full participation in the society (Hodkinson and Vickerman, 2009). The fundamental principle of this theory is that every individual has an innate potential and capacity that given the requisite environment one can achieve his or her fullest potential.

This model facilitated the study by turning the focus from the nature of the students disability to viewing Institutions of Higher Learning (IHL) as being complacent and a hindrance towards inclusivity as they require the SWDs to conform themselves so as to fit in academic programs rather than the institutions themselves being responsive to

their needs. The social model theory facilitated the study by changing the focus away from identifying students with disabilities to addressing the institutional barriers that inhibited full academic participation of students with disabilities in public universities in Kenya. This was in tandem with inclusive education that targets response to the diversity and educational needs of SWDs through increasing their academic participation by changing the content, approaches, structures and strategies of learning (UNESCO, 2010).

Failure by the public universities to formulate and effectively implement institutional inclusive education policies was inhibiting SWDs from being admitted in the universities hence denying them the fundamental right to academic participation. The social model theory therefore requires such institutions to remove all the systemic barriers as epitomized by their admission, curriculum and pedagogical practices so as to enhance full academic participation of SWDs.

1.11 Conceptual Framework

The conceptual framework illustrated in figure 1.1 depicts the link between independent variables and dependent variable that the study intended to test. The study was of the view that institutions of higher learning may be culpable of abetting the low academic participation of SWDs. This is as a result of the failure by some institutions of higher learning to embrace the students' diversity through formulation and adaptation of institutional inclusive education practices, key among them being inclusive admission practices, curriculum adaptation practices and employment of inclusive pedagogical practices. These practices should be embedded through institutional inclusive education policy that would consequently lead to increased academic participation and a gainful living by SWDs.

The dependent variable in the study was the academic participation of students with disabilities in public universities in Kenya. The independent variables were higher education inclusive policy awareness, higher education, inclusive curriculum policy, higher education, inclusive admission policy and Inclusive education policy strategies.

Figure 1.1 Conceptual Frame work

Figure 1.1 Schematic Representations of variables informing the study variables

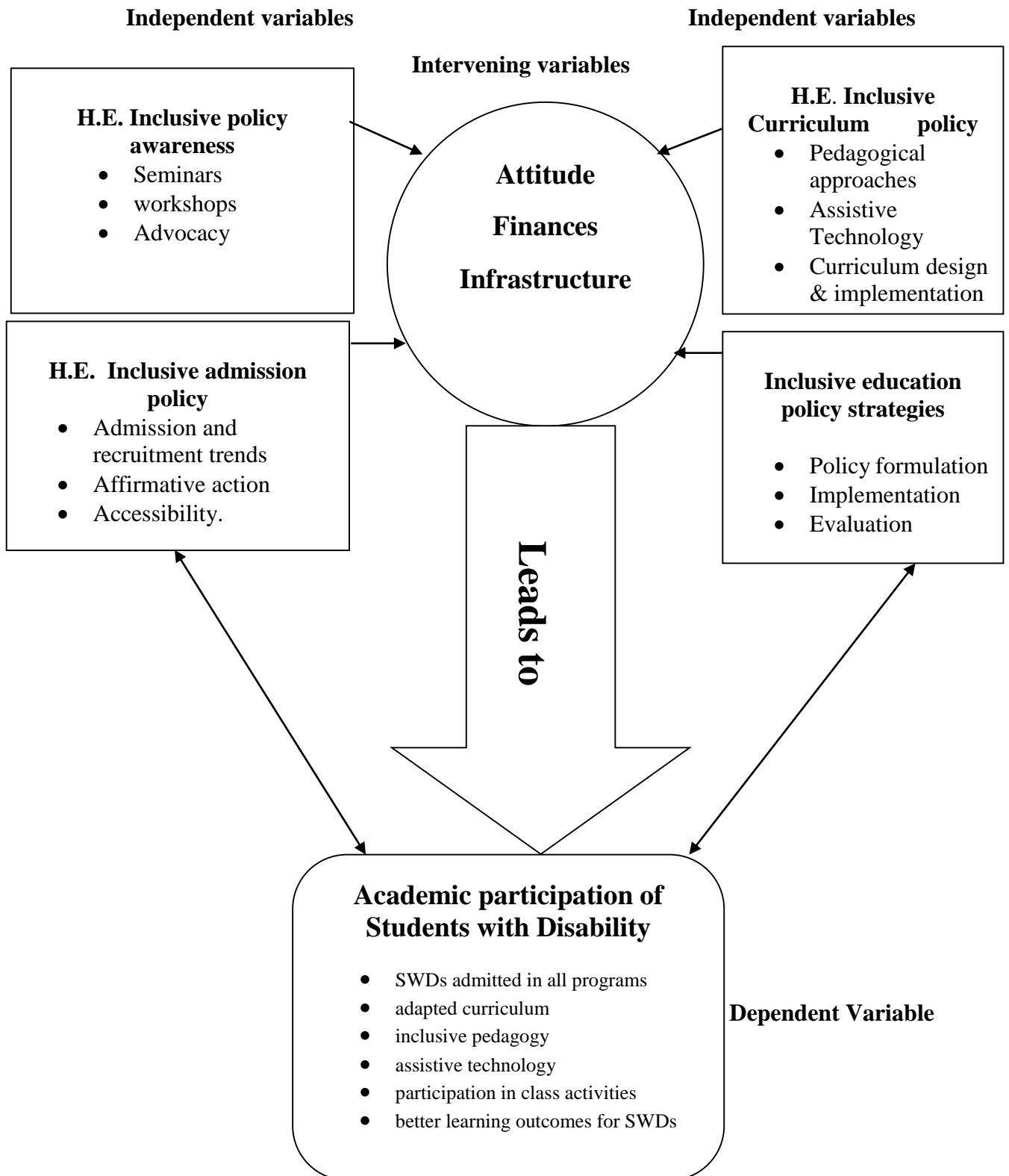


Figure 1.1 represents the conceptual framework, which was adopted in this research as developed by the researcher. The conceptual model was designed in line with the research objectives that address issues of institutional inclusive education policies on awareness measures, admission, inclusive curriculum adaptation and inclusive educational policy strategies which determine the kind of academic participation of SWDs.

These independent variables interact with intervening variables which comprise of attitudes, finances and infrastructure that support SWDs to actively participate in learning in inclusive learning settings which is the dependent variable of the study.

The indicators of dependent variables are active inclusive policies, SWDs admitted in all programs, adapted curriculum, inclusive pedagogy, and assistive technology, participation in class activities and better learning outcomes for SWDs.

1.12 Operational Definition of Terms

Academic Participation- The learners' engagement in class or online discussions or group activities in the learning processes in the various schools and departments.

Assistive Devices – Those devices or tools that are used by PWDs so as to enhance their functionality in communication, hearing, seeing and mobility.

Disability - Anything that is imposed on top of a student's impairment leading to unnecessary isolation and exclusion from full academic participation.

Disability Mainstreaming- A way to promote inclusion and address the barriers that exclude persons with disabilities, United Nations Relief and Works Agency Network (UNRWA, 2013)

Inclusion - A philosophy that encourages the society to embrace diversity through allowing all its members to achieve their maximum potential regardless of their disability or status.

Inclusive Education – An arrangement where all learners have their unique needs met within regular educational settings by removing all environmental and systemic barriers.

Learning Environment – Learning environment that is not restrictive that promotes high level of learning and achievement for students with physical disabilities

Policy –

The set of basic principles and associated guidelines, formulated and enforced by the government body of an organization, to direct and limit its actions in pursuit of long term goals.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

The section presents a review of related literature aligned to the theme and objectives of the study. It focuses on existing research and documentation concerning inclusive education policies, both at national and institutional level, with particular emphasis on admission practices, curriculum adaptation, pedagogical practices, and inclusive education strategies, looking at how these affect academic participation for students with disabilities in public universities. The chapter also gives summary of literature review and the identified research gaps.

2.2 Awareness building of IE policies to promote academic participation of SWD.

Awareness is a crucial component in any change process. The recommended shift in policy and action towards inclusive education is a new paradigm that calls for a shift in the perception, administration and method of education. Awareness, which also implies advocacy, is therefore a key feature in the process of promoting inclusive education whether at the knowledge level, or for planning and execution of related initiatives. One of the key functions of awareness is to bring about a change of perception at the community level, in order to overcome the stigmatization and marginalization of persons living with disabilities. Community perceptions and arrangements should be overhauled, through increased knowledge and awareness, so as to facilitate the participation of persons with disabilities in various activities, whether communal, political, social or economic. Advocacy and awareness measures may be comprehensive and take different forms depending on the nature and size of the

community. Therefore, effective planning is necessary to put in place the necessary logistics and investment required to drive an effective and sustained awareness strategy.

Inclusive education policies, whether grounded on medical model or social model, are all shaped by different actors. Lack of proper understanding, low level of awareness and inadequate support are key areas that need to be addressed through advocacy and dialogue at national and institutional levels. A high standard built around inclusive education leads to enhanced learning and the participation of SWD in all aspects and areas of society at large (UNESCO, 2009).. As part of reviewing process of change towards IE the, this study attempts to find out what measures PUs are using to create awareness on IE in the Kenyan society.

Since the concept of inclusion often requires a shift in people's attitudes and values, the need for raising awareness aimed at creating a better understanding of inclusive education cannot be overstated. At the institutional level, teachers are the main force behind translating inclusive education policies into practice through change in the teaching and learning process (Mugambi, 2017). The application of pedagogical methods in the learning process is of critical importance in the reform designed to improve inclusion, if the learner is to be reached effectively. The teacher must ensure that each learner understands the instruction given and prepare the appropriate working conditions. Similarly, they must comprehend the learners' reaction to what is being taught, since teaching becomes meaningful and relevant if the learner acquires the content through full participation in the learning process. Teachers, thus, must be well aware of these expectations, and teachers in PUs in Kenya are not an exception.

According to Murray et al. (2011), increased staff and faculty awareness about the academic needs of SWDs, leads to more positive attitudes, greater willingness to support SWD and more positive learning experiences leading to academic success. In the recent past, colleges and universities have sought a stronger understanding of the needs of SWD, and the means to their learning experiences. This is a strong manifestation of increased awareness on disability management at policy level. The aim will be to trickle this lower so as to demystify disability and facilitate change of attitude amongst the general student population, teaching staff and the support staff in institutions of higher learning. Various studies show that higher education institutions cannot be IE compliant unless there is a staff component with favourable attitudes, to effectively meet the academic needs of SWD. The study will be reviewing the status of awareness among staff and students in the PUs in Kenya.

In a study done by Dana et al, 2018, a select committee of faculty staff, administrators and students, collaborated to create and implement the Disability Awareness, Training and Empowerment (DATE) program on the campus of a mid-size public state university in North-eastern United States. The staff members overwhelmingly consented that training on disability issues should be entrenched as a requirement for all faculty members henceforth, and in-built as part of the orientation package for new employees. One of the strategies recommended towards greater inclusiveness was to offer disability awareness training in order to assist faculty and staff members better understand the needs of SWDs (Roth, et al., 2018). The committee also recommended the creation of greater awareness among the non-disabled students with the help of training programs so that

Respondents in the study also suggested a need for online resource for disability services, which would act as a staff guide and focal point of reference, addressing knowledge and information. In line with these suggestions, the current study sought to explore whether PUs in Kenya have any online programs to aid with awareness creation about SWD and IE in general.

Another study done in Spain (Carballo, 2019) showed that, it is increasingly necessary to have a well-trained faculty so as to adequately respond to the needs of the diverse student body in the university classrooms. The study analysed the evolution of faculty conceptions of disability after participating in a training program on inclusive education and disability. Qualitative methodology was used to evaluate the program with a semi structured group and individual interviews, open questionnaires and observation. Data analysis was performed using a category system created inductively.

The results showed the importance and benefits of training faculty members in inclusive education and how it improves their conception and knowledge of disability. Forlin (2011) corroborated this by stating that inclusive education programs could be successfully implemented if the level of teachers' competency is increased. Thus, there is need to increase opportunities to attend courses that are related to the inclusive education programs. The current study intended to explore various strategies for advocacy and awareness that PUs in Kenya have integrated to inform their community about SWDs and to enhance the participation of SWDs in various university programs and activities.

In a study focussing on learning environment and academic participation of SWD in Kenyan Universities, Onge'ta (2009) recommends that university administrations

should promote more sensitization programs, such as seminars and sporting activities, and capacities of student with disabilities with a view to fostering their learning experience and integration in the university communities. Lombardi (2013), notes that in many academic settings, faculty, staff and administration may find it difficult to attend awareness training during their work days on campus. Kuroda (2017), also highlights the challenge of content and quality, owing to the fact the type of training offered to faculty members is usually short term, ‘parachute’ training. This is not comprehensive enough to create the required impact and system change, at least not immediately as would be desired. The current study aims to establish the status of awareness of IE in PUs in Kenya, so as to avail findings for comparative analysis.

Most of the referenced studies on creating IE awareness were done in institutions of higher learning in foreign countries. The purpose of this study was to look at the scenarios in public universities in Kenya and evaluate the measures being taken to raising awareness on inclusive education policies and practices geared towards enhancing academic participation of students with disabilities.

2.2.1 Academic participation for SWD in Institutions of Higher Learning

SWD participation in education refers to the entire process of admission in an educational program, remaining in the programme to its completion and ultimately graduating with a favourable outcome. Participation is also considered as an integrated term that entails involvement in activities and manifests as part of the interaction process between an individual and the environment (Fleming, 2017). Therefore, for an individual to participate fully in education, they must be continuously and meaningfully involved in an educational program.

According to Hollenweger (2011) participation is about being present, for example, with regard to being admitted to a learning institution or an educational programme. The main indicator here is the presence of SWD by admission into the institution of higher learning and being enrolled into an educational programme. Participation is also about retention, which means that the SWD remains in and manages to complete the educational programme. The indicator for this would be the certification acquired after to show for the duration of the programme. Participation can also be viewed in terms of involvement in the learning and academic processes or tasks and in other school-related activities.

According to UNESCO (2010), there are no existing international instruments or standards for measuring participation. International agencies are limited to using existing institutional data that barely captures the educational participation of SWDs. Few countries have systematic methods for collecting, analysing and interpreting qualitative data on participation. However, the European Agency for Development in Special Education (2011) suggested a framework that seeks to clarify, contextualize and complement existing indicators by identifying missing information that is relevant to inclusive education in general and the issues surrounding participation in particular.

The framework acknowledges that inclusive education and academic participation are dependent on how policy requirements are implemented in institutions of learning and, more so, in the classroom. An in-depth analysis of policies and practices related to assessment activities is important to measure participation. This encompasses identification of the SWDs diverse academic needs, understanding their differences and monitoring their learning processes. Secondly, there is need to analyse policies and practices related to planning activities. This includes decision making processes related

to curriculum and resource allocation, and individual educational planning. In addition, there are policies and practices related to instruction, intervention or teaching activities that include the pedagogy, teaching arrangements and the requisite adaptations and modifications.

2.3 Policy on Admission Practices and Academic Participation of SWD in PUs

Inclusive Education (IE) is a process that embraces the divergent academic needs of all learners including those with special needs, in order to increase participation in learning. The history of IE has been constructed and reconstructed through complex discussions relating to education for Special Needs Children and, later, other marginalized groups. Most notably, in 1994, over 300 participants, including 92 governments and 25 international organizations, met in Salamanca, Spain, with the sole purpose of deliberating the objectives and the operating framework of education to incorporate students with disabilities. This culminated in what is now popularly known as the Salamanca statement. This statement, as Vislie (2003) indicates, linguistically shifted the term ‘integration’ to ‘inclusion’ as a global description of addressing the educational needs of SWDs. In principle, policy and practice, the Salamanca Charter showed commitment for the adoption of inclusive education by proposing that:

- i. Every child has a fundamental right to education and must be given the opportunity to achieve and maintain an acceptable level of learning;
- ii. Every child has unique characteristics, interests, abilities, and learning needs;
- iii. Education systems should be designed and education programs implemented, taking into account the wide diversity of these characteristics and needs;

- iv. Those with special education needs must have access to regular schools, which should accommodate them with child centred pedagogy of meeting these needs.

According to the inclusive education philosophy, regular schools with an IE orientation are the most effective means of combating discriminatory attitude, creating welcoming communities, building an inclusive society and achieving an education for all approach. Moreover, they provide an effective education to the majority of children and improve the efficiency and, ultimately, the cost-effectiveness of the entire education system (UNESCO 1994). Several justifications have been ascribed to promote inclusion in Education. According to UNESCO (2009), there is the educational rights justification that promotes education for all without discrimination and which, therefore, calls for teaching and learning methods that are beneficial and responsive to the individual and divergent needs of all learners. Secondly, there is the social change justification that promotes a just and non-discriminatory society. Inclusive learning institutions provide a valuable platform for facilitating the change of attitude towards diversity, which is the foundation for the desired social change. This social model paradigm is what has guided this study. The third is the economic justification with proponents arguing that inclusive institutions are less costly to establish and maintain, as opposed to attempting to create a complex system of education with different types of schools specializing in different groups of learners.

Ferguson (2008) posits that the principles of inclusion as applied to education, advocate the essence for collaboratively negotiated inclusion but differentiated approaches to placement, curriculum, pedagogy and assessment for SWDs. This would not only ultimately reduce exclusion from and within education institutions, but also within the

macro and micro society (UNESCO, 2010). The process, therefore, entails formulation of Institutional Inclusive Education Policies (IIEP) that aid in calibrating or modifying the learning content, the pedagogical approaches, the structures, and learning strategies. This approach to IE is founded on the belief that education in regular education institutions can be responsive to the learners' educational needs, including SWD, by enhancing their academic participation.

Currently, inclusive education has gained prominence in the policy circles of governments' the world over and occupies the thoughts and speeches of global education actors (Mette, 2018). This relatively new education paradigm is geared towards reducing exclusion within education circles by addressing and responding to the divergent needs of all learners, so as to enhance their academic participation within education institutions (UNESCO, 2010). Through various international protocols, countries have committed themselves to embed the policy of inclusive education by integrating it in their education strategic plans and formulation of internal inclusive policies and law. Different countries and regions have attained different levels of success in the implementation of inclusive learning in institutions of higher learning.

Across Europe, there has been a marked expansion in higher education participation, with a growing emphasis on the inclusion of previously under-represented groups, including disabled students and those from disadvantaged background (Riddell, 2016). Although, for instance, the United Kingdom has made significant efforts in including students with disabilities in higher education, qualitative studies have highlighted the difficulties which these students continue to experience, particularly those with mental health difficulties and those from socially disadvantaged backgrounds (Riddell et al., 2005 and Fuller et al., 2009).

Lynne (2016) conducted a study that sought to elicit the “voice” of SWD, seeking to identify their experiences in inclusive practice and barriers to participation. The findings indicated that not all students were identified as being disabled. For some, there was reluctance to disclose a disability as required before admission for fear of stigmatization. Link and Phelan (2001) defined stigma as ‘when elements of labelling, stereotyping, separation, status loss and discrimination occur together in a powerful way’. In his study on risk and stigma, Martin (2010) found that SWDs who did not disclose their disability to avoid discrimination were more likely to struggle with their studies and feel isolated and fearful. On the other hand, Eccles et al. (2018) found that disclosing a disability may feel, for some students, as a risk not only to their chances of success at application stage but also in terms of being labelled in a way that may negatively impact on their settling into and successfully progressing through university education. Lecturers were also identified as being unaware of students’ disabilities and, hence, unable to address their academic needs. The study was small in scale with a limitation of the sample size. In Ireland a survey conducted by the Association for Higher Education Access and Disability (AHEAD, 2017) indicated an upward trajectory in the admission of SWDs in universities. The survey targeted 25 institutions of higher learning and which had a total population of 12,630 SWDs enrolled. This represented 5.7% of the total student population. Despite of this seemingly desirable progress, the report recommended a holistic approach guided by policies and procedures that would culminate in the admission and provision of quality inclusive education for all. The escalating trend in the number of SWDs in the universities also called for a requirement of more student support services.

In the United States of America prior to 1975, there was insignificant attention towards meeting the educational needs of SWD within a general environment. Studies showed that only one in every five students with disabilities was admitted and educated in public learning institutions. The assumption was that their inclusion into regular education programs would overwhelm the regular teachers to a point of negatively impacting the learning of their non-disabled peers (Osgood's, 2005). It was not until the passage of the PL 94-142 Act, which required that all learners be educated in the "least restricted environment", that many SWDs were accepted for admission alongside their non-disabled peers. Presently, this act is well implemented and the majority of SWDs in the US and current reports indicate that SWD in America spend up to 80% of their academic time in regular education settings at all levels (Dudley, 2014). This has largely been made possible by the formulation of sound inclusive policies that have been buttressed with supportive legislation. The Rehabilitation Act of 1973, as amended through Public Law -114-95 and enacted in December 2015, is a good example. Section 504 of the Act prohibits discrimination against any applicant with disabilities in the admission process, by stating that "No qualified handicapped student, on the basis of handicap, be excluded from admission, participation in, be denied the benefit of, or otherwise be subjected to discrimination under any academic, research, or occupational training". This is as long as the handicapped person meets the academic and technical standards requisite to admission or participation in the recipient's education program or activity. Admission officers may not ask whether an applicant is disabled, unless it is clearly stipulated that the information voluntary given will be held in utmost confidentiality, and for the sole purpose of assisting the SWD participate maximally in the academic program being admitted.

In Sweden, there is also a focus on creating a more inclusive higher education system through formulation of inclusive admission policies. Since 1993, Stockholm University has acted as a hub, administering extra grants to higher education institutions to cover pedagogical support needs of disabled students, and collecting statistics on academic participation rates in different universities. Although the admission and participation trend of SWDs seems to improve, there is need to do more to increase their opportunities of becoming independent and equal in the society. Studies have shown that the completion rate of SWD in institutions of higher learning is still significantly low. For those who manage to complete their degree programs, the chances of employment were still noted as slim compared to their non-disabled peers (Barber, 2012).

In Africa, current studies indicate that there are more SWDs at the elementary and secondary cycles of education with the numbers falling drastically at the level of higher learning institutions. In the lower education cycles, special needs learners are relatively well provided for. However, as Olakulehin (2010) noted, the education of learners with special needs at elementary and secondary level do not automatically guarantee them transition to university education. Wolanin and Steel (2004) observe that this may be as a result of high cost of university education. This exclusion has resulted to a stunted inclusive education development across Africa. In Egypt for example, the number of the actual students with disabilities enrolled in higher education institutions is unknown (Lord, 2017). This is despite the country's adoption and ratification of many international protocols like the Rights of Persons with Disabilities (CRPD). The 2014 Egyptian constitution is also explicit on the rights of persons with disabilities in nine specific areas providing a strong foundation for advancing disability rights

(Constitution of Egypt 2014). One of the shortcomings in the legal framework as Lord (2018) notes is the lack of a clearly prescribed and resource-supported legislative path from secondary school into higher education for SWD.

In Ghana, Alisha (2019) observes that the inclusive education policy in Ghana is anchored on the value system which holds that all persons who attend any educational institution are entitled to equitable access to quality teaching and learning that promotes academic participation. But while the available statistics exhibit an upward trajectory in increased access to education, the bulk of SWDs remain out school and will not have an opportunity to advance through the educational system towards admission to higher education.

Closer home in Uganda, the country has embraced inclusive education and is evidently committed to bringing about disability inclusion at the different cycles of education. However a research in Uganda by Emong and Eron (2016) showed that, despite of the country's robust disability friendly framework, exclusion and discrimination of SWD in its institutions of higher education remain common. Most higher learning institutions fail or decline to admit SWDs because of their unpreparedness to accommodate them, which is a contravention of section 6(2a) of the Uganda Persons with Disabilities Act (2006) and other global protocols that guided inclusion that Uganda is a signatory.

A study in Uganda by Emong and Eron (2016) failed to establish whether institutions of higher learning have adopted the country's national inclusive policies and guidelines in support of academic participation for all. Secondly, it did not establish whether data on students with disabilities were collected to help in planning. Findings of this nature would have helped strengthen collaboration between Disabled Peoples Organizations

(DPO's) and institutions of higher learning by establishing and strengthening disability support centres.

In the Kenyan context, the Persons with Disability Act (PDA) (2003), Section 18, Article 1 criminalizes discrimination in admission of students to learning institutions on the basis of one's disability. But as Kochung (2011) notes, the admission criteria to higher education institutions are complex, inflexible and stringent, which tends to overshadow the particular considerations for vulnerable students intending to be enrolled. Mukwana, et al (2016), note that the enrolment of SWDs is comparatively low when compared to the overall university level enrolment. This scenario is a clear indication that there is no deliberate structure in place to encourage and increase the enrolment of this cadre of students. These sentiments are corroborated by Wawire, Elarabi and Mwanzi (2010).

The researchers established that the participation of SWDs in learning activities within Kenyan universities is very low, translating to below 0.4% of the total number enrolled. The burden to gain admission and to obtain the appropriate services while navigating through higher education for SWDs in Kenya has also been left to the learners. Mwiria, Wawire, Ouma, and Njuguna (2007), indicated that as a result of financial constraints, teaching facilities and physical infrastructure in Kenya's public universities are most wanting, adversely affecting the admission of learners with disabilities.

However, the formulation of the disability policy framework in higher education in 2009 is one of the milestones the government of Kenya has achieved in enhancing inclusive learning environment and effective access to university learning for SWDs. The focus of this policy was to identify and increase participation of SWDs in education

and training, and enable persons with disability to meaningfully participate in national socio-economic development. The policy expects higher education institutions to have specialized facilities, assistive devices and technology.

Mugo, Oranga, and Singhal (2010), however criticize the Persons with Disability Act for adopting the Charity model in addressing education for SWDs instead of addressing educational issues from a human rights perspective. The Act provides that the government has the responsibility to provide financial assistance to SWDs in form of fees subsidies, loans programs and other necessary support. Although the right to admission in institutions of higher learning is firmly articulated in section 18 (1), the Act does not address the situation where students are unable to meet costs of education, particularly due to extra expenses occasioned by having an impairment (Mugo et al., 2010). Moreover, although there is an entitlement on admission, the Act lacks directives to compel the universities to provide support to SWDs once enrolled in the institutions. Much as the Kenyan law has explicitly pronounced itself on the right to education for all, there is further need to exploring how this can be actualized through formulation of inclusive policies that will ease the admission and academic participation of SWDs in public universities.

Many of the studies conducted have concentrated on institutional systemic barriers affecting a particular category of SWD in basic institutions of learning. This study set out to address the policy gap in order to ensure that all students, irrespective of their disability, can be admitted and participate fully academically in institutions of higher learning.

2.4 Policy on Curriculum Adaptation and Academic Participation of students in Public Universities

In education the term curriculum can be broadly defined as the totality of the learners learning experiences that occur during an educational process. According to Mitchell (2014), making appropriate adaptations or modifications to the curriculum is central to inclusive education.

Stephen (2020) observes that it is imperative for IHL to design their curriculum in such a way that it caters for the academic needs of all learners. His study focused on the importance of inclusive curriculum design in higher education and the impact of reasonable adjustments in ensuring inclusive practices. He is of the opinion that practical solutions can be provided in an attempt to recognise that SWDs may need to be treated differently in order to achieve their full potential which ultimately ensures inclusion within the curriculum. Morgan (2012) defines a curriculum design approach as one that takes into account students educational, cultural and social background and experience, as well as the presence of any physical or sensory impairment. The current trend in internationalization of higher education will also see the benefits of inclusive curriculum extended to the international students enrolled in various courses. Such manifestations in the curriculum will enable higher education institutions to embed quality enhancement processes that ensure an anticipatory response to equality in learning and teaching.

In order to improve academic participation for SWDs in institutions of higher learning, inclusive learning practices like curriculum adaptation must be done. Lo, Moris and Che (2000) note that curriculum adaptation or differentiation is supposed to occur mainly in terms of the content, teaching and learning environment.. Tomlinson (1996)

supports this by adding that it entails having a differentiated curriculum that encompasses the divergent educational needs of all learners.

Peters (2004) suggests that differentiation in curriculum should be manifested in classroom management strategies, such as peer tutoring and groupings. Collinsa, Azmatb and Rentschler (2018) carried a study to investigate inclusion practices in higher education. The study focused on the learning environments for the physically challenged students in Australian universities. Using the social model theory, 40 participants were involved. The study found that, although progress towards embracing inclusive education has been realized, there was need to address challenges which were identified as perception related issues, lack of proper staff training to enable them handle inclusive education set ups, low academic participation of SWDs and the whole question of moving inclusion forward beyond education into employment.

In Egypt, Lord (2017) noted that opportunities to develop disability-inclusive curricula can help in changing attitudinal perceptions. In a related survey, student respondents at the university level cited assessment as one of the areas to be reviewed curriculum related changes. The survey also revealed that 94% of deaf students reported time barrier while taking course examination.

On inclusive curriculum adaptation in South Africa, Mutanga (2018) argues that, although the country signed and ratified the United Nations Convention on the Rights of Persons with Disabilities in 2007, exclusion of SWDs remains prevalent in many aspects, including class and timetable arrangements, access to spaces and teaching and learning assessment. Dalton (2012) suggests that the Universal Design for Learning

(UDL) can help with design of curricular that address the wide ranging variation of students needs existing in an inclusive education set up.

In Lesotho, Mosia and Phasha (2017) examined the accessibility of high education curricula to students with disabilities. This was a qualitative study which used a mixture of data collection techniques. The study identified gaps emanating from admission and pedagogical practices. The study recommended the importance of having a clear inclusive policy that would guide the implementation of inclusive education in IHL.

In Kenya, Ngulu (2012) assessed whether the PDA complies with the Constitution of Kenya (2010) and the Convention on the Rights of Persons with Disabilities (CRPD). He reported that while provisions of the Constitution are immediate, some of the most crucial provisions of the PDA which came into operation in June 2004 would not take effect immediately. He found that the PDA provisions were not compliant with the CRPD, which is now part of Kenyan law. The provisions of the PDA have not been implemented fully enough to protect and enhance the rights and fundamental freedoms of PWDs. This research was significant as it points at gaps in the PDA. The current study was also concerned with the role of PDA in relation to the policy and practice in the area of university education, particularly institutional inclusive policy on curriculum adaptation and effect on academic participation for SWDs in public universities in Kenya.

The analysis of all the provisions of the PDA by Ngulu (2012) was important to the current study as it revealed the weaknesses of the PDA with regard to provision of rights to PWDs. However, the study gave very little attention to the aspect of curriculum

adaptation and its effects on academic participation for SWD's in public universities, which was a focus of the current study.

A good inclusive curriculum should be responsive to the diverse academic needs of all learners and should take place in an environment that is conducive so that all the learners, including those with disability may realize their fullest potential. For this to be achieved, teachers must be well prepared to handle the diversity of learners in an inclusive learning set up. The use of pedagogical approaches that are responsive to the needs of all learners including SWDs is essential in this environment. Mitchel and CSER (2000) indicate that an effective teacher should not only be capable of demonstrating general teaching attributes, but also employ specific teaching attributes when situations demand. Various studies have also depicted that teacher training programs should prepare teachers with the right philosophical mindset and attitude to enable them respond adequately to the diversities found among learners.

In England, Alexiadou and Essex (2016) conducted a case study that examined the level of preparedness and responsiveness of science teachers in one university. The study firmed its analysis by focusing on the institution's inclusive policy and how it informs and guides pedagogical matters. A qualitative survey method using interviews on topical issues including diversity and the handling of special needs in science teaching was conducted. The study found that, for inclusive education to be successful, teachers must be prepared well so that they can employ pedagogical approaches that transcend the institution's official definition of inclusion. The findings also reviewed the importance of enhancing the professionalism of the teachers so as to raise their levels of efficacy in handling students with special needs. In terms of the policy framework, the study confirmed the importance of addressing diversity, not only in learning

activities but also through more embedded approaches that encompass inclusive policies on curriculum and pedagogical practices.

McNeil and Lante (2017) examined 22 peer-reviewed journal articles on factors that determine the attitude and self-efficacy of pre-service physical education teachers in Australia. From the literature, they looked at the measurements on attitude, self-efficacy and practicum experiences in Physical Education Teacher Experiences (PETE) Programs. The study revealed that inclusive pedagogy was inconsistently practiced. Hence, they recommended that inclusive pedagogy should be incorporated in the student learning outcomes in order for the pre-service teachers to develop the capacity to adequately and effectively teach students with disability.

Hitch, Macfarlane and Nihill (2015) investigated how Australian universities support academic staff in providing inclusive teaching. The study showed that a third of the Universities in Australia have adapted inclusive education through the use of Universal Design for Learning (UDL). This is a method of thinking about teaching and learning that accommodates individual students' differences by developing a flexible learning environment. It also emphasises the importance of using multiple ways of interacting with leaning materials and packaging of the materials in different formats. The study further noted that there are efforts towards professional development for the university lecturers through one-off workshop training. The training focuses on academic accommodation of students with disabilities. However, the study recommended that there should be policy guidelines that would lead to improved institutional support that was needed by the lecturers to effectively provide quality inclusive teaching to all students in the universities.

La (2018) notes that, although there is much work to be done in understanding UDL in institutions of higher learning education, the method holds a great deal of promise and potential. He also observes that instructors who incorporate UDL principles into their courses tend to hold certain beliefs about teaching and learning. These include acknowledging that there is probably a diversity of students in the courses, the belief that all students have the same rights to higher education, and the aspiration to create equitable access to learning for all students in their courses.

The incorporation of UDL principles was recognized as having a positive impact on the instructors. In a study conducted at the University of Maine, STEM (Science, Technology, Engineering and Mathematics) faculty, respondents who took part in a UDL development program were reported to have been impacted positively on their teaching experiences as a result of their enhanced engagement and commitment to inspiring students' learning, CAST (2018).

Along with UDL, the provision and the usage of Assistive Technology (AT) enhances academic participation of SWDs. Assistive technology is the technology used by individuals with disabilities in order to undertake certain functions that might, otherwise be difficult or impossible. Assistive technology can include devices that enhance mobility, such as walkers and wheelchairs. Properly inclined ramps are necessary in ensuring that those using wheelchairs and walkers are able to access buildings with ease. The emergence of video-based lectures and e-learning platforms has also completely revolutionized the modern approach to higher education for SWDs. There is, therefore, a need to provide the requisite hardware, software and other peripherals that enable SWDs access ICT services that will promote inclusion and academic participation.

In a research that examined the impact of AT on educational and psychological outcomes for SWDs in higher education, Aoife et al., (2019), analysed twenty six papers and came to the conclusion that AT can significantly promote educational, psychological and social benefits for SWDs in higher education. The study, however, found that the success of using AT in the teaching and learning processes is further dependent on other factors, including adequate training of lecturers and learners, availability and adequacy of AT devices.

In Kenya, universities are required to realign themselves through adjustments and modification, so that the academic needs of all learners, including those with disabilities, are met. In the Persons with Disability Act (PDA), Section 19 the National Council for Persons with Disabilities (NCPWDS) is required to work in collaboration with other government agencies to ensure that there is an integrated system that addresses the educational needs of SWDs, linked to all the institutions.

Actors in the scholarly and technological sectors should work on integrating the needs of people with all forms of disability, including physical, cognitive, mental, sensory, emotional and developmental impairments, by linking technology as part of the inclusive education package. Universities institutions, being at the helm of education provision should, on the other hand, be seen to take lead in IE integration.

In regard to education, the PDA contains very general statements, such as the explanation of discriminatory practices that are prohibited, and does not address the issue of inclusive educational policy, the focus of this study. Teachers feel ill equipped to teach in an inclusive setting because of their perception that they have not received the requisite training to assist them properly implement inclusion in their classrooms.

Karanja (2013) in his study on the teachers' efficacy in the implementation of inclusive education noted that, a teacher who is well trained and experienced in inclusive pedagogical application is a major asset in the learning institution. While that study was based on basic institutions of learning, the finding can be projected to the current study is on university education.

In Kenya, University education is managed by the Commission of University Education, CUE. The University Standards and Guidelines, 2014 by CUE state that universities must have documented policies that include disability. Whereas these provisions are important, they need to identify some key and specific issues on institutional inclusive education policy that are linked to pedagogical practices and their effects on the academic participation for SWDs in public universities. This can offer guidance to public universities in providing inclusive learning settings so that SWDs can learn with fellow non-disabled students.

2.5 Inclusive institutional Education Policy Strategies and its Influence on Academic Participation for students with disabilities in public universities

As earlier noted, inclusive education is a process that involves strategies aimed at addressing the diversity of educational needs of all learners, including those with disabilities. Such strategies require that teachers recognise and accept the learner's diversity as manifested by their physical, cognitive, academic and emotional differences. The current study established that Kenyatta University has made some strides towards implementing institutional policies for support of IE of SWDs. However, this is not the case with all public universities in Kenya. JKUAT, the other

sample institution reviewed in this study, has not been able to fully implement IE in spite of having a clearly documented policy in place. This implies an existing imbalance in the educational opportunities facing SWDs, from one institution to another within the same country, depending on the level to which the institutions have embraced IE.

Institutions where inclusive education policies are not implemented often face challenges when addressing the needs of the SWD population. Lectures, in particular, are a key area of interest and they are central to facilitating the learning process. Many failures occur where the lecturers are not re-oriented away from traditional teaching methods. Seldin (1995) observes that university faculty members are engaged in a tenure system where research prowess is rewarded more than teaching skills, hence, they lack time to understand how best they can handle SWDs. Institutions of higher learning should, therefore, come up with policy strategies that require all the faculty members to be compliant in handling an inclusive education set up. McMillan (2008) suggests that learning institutions should be required to providing training and professional development opportunities to equip the lecturers with skills to appropriately manage an inclusive teaching and learning environment.

Murray, et al. (2011) observes that awareness and sensitivity to issues that impact academic lives of SWDs can move a university towards great inclusiveness. They underscored the importance of participating in disability awareness training programs in order to develop the staff and administrators' understanding of SWD needs, and develop more positive attitudes towards working with them.

Studies have also shown that differentiated instruction strategies can help SWDs to participate on education experiences (Scruggs, Mastropieri & Marshak, 2012). This

entails flexibility of teaching approaches, as well as adjusting teaching approaches so as to accommodate the needs of different learners. Da Yeon (2018) suggests that, while going through a learning process, a teacher must clarify the main concepts and generalization, so as to ease comprehension by the learners. He also asserts that assessment has an important role in education that is critical to the learning process. Appropriate assessment can give feedback that can help the teacher to structure their teaching as per the needs of the learners. Compensation for time for those learners with special needs like those with visual impairment should therefore be considered so as to be responsive to their academic needs.

Kristensen and Wadidi (1996) note the need for provision of assistive devices, like special books, braille, hearing aids, among others, as a strategy for enhancing the academic participation for students with disabilities. Mutezigaju (2015) investigated strategies being employed in order to mitigate the dropout rate of learners with intellectual disabilities. The study looked for opinions on inclusion, learning resources and support services. However, the study was limited to the primary level of education. Muhoro (2015) sought to find instructional strategies that can enhance academic performance among learners with emotional and behavioural disorders. He recommended a change in curriculum and teaching methods. Mugambi (2017) was of the view that, there is need for an inclusive approach while providing education to SWDs. Strategies aimed at roping in other stake holders, like the parents and the community, in managing the learning institutions may help to enhance the academic participation of SWDs.

Wanjau (2016) examined policies and provision of learning support and accommodation strategies for SWDs in Kenyan public universities. An exploratory

descriptive survey design was employed where questionnaires, interview schedules, focus group discussion guides, observation checklists and desk research were used as data collection instruments in the study. Criterion sampling was used to select three institutions out of seven public universities as the sample group of the study. Total population sampling was employed for SWDs who participated in this study. The study found that two of the universities had developed disability policies, but they had not been fully operationalised and their implementation was minimal. One university had a draft policy which was yet to be ratified. A peculiar finding from this study was that the universities provided few options of accommodation strategies for SWDs. In general, the study found that, although disability issues were mentioned in some university policy documents, there were wide gaps between policy and provision of accommodation to SWDs, as these policies had hardly been implemented.

2.6 Summary of gaps of knowledge that the study needed to fill

The success of any given society in modern times is measured and determined not only by its socio-political and economic prowess, but also the treatment of marginalized and vulnerable members, including those with disability. Towards this end, the literature reviewed depicts that inclusive education has been embraced globally as the basis of building an inclusive society. In tandem with the Social Model theory, education institutions, as social organs, must play the pivotal role of dismantling all institutional barriers that may hamper the inclusion of SWD from full academic participation in institutions of higher learning.

Although the field of research available examining inclusion and academic participation for SWDs has shown a remarkable progress in terms of policy formulation, the number of students with disabilities making it to university remains

significantly low. The reviewed literature indicates that there still exist gaps that require to be addressed so as to enhance academic participation for SWDs to help them live a meaningful and gainful life. The gaps identified in the reviewed literature can be summarized into four.

First, it is apparent that for inclusion to be attained in the higher learning institutions, policies to dismantle existing institutional barriers and pave way for adoption of strategies to enhance academic participation of SWDs must be developed and operationalised. Although the reviewed literature indicates that majority of these institutions have formulated inclusive policies, the existing policies have been “imported” and may not be aligned to the local context. The gap emanating from inconsistencies, and especially in the admission practices, ought to be studied so as to propose mitigation measures that may assist in making inclusive and academic participation by SWDs a reality.

Second, curriculum adaptation or differentiation has been identified as a desirable practice for effective academic participation for SWD. This is because it will accommodate the diverse learning needs of all the learners. Although a flexible curriculum that is learner-centred can assist in enhancing academic participation for SWDs in IHE, the available literature at this level is scanty especially in Africa and lacks institutional policy guidelines. A few of the available studies reviewed applied either qualitative or quantitative methods of data collection. The current study applied mixed method of data collection to elicit rich and in-depth information, which gave more insight and understanding on the problem investigated.

Third, from the reviewed literature, it was noted that, although there exists legal provision on inclusive education for SWDs, such as the Person with Disability Act (PDA), the provisions were inadequate. They contain general statements that fail to explicitly give guidelines on inclusive pedagogical practices that would facilitate inclusive learning. This study, therefore, aimed at bridging the gap between the existing legal and policy provisions and the actual practices on the ground with an aim of identifying mitigation measures and provisions that may assist in entrenching institutional education policy for enhancing academic participation for SWD.

Fourth, from the reviewed literature, it is apparent that there is lack of adequate literature on institutional inclusive education in higher learning institutions, especially in Africa. This study, therefore, intended to add and, consequently, bridge the gaps in the available body of literature by examining academic participation of SWD and how it is influenced by institutional inclusive education policy. The focal point of the study was on admission practices, inclusive curriculum practices and inclusive pedagogical practices that need to be adapted.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter entails the study's research design and encompasses the locale of the study, targeted population, the techniques for sampling, size of the sample and the research instruments that were used. The chapter also shows how piloting was done, data collection procedures and how the data collected were analysed and presented and finally the ethical considerations.

3.2 Research Design

Creswell (2012) defines a research design as the overall strategy that a researcher chooses to integrate the different components of the study in a coherent and logical manner to ensure that a research problem is effectively addressed (De Vaus, 2006). In this study, the researcher was studying about institutional inclusive education policy and academic participation of students with disabilities and the researcher employed both qualitative and quantitative techniques.

The current research employed a descriptive research design that involved both qualitative and quantitative techniques in gathering data. Kothari (2009) observes that descriptive research design depends on the principle of visibility and concrete proof. A descriptive research design was adopted because it accurately and systematically describes a population or phenomenon by answering the where, when, how and what about research questions. In this study, the descriptive design helped in evaluating and understanding how the inclusive policy was being formulated and implemented in IHL. This entailed the actual observation of the inclusive practices like pedagogical practices employed by the lecturers, the adaptation of the curriculum and the improvement of the

learning and physical environment to enhance mobility of SWDs in tandem with the formulated institutional inclusive policies. Moreover, a descriptive research design uses a wide variety of methods to investigate one or more variables which was deemed as most appropriate for this study. Opinion based data was obtained from lecturers, coordinators of disability offices and from students with disabilities so as to understand the prevailing institutional inclusive education policies and practices.

The study also employed both qualitative and quantitative techniques to analyse the data gathered from both primary and secondary sources.

In a study, the variables that are unaffected by others and presumed to be the cause are referred to as the independent variables (Shihe 2010). The independent variables under comparison in this study included: the awareness level, the admission trends of students with disabilities, the curriculum adaptation practices, the pedagogical approaches employed by various lecturers, the types and levels of assistive technology usage and also comparison between primary source and secondary source findings, such as findings from the empirical literature and relevant documents like existing institutional inclusive policies.

Since the study was intended to establish both recorded facts and also elicit opinion from the respondents, the researcher used mixed methods of data collection which involved use of quantitative and qualitative tools. Every research design, as Creswell (2003) observes, has its uniqueness hence the need to use a mixed model. This helped to reduce bias and enhance reliability of the study. Facts that have been recorded were obtained from sources such as university's policy documents, student enrolments records and staff establishment.

3.3 Target Population

According to Mugenda and Mugenda (1999), population can be defined as ‘an entire group of individuals, events or objects having similar characteristics.’ It is the sum total of all that which conforms to a given specification. In this study, the target population encompassed: 178 SWDs who were undergraduate 3rd and 4th year students with divergent disability forms and enrolled in selected universities pursuing various degree programs and admitted in both regular and self-sponsored programme, of which 155 were from KU and 23 were from JKUAT; 164 lecturers [140 from KU and JKUAT 24] from departments where SWDs were enrolled,; Registrars and university Coordinators of disability offices who were involved in helping in the formulation and implementation of inclusive education policies within the universities.

3.4 Sampling Techniques

In this study the researcher used stratified, purposive and simple random techniques. Stratified random sampling involves dividing your population into homogeneous subgroups and then taking a simple random sample in each subgroup (Cohen, Manion and Morrison, 2018). Stratified sampling technique was used to stratify SWDs into 1st, 2nd, 3rd and 4th year students. Students in the 3rd and 4th year were then selected for the study because they were the ones who had stayed in the university longer than the 1st and 2nd year students and were therefore more exposed to various university programmes and therefore assumed to more knowledgeable and resourceful for this study (Creswell, 2014). After stratifying 3rd and the 4th year SWDs students, simple random sampling was used to select the study sample using lottery method. Pieces of paper with ‘Yes/No’ were cut, folded and shuffled; one was blind-folded before they pick a piece at a time, which were opened and recorded then rolled/folded again and

returned to the basket where the process was repeated until adequate sample was selected (Creswell, 2015). At every time the number of papers in the basket was the same before shuffling to eliminate bias. Only those students who picked 'Yes' pieces of papers with numbers on them were included in the study.

Purposive sampling techniques as Tongcoeri (2007) notes, is a crucial way of selecting key informants who are believed to have valuable information about a specific study. In this study, purposive sampling technique was used to get the Registrar Academic and the Coordinators of the disability offices. The Registrar Academics was better placed to provide information on the admission trends of SWDs and their enrolment in various degree programs while the disability coordinators shed light on the institutional inclusive policies and the challenges that SWDs went through while pursuing university education.

Simple random sampling was also used to select the lecturers and SWDs who answered the study questions. Simple random sampling, as Kothari (2003) notes, helps to alleviate researchers' biasness while picking respondents hence ensuring equal chances in participation. The lecturers were sampled randomly using randomly assigned numbers from those departments that SWDs had registered as follows: 10 or 30% lecturers were randomly sampled from the department of educational foundations, 8 or 30% of lecturers from the department of early childhood and Special Needs Education, 5 or 30% lecturers from the department of Music and Dance, 6 or 30% of lecturers from the department of Econometrics and Statistics, 6 or 30% of lecturers from the department of hospitality and tourism management, 5 or 30% of lecturers from the department of Philosophy and religious studies. Also 5 or 30% of lecturers were selected from the department of business and 4 or 30% from the Department of

Electrical Engineering in JKUAT where SWDs had registered in some courses. The lecturers were also stratified according to gender [Male and Female] and from each gender, simple random sampling was used to select study informants using rotary method. In lottery method, some sample groups may be more represented than the others; hence as the researcher sampled departments that teach SWD, it was likely that some would not be represented.

A sample can be said to be a sub-set of the population that can be analysed and help to make generalizations to the entire population. Researchers, according to Gay (1992), select a sample due to various limitations such as cost and time that may not allow the consideration of the entire population. In this study therefore, the researcher selected 2 out of the 31 currently established public universities as the study is comparative in nature.

The two universities were selected to allow for comparative analysis of data. Selection of the universities was done purposely. Purposeful sampling also referred to as judgmental sampling was done because the researcher sought to identify a target population based on the characteristics of the population and the study's objective. In this case, heterogeneous purposive sampling was done to provide a diverse range of cases (students with disabilities) relevant to this study.

The selection of the 2 public universities was also based on the fact that they have the highest enrolment of SWDs and offered a variety of programs ranging from engineering courses, social science, humanities, languages and actuarial sciences among many other technical courses, which made them ideal to find out how they have implemented inclusive education policies to cater for SWDs. JKUAT was selected to find out how

SWDs with disabilities are given attention in science and engineering courses while KU is a premier university with a known history of handling academic needs of students with disabilities. Kenyatta University also has the largest number of SWDs enrolled in different programs. Since this was a comparative study, selection of JKUAT and KU will offer opportunities to compare and contrast implementation of inclusive education policies in comparative perspectives.

As Mugenda and Mugenda (1999) note, resources and time may be an impediment in dealing with the entire population. They therefore suggest that ten per cent of a population exceeding a thousand would be adequate. However, where a targeted population is less than one thousand, a thirty percent sample is required for representativeness. Therefore, for a study with less than one hundred target population a sample of 30% is deemed as representative of the target population. For this study, the target population was less than one hundred; hence a 30% sample was used. For the registrars and coordinators of disability, census sampling was used hence all of them were sampled. The sampling frame is presented in table 3.1

Table 3.1 Sampling frame

Institution	Population type	Total population by Gender		Sample size	Percentage
KU	3 rd and 4 th year SWD	Male	75	23	30%
		Female	80	24	30%
	Lecturers	Male	78	23	30%
		Female	62	19	30%
	Registrars	Male	1	1	100%
	Coordinators of disability programme	Male	1	1	100%
JKUAT	3 rd and 4 th year SWD	Male	16	5	30%
		Female	7	2	30%
	Lecturers	Male	14	4	30%
		Female	10	3	30%
	Registrars	Female	1	1	100%
	Coordinators of disability programme	Male	1	1	100%

3.5 Instruments for Data collection

In this study, the researcher used observation guides, questionnaires, interview schedules, focus group discussions guides and document analysis. The use of multiple data collection tools was to enable triangulation to fortify and strengthen the empirical

evidence in the findings since any weaknesses in one tool would be mitigated by strengths from the other tools, thus making the study findings credible.

3.5.1 Observation Guide

According to Roller & Layrakas (2015) an observation guide helps an observer to remember key points of observation as well as the topics of interest associated with each. It also helps in maintaining the observer's focus while also giving the observer leeway to reflect on the particular context associated with each topic. Observation requires one to be keen on the happenings in a group and its activities, with the intent of getting first-hand experiences of the situation in real-time. In this study, observation was carried within and outside the lecture halls. This entailed all the interactive situations and activities. In the lecture halls the main focus was on the teaching and learning process and specifically on the pedagogical methods, assessment methods and how the students participated in class. Outside the lecture halls, focus was on the physical facilities ranging from architectural designs of the buildings to assess their disability friendliness like the presence of ramps and rails to ease mobility, availability and usage of assistive equipment's and the nature of the furniture in the lecture halls. Moreover, it was imperative to observe the systemic barriers that may be an impediment to the implementation of inclusive education policy in the universities and in turn grossly affect the access to and academic participation of SWDs. The observation was aimed at verifying information from interviews, FGDs and questionnaires. The questionnaires were used to solicit opinions and views of the SWDs, the Registrars and Co-ordinators on the disability related policies within the respective institutions. The observation guides were used to collect qualitative data. Qualitative data is the descriptive and conceptual findings that are collected through the observation guide

like the availability of assistive devices to SWDs, the provision of ramps for enhancement of mobility to SWDs amongst other.

3.5.2 Questionnaires for SWDs

A questionnaire is a research instrument for gathering data used by a researcher as a parameter to measure the viewpoints of the respondents (Orodho, 2005). Questionnaires, as opposed to FGDs and interviews allow for a fast means of gathering large amounts of scalable data. A questionnaire is capable of collecting a sizeable amount of information within a reasonably short time-frame. In this study, questionnaires were developed and transcribed into braille and large print, to make provision for students with visual impairment, including low vision. The questionnaires contained open-ended and close-ended items. The open-ended items allowed the respondents to elucidate their views and opinions while the closed-ended items produced objective answers.

The questionnaire for the SWDs was designed to find out whether the university has formulated and adopted inclusive policies to ease their admissions into university programmes and whether the teaching methodologies used by the lecturers are participatory and responsive to their educational needs. The information gathered was used to assess whether the universities have domesticated the inclusive education policy and adopted or adapted curriculum and pedagogical methods that would enhance academic participation of SWDs as well as obtain responses about the challenges emanating from these policies and practices. The questionnaires were used to collect quantitative data from the closed-ended questions and qualitative data from the open-ended questions.

3.5.3 Interview schedule for key informants

In this study, interviews were used as a primary method of data collection. According to Kombo and Tromp (2006), interviews are used as a means of gaining access to important information that concerns the respondents and their life experience. Cohen, and Manion (1994) also note, interviews motivate the respondents to give insightful information. Interviews allow individuals to interact directly with a interviewer who drives the interaction in order to get information on a specific research topic. Using interviews allows the researcher to interact with the respondent allowing them to drive the interview process which in turn promises more in-depth findings.

The study employed the semi-structured interview format. An interview guide was developed prior to the interview. Kothari (2004) notes that developing an interview schedule allowed flexibility in probing and exploring certain subjects in greater depth. Data from the interviews was tape recorded with the permission of the informants and also notes taken where necessary. Specific questions are asked by the researcher while being audio-recorded and noting down the responses being given. The interviews were used to collect qualitative data.

Interviews were conducted with an aim of understanding higher institutional inclusive education policy. The following respondents were interviewed: The Registrar academics in charge of admission who provided data on admission and enrolment trends of SWDs in the universities and academic programs; the Coordinators in charge of disability office in both universities, who played the role of assisting students from time to time by providing requisite information about the available services, facilities, guidance and support to SWDs provided information on institutions inclusive education policies and challenges that SWDs face while pursuing university education. Despite

the offices being publicly known, no reference will be made on the specific names of the respondents in the reporting of data.

3.5.4 Focus Group Discussion for SWDs

Kombo and Tromp (2006) are of the opinion that FGDs groups of between 6 and 12 persons organized and guided by a researcher with intent of reflecting and discussing an issue of value to a study are sufficient. Focus groups discussions allowed the researcher to gain multiple perspectives and unfiltered feedback from a large group of participants unlike interviews and questionnaires. The ensuing interactive discussion allows for an in-depth discussion of an area of interest being investigated by a researcher. Personal insights and experiences on the subject matter are shared and discussed by the SWDs targeted in this study. During the discussion the FGDs created an environment that elicited opinions and norms of the participants.

Consequently, the researcher triangulated the information gathered with the one collated from the other instruments. FGD forums for SWDs explored experiences of discussants on institutional inclusive education policies on admission trends, learning experiences, among other systemic challenges that affect their academic participation in the universities. The focus group discussion facilitated the collection of qualitative data.

3.5.5 Document analysis for University SWDs Policies

This study also used various documents and reports that have been published in regards to institutional inclusive education policies. As Schuh & Upcraft (2001) posit, analysis of documents relates to a kind of qualitative research that requires a researcher to

critically analyse and interpret relevant reports that can inform a study. The focus was on identifying the inclusiveness of the SWD content in different documents.

In this study, the following reports were analysed;

1. The policy framework for university education.
2. The Person with Disability Act.
3. Kenyatta University Disability Policy and Procedures.
4. University of Nairobi Disability policy
5. Jomo Kenyatta University of Agriculture Disability mainstreaming policy.
6. The constitution of Kenya 2010.
7. Commission for higher education university standards and guidelines 2014.
8. Kenyatta University Vision and Mission Statement.
9. Jomo Kenyatta University Vision and Mission Statement
10. Kenyatta University Act.
11. Jomo Kenyatta University of Agriculture and Technology Act No. 8 of 1994

These documents were of great importance to the study since they contained valuable insights that illuminate and guide the universities on how to effectively implement meaningful institutional IE. The documents were analysed to examine what the guidelines contained concerning education for SWDs in HE institutions which include PU. The information emanating from the documents assisted the researcher to support the findings from the field. The data collected was qualitative data and it entailed the details on the inclusive practices expected in order to operationalize the institutional inclusive policies in the selected public universities.

3.6 Piloting study of data collection tools

The rationale behind conducting a pilot study was to enhance the validity and reliability of the instruments to be used in the study. In this study, the researcher conducted a pilot study at Nairobi University (UoN) with the intent of enhancing data collection tools. The rationale of picking UoN for the piloting purpose was because the university has a sizeable number of SWDs and also has a variety of courses and programs in science, engineering and social sciences similar to those offered by the two public universities included in the study sample. In conducting the pilot study, the researcher was able to evaluate the appropriateness and the efficacy of the research instruments. This allows the researcher to make appropriate modifications and adjustments in case the tools are ineffective or defective, before rolling out the actual research. The piloting results for this research enabled the researcher edit errors, make grammatical corrections and revise questions in interview schedules to make them clearer. The time taken by informants to complete each tool enabled the researcher to plan and improve on time management during field work.

Interview schedules questions were adjusted to have specific probing notes after piloting to enable them capture essential details useful for meeting the study objectives more exhaustively. The checklist items were expanded to include a section on assistive devices and teaching methods. The questionnaire was expanded to include more close-ended and open-ended questions. More items were added in each of the thematic area of the data collection tools to enable the study to examine influence of institutional inclusive policy on curriculum adaptation and participation of SWDs and determine policy measures that can be taken to encourage participation of SWDs in academic activities in PUs in Kenya. These adjustments made data collection tools more effective

and exhaustive and better refined to capture adequate and sufficient data to enable the study to achieve its objectives.

3.6.1 Validity of the Research Instruments

For an accurate and reliable research, content validity of the research instruments is of great importance. According to Kombo & Tromp (2006), content validity refers to the level a research instrument measures what it was intended to measure. It is a non-statistical method as Orodho (2004) explains, that is used in validation of the content applied in research tools such as questionnaires and structured interviews.

In this research, different sets of data collection instruments were used so as to validate the information gathered as Murray and Pace (2004) elucidate. Content validity and triangulation of the data collection instruments were used to ensure the validity of data collection tools. The research instruments that were employed were observation guides, interview schedules, questionnaires, focus group discussions guides and content analysis schedules which were put through a validity test.

Appropriateness of the language ensured in the questionnaire and the interview guides. The data collected during piloting of each tool was analysed and the findings were used to adjust each tool to make it effective in collecting reliable and accurate data. Piloting allowed the researcher to identify items that were not yielding reliable or consistent data which were then corrected. The findings enabled the study to correct weaknesses and the ambiguities in specific items which made them relevant and appropriate for the study.

3.6.2 Reliability of Research Instrument

Reliability of a research instrument as Thorndike & Hagen (1961) pointed out is the level of internal consistency depicted by a research measuring tool. An ideal research instrument is the one that depicts consistency and has the ability of measuring what it was intended to measure. In order to realize reliability of questionnaire the study used Cronbach alpha. As an index of reliability, Cronbach was developed by Lee Cronbach in 1951 as a measure of internal consistency of a test.

According to Mugenda (1999) Cronbach alpha applies the technique of correlating various variables in the study instruments. Cronbach Alpha was an ideal method since it is widely used in studies from different disciplines. Various variables from the data findings were correlated and a coefficient of 0.75 was established. A coefficient of 0.75 is between 0.70 and 0.80 which was considered as desirable as this implied that correlation between the items was high.

3.7 Data Analysis

Data obtained was analysed qualitatively and quantitatively. Data analysis was guided by research objectives. The questionnaires contained both closed and open-ended questions. The closed questions were analysed quantitatively. The coding used the values provided in the questionnaires to measure the extent of agreement or disagreements with items. Coding of the data was done using SPSS, categorizing similar items emanating from the questionnaires as per the strength of the reference or points made.

The statistical package for social science (SPSS 24.0) was used to ensure the uniqueness which has quintessential features to sufficiently address the data needs in this study.

Descriptive statistics representing various research items were generated in frequencies and percentages in response to all items in the questionnaire. The open-ended questions were thematically coded and thematic patterns were analysed.

Data from the interviews, FGDs, and observation were first transcribed where necessary then thematically analysed and emerging patterns highlighted. First the researcher read the documents and then re-read them to familiarize himself with the data. Major themes were identified and then the sub-themes were created. Once this was done, codes were assigned to the sub-themes. All the quantitative data gathered were further analysed using the Statistical Package for Social Sciences (SPSS 24.0) and summarized using descriptive statistics specifically frequencies, means, percentages. Tables and figures were used to present the results of the findings.

Table 3.2 Analysis of the Objectives

Objective	Analysis
Investigate Inclusive education awareness measures that selected PUs in Kenya have taken to promote academic participation of SWDs.	Descriptive analysis, Thematic Analysis
Examine influence of institutional inclusive admission policy on academic activities of SWDs in selected public universities [PUs] in Kenya.	Descriptive analysis, Thematic Analysis
Examine influence of institutional inclusive curriculum policy on academic participation of SWDs in selected public universities in Kenya.	Descriptive analysis, Thematic Analysis
Determine policy measures that can be taken to encourage academic participation of SWDs in selected PUs in Kenya.	Descriptive analysis, Thematic Analysis

3.8 Logistical Considerations

This entailed seeking written permission to conduct the research from the relevant authorities. This included permission by the Ministry of higher education, the Commission of University Education, and the respective universities where the research was done. A Research permit was sought from the National Commission for Science, Technology and Innovation (NACOSTI). The researcher familiarized himself with the university institutions where the study was carried out through making reconnaissance visits.

3.9 Ethical Considerations

Operating within the confines of research ethics like confidentiality and informant consent was critical. This built confidence of informants and created conducive environment that enabled the study to collate relevant data for the study.

Several ethical considerations were taken into account during the research process. First, the researcher ensured confidentiality and anonymity. The respondents were not required to indicate their names on the questionnaires and their consent was sought before obtaining any information from them. Interviews and FGDs were conducted within the institutions. The informants were assured of confidentiality and that the data from the study would be used for academic purposes only. They were briefed on their right to withdraw from the study at any stage. It was imperative to explain to them the benefits and purpose of the study being conducted. They were only involved in the study after giving a signed informed consent (Appendix k). Confidentiality for the registrar and disability coordinators was done by keeping their name anonymous by using codes when reporting the data.

CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The chapter presents the findings from the study which are presented thematically based on the specific objectives of the study. The findings are interpreted to give the meaning and educational implications. Further, the chapter contains a detailed discussion of the findings and a cross referencing with the reviewed literature so as to locate the findings among other studies. The data analysis and interpretation were based on the following study questions:

- i. How does the institutional inclusive policies awareness practices influence academic participation for SWD in public universities?
- ii. How does the institutional inclusive policy on admission practices influence academic participation for SWD in public universities?
- iii. How does the institutional inclusive policy on curriculum adaptation practices influence academic participation for SWD in public universities?
- iv. What inclusive education policy strategies can be formulated to promote academic participation of SWD in public universities?

4.2 General and Demographic Information

The respondents involved in the study included Lecturers, Coordinators of disability programs and academic Registrars and SWDs. The study sampled lecturers and students from two public universities. Lecturers facilitate the teaching of SWDs in various programs. Registrars and Coordinators, who are administrators, facilitate services that are provided to SWDs as they go about their studies.

4.2.1 General Information

This section presents general information regarding the study sample. The study sampled lecturers and SWDs. The key informants of the study were SWDs who were enrolled in different undergraduate programmes. Lecturers, Coordinators of disability programs and academic Registrars were also selected for the study.

The study required the lecturers to indicate whether there were SWDs in the programmes that they teach at the university. All the lecturer informants in KU and JKUAT indicated that they had SWDs enrolled within the programmes they teach. The study further required the lecturers to state the number of students in programs they teach. The findings of this are presented in Table 4.1

Table 4.1 Lecturers estimate of SWDs in various programs

University	Programs	Number of students
KU	Education	80
	Humanities	19
	Social Science	10
JKUAT	Marketing	13
	Gender studies	9

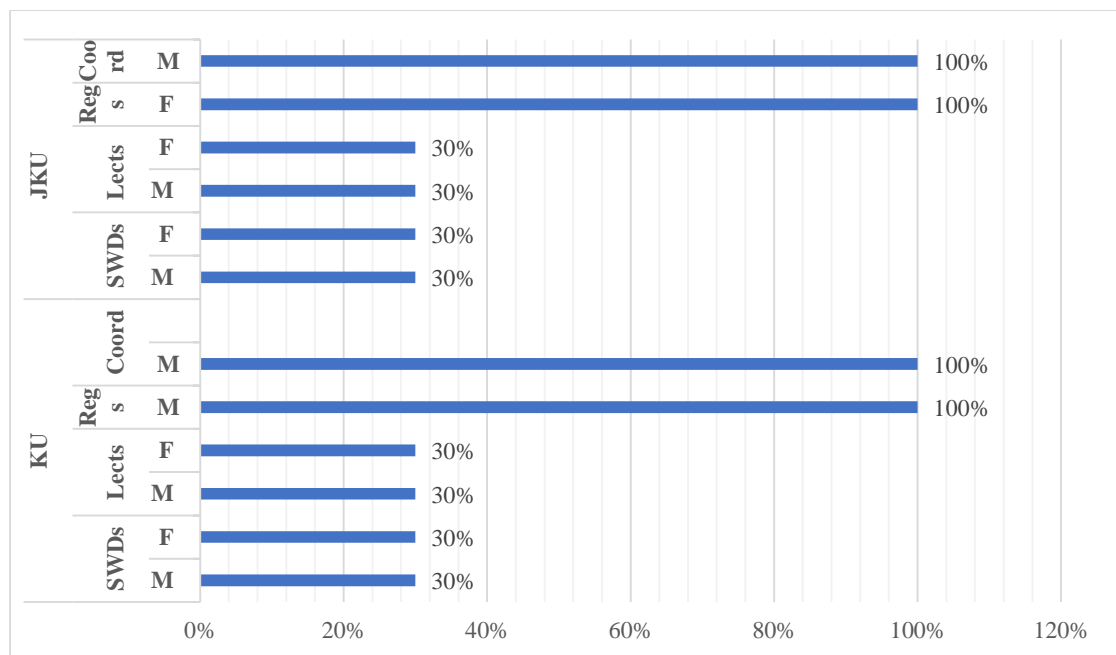
The findings in Table 4.1 show that there are SWDs across various university programs. The findings suggest that SWDs are mainly found in education, humanities and social sciences, but not in others schools such as engineering, medicine and agriculture among others.

In the interviews with disability coordinator in both universities, it was reported that there are SWDs in various programs in the university though they could not give the actual numbers of the SWDs in their respective universities. This suggests that the actual numbers of SWDs is not known, an indication that the records of SWDs are not regularly updated. The implication is that institutions may not be keen on SWDs.

4.2.2 Demographic Information and characteristics of sampled populations

The study sampled lecturers, SWDs and the university disability program coordinators and the Registrars in charge of admission of students in both universities. The sample size of the study sample is presented in table 3.1 and as presented in figure 4.1.

Figure 4.1 Distribution of the Study Informants



The findings in Figure 4.1 show that distribution of informants selected for the study was gender inclusive where both male and female gender were sampled. It comprised 4th year SWDs from both universities. The sample size of SWDs was 30% from KU, 23 male and 25 female, and 30% from JKUAT, 5 Male and 3 Females as shown on table 3.1.

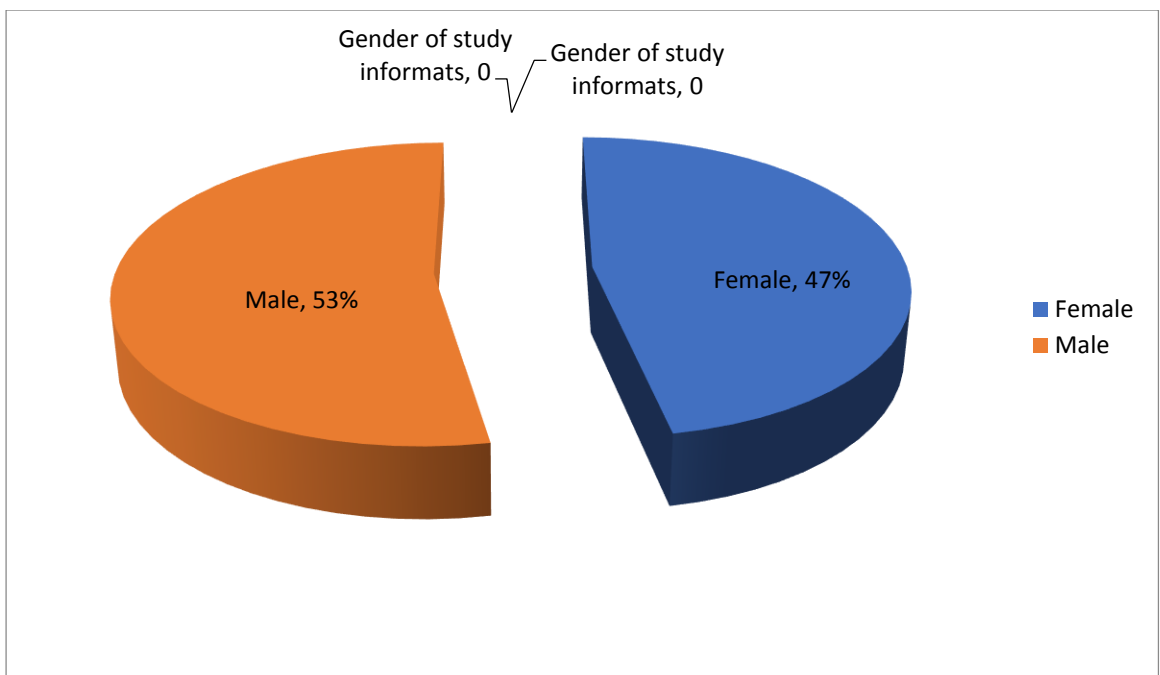
Lecturers sampled for the study were 30% from each university, 4 males 3 Females and 23 male and 19 females from JKUAT and KU respectively. In both universities one disability coordinator and one registrar in charge of student’s academics were sampled

for the study which was a 100% of the total population. The sampling was gender inclusive to make the study more holistic and comprehensive to enable generalizability of the study findings.

4.2.2.1 Gender of the informants

The gender composition of various study informants is presented in Figure 4.2

Figure 4.2 Gender of study informants



The Findings in Figure 4.2 indicate that 47 percent or 48 informants were female while 53 percent or 55 were of male. The findings suggest that the sample representation from both universities had a fair balance of gender

The study went on to explore measures taken by PUs to promote awareness of IEP which is crucial to promote participation of SWDs in various academic activities during teaching and learning process. Active participation of SWDs will enable them to develop and actualize their potential. The findings are presented in ensuing section.

4.3 Disability policy awareness among university constituents.

The study endeavoured to establish the measures that have been taken by public universities to promote awareness among the university constituents. It was found out that there is documentary evidence of disability policies in both KU and JKUAT that are cognizant of the importance of advocacy and creating awareness concerning disability at the institutional level. The embedding of the policy obligates the institutions fraternity to implement, respect and abide by the guidelines practices and routines. In KU for example, the disability policy has endeavoured to ensure that an appropriate level of disability awareness is sustained and relevant information on SWDs is gathered and disseminated to the various departments and sections in the university. It is by creating awareness about particular concerns and issues regarding SWDs that others can appreciate and respect them.

From the documentary analysis, it was evident that Kenyatta University aspires to be a leading educational institution that admits students from across Kenya. This is in tandem with its mission statement aspirations of becoming a dynamic, inclusive and a competitive centre of excellence in teaching, learning, research and service to humanity.

Its disability policy provides a framework for facilitating disability mainstreaming with an aim of identifying and removing institutional barriers that may inhibit the full participation of SWDs in University life. Currently, the institution has distinguished itself as an institution of higher learning that admits one of the largest numbers of SWDs amongst public and private universities in Kenya.

The institution has a Directorate of Disability Services (DODS) mandated to handle issues affecting SWDs. The KU Disability policy has been formulated in line with Persons With Disability Act, 2003, and the constitution of Kenya (2010), among other statutes. It clearly states that it is the responsibility of Kenyatta University management to ensure that the Institution, its Schools, Campuses and agents, are compliant with the KU Disability Policy. The study noted that the policy stipulates various provisions regarding creation of awareness of the academic needs of SWDs. The policy states that:

As a University, we are committed to ensuring that students with disabilities within our jurisdiction are taken care of. We believe that excellence will be achieved through bringing out the full potential of every individual. Kenyatta University Strategic and Vision Plan 2005-2015 has committed itself to enhancing access for SWD to information, buildings, education and any other utilities accessible to persons without disabilities. Having relevant legislation is important not only because it affords SWD legal rights, but it also creates an environment for openness about Disability-related matters. Such openness is critical to the management of disability stigma. (Disability policy and procedure manual, page 8).

The DODS vision is ‘To Mainstream Disability in all operations of the University’. In this regard DODS seeks to ensure full and effective participation of students and staff with disabilities through formulation, co-ordination and implementation of Disability Policies as well as provision of Disability friendly services. One notable objective of the DODS is to create awareness among the university community about issues of PWD.

The study observed that KU main campus has a visible and well displayed sign post leading to the building housing the disability offices that coordinate disability issues,

as shown captured in figure 4.3 below. Disability related issues managed through DODS include creating departmental disability awareness through training and workshops, and giving the requisite support to SWDs.



Figure 4.3 KU - A signpost near the Directorate of disability services where SWD get support

The signpost is an indication that services for SWDs have a physical office where the students can obtain requisite information and assistance as they pursue their studies. The direction to this office is well marked with a sign post that is well displayed, an indication that the institution is committed to giving the requisite facilitation and assistance to those who may seek disability related assistance. The DODs is in charge of disabilities services and organization of the annual disability awareness day. On these designated days, some of the key institutions that coordinate with issues of disabilities at national level, such as the National Council for Persons with Disability (NCPWD) and the Association for Physically Disabled of Kenya (APDK) are invited to share latest trends and showcase technology and other opportunities that can be utilized by SWDs to attain higher levels of livelihoods. The organizations also highlight strategies and

technology utilization in academics, such as adaptation to special cases in examination, accommodation, daily activities and entertainment.

The study examined policy documents in JKUAT to find out whether they contained provisions that can enhance education for SWDs, through advocacy and awareness. It is notable that JKUAT has specific statutes regarding education for SWDs. The Disability Mainstreaming Policy (DMP, 2013) was found to be the most comprehensive and contains very progressive elements in terms of inclusivity. JKUAT through its mission statement promises to ensure that the institution becomes a centre of global excellence in research, training and innovation and, provision of accessible quality education. The University commits itself to non-discriminatory practices, effective participation, equity and respect to people with disability. The DMP observes that the university will put deliberate efforts to offer training to persons with disability in the society with an aim of helping the country to achieve the millennium development goals.

The University has also committed itself to the provision of necessary opportunities and services for persons with disability within the University through various mechanisms. It is notable that the DMP (2013) outlines the institutions plans to put in place a disability resource centre to help in facilitating disability mainstreaming.

The documentary analysis noted 7 general principles for mainstreaming disability.

These are:

- a) Respect for inherent dignity, individual autonomy which includes freedom of choice and independence of all persons;
- b) Non-discrimination;
- c) Full, equal and effective participation and inclusion in society;
- d) Respect for difference and acceptance of PWDs as part of diversity and humanity;
- e) Accessibility to

University facilities and services; f) Equity among men and women; g) Respect for the capacities of students and staff with disabilities.

These findings indicate that JKUAT DMP, which was formulated in 2013, has clear principles that if fully implemented could promote effectiveness and efficacy in the operation and implementation of quality services for SWDs. The DMP further states that the efforts to mainstream disability at the University shall:

a) Be based on evidence, best practice and experience to enable university staff and students with disabilities to contribute productively, maintain valuable learning, and work expertise; b) Embrace the conviction that PWDs make a significant contribution at their place of work by matching jobs to their skills and abilities; c) Use affirmative action aimed at effective equality of opportunities for and dealing with PWDs; d) Ensure that all entities of the University implement the principle of Universal design and reasonable accommodation in procuring goods and services; e) Inculcate positive attitude amongst University community through disability awareness campaign.

These findings suggest that JKUAT DMP is broad and inclusive with the intention of achieving the highest level of inclusivity and so, cater for the broad and diverse needs, and concerns of SWDs.

The DMP states that the University is committed to enhancing the evolving capacities of PWDs and respect for their rights. This policy is an effort to align disability concerns with national legislation and policy documents, including MDGs, SNE and United Nations Convention on Rights of Persons with Disability (UNCRPD), Persons with Disabilities Act 2003, Kenya's Vision 2030 and the Constitution of Kenya (2010). Further the DMP gives the specific objectives of the policy as:

a) To promote a safe, accessible, healthy work and study environment conducive to PWDs; b) To maximize the contributions of staff and students with disabilities; c) To facilitate PWDs access university facilities and services; d) To ensure that the needs of PWDs are catered for in the discharge of human resource functions and management in work and studies; e) Enhancing communication.

These findings show that JKUAT policy has achievable inclusive objectives that make its policy robust in provision of essential services for SWDs in various programs. In terms of the scope DMP states that:

This disability mainstreaming policy applies to all staff, students and relevant stakeholders in all campuses and centres. It is intended to influence ethics, policies and laws related to staff and students with disabilities in the University.

This finding suggests that on paper, JKUAT policy is quite comprehensive and is intended to be wholly inclusive to serve the unique needs of all categories of SWDs and PWDs. It can also be inferred that this policy is universal and participative since it is intended to involve the entire JKUAT fraternity. However, although the DMP seems to be responsive to inclusion, the scenario on the ground suggests otherwise.

In an interview with Cinema, the JKUAT Disability Coordinator, it emerged that there is no apparent disability office to specifically deal with disability issues. The disability services are housed by the gender directorate office. This may affect the efficacy of the intended purposes of the institutions DMP.

From the interview conducted with Cinema the JKUAT disability Coordinator it was also revealed that the policy has not been implemented fully nor revised since its inception in 2013, due to lack of funding. Having a policy that guides implementation

is important to ensure SWDs are getting attention in an organized and coordinated manner, and in a stable environment which can help them to do well in their studies. Nevertheless, findings suggest that SWDs in JKUAT are not getting essential support services to pursue their courses. This can be attributed to the lack of policy implementation and review which could have improved service delivery to SWDs in the university by raising awareness.

In its mission statement, JKUAT commits itself to offer accessible quality training, research and innovation in order to produce leaders in the fields of agriculture, engineering, technology, enterprise, development, built environment, health sciences, social sciences and other applied sciences to suit the needs of a dynamic world. It is for these reasons that JKUAT, being grounded on technology oriented education, should embrace and utilize technological inventions that can bring students living with disabilities on board as envisioned by its DMP. Such technology that can be capitalized on include: use of specialised computers, brail machines for the visually challenged, convenient shuttle to the lecture halls or other activities, accessibility ramps or wheelchair ramps to provide access on storied buildings like halls of residence for those using wheelchairs, walkers or other mobility aids and all such machines that will bring those students with disabilities at par with their able bodied counterparts in the same environment. While conducting the study, it was observed that many of the above mentioned aids were not available. In the students focus group discussion one male student reported that JKUAT structures like offices and halls of residence provide accessibility challenges to the visually challenged and those with crutches and other mobility aids. However there was evidence of the efforts by the University to enhance the mobility of SWDs, especially those with physical impairments, by providing of

ramps in some of the buildings. From the focus group discussion low numbers of SWDs in the institution was attributed to inadequate requisite disability friendly facilities.

In a FGD for the SWD sample in KU, all the respondents agreed that IE was a key approach since it caters for SWDs in the same settings with other peers. One of the female respondents noted that:

Inclusive education is a good idea as it allows every public university to include and provide an opportunity to all learners to acquire education. Every university should therefore make sure that the University environment is friendly to disabled students. Inclusive education will help learners to actualize their talents and gifts. [Lizzo, a female VI SWD-KU, November, 2019].

In the same FGD another respondent revealed:

I am not aware about policies though the institution has done some good work to include learners with disabilities. However, the lecture classes are overcrowded and persons using mobility aids such as clutches walkers or wheel chairs have a problem due to competition for space especially for university core units. Most of the buildings and facilities are disability friendly but a few buildings where we go for classes have stairs which is a challenge for us who use wheel chairs. [Male PH SWD-KU, November, 2019].

The fact that some SWDs in the same university were not aware of disability policies is indicative of the need of enhancing sensitization so as to make the inclusive policy more effective. Lack of assistive devices and hampering of mobility would adversely impend on the enhancement of academic participation of SWD. When SWDs become aware of the provisions in the inclusive policies, then they are in a position to demand their rights of being provided with such assistive devices and this would ultimately enhance their academic participation.

Through questionnaires, the study also sought to know from informants whether they were aware of inclusive policies that guide inclusive education in their institutions.

The findings are presented in Figure 4.4

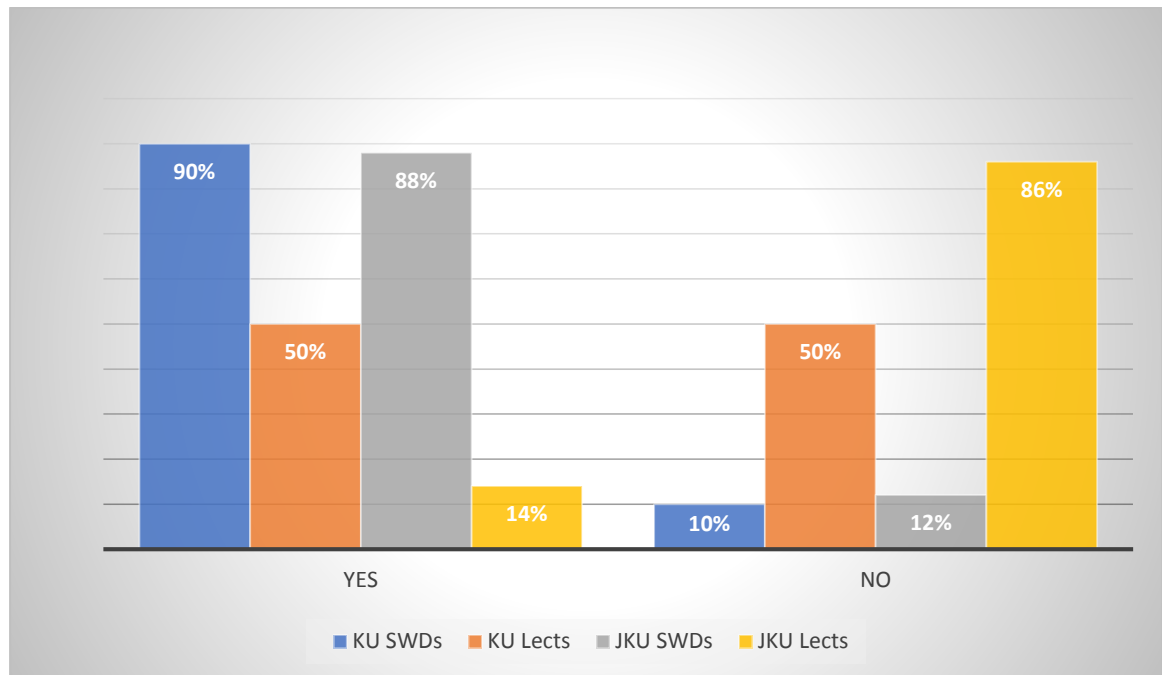


Figure 4.4 Awareness of university policies on inclusive education in the university fraternity

The findings indicate that awareness of university policies on inclusive education was higher among students in both KU (90% [43]) and JKUAT (88% [7]) than among lecturers JKUAT (14% [1] KU (50% [21]) respectively. This may be due to the fact that, SWDs were aware of their challenges and sought institutional assistance compared to lecturers who may not be directly affected

The registrar academic in KU in an interview reported that:

Our university has taken various measures to create awareness about persons with disabilities and the need to have them in each university programme. Our universality organizes a disability awareness day annually. The students and lecturers have responded positively and they are quite friendly and support SWDs whether

they can. Fellow students help SWDs who are blind by holding them by hand to find their way to lecture rooms and library. Others who have physical challenges are supported to move using wheel chairs which are pushed by fellow students. Students seem to be supportive and accommodative to SWDs. These activities help to make KU an inclusive education university [KU-Registrar academic of students, November, 2019].

This observation was shared by the Officer in KU disability office who noted that;

Our university has a disability awareness day annually when SWDs and those without disability are sensitized on the need to support IE and SWDs. Guest speakers from associations and bodies that advocate for education of SWDs are invited to show case their assistive products and services for SWDs. Games and sports for SWDs are also organized. Various activities involving SWDs are showcased. Members of neighbouring institutions are also invited [KU-Disability Coordinator, November, 2019].

On the measures taken by the university to create awareness of inclusive education policies for SWDs among external community, the KU-Registrar academic revealed that;

Kenyatta University, through the implementation of disability policy has made tremendous efforts towards mainstreaming disability issues among the students, the staff population and the society in general. Our awareness programmes on inclusivity has led our university to currently having enrolled the highest number of students with disability compared to other public and private institutions in the country [KU-Registrar academic of students, November, 2019].

These views were echoed in an interview with the officer in charge of KU-Disability office who said that;

Our university has disability awareness day every semester when SWDs and those without

disability are sensitized on need to support IE and SWDs. Guest speakers from organizations that advocate for education of SWDs are invited to show case their assistive products and services for SWDs. Games and sports for SWDs are also organized. Various activities involving SWDs are showcased. Members of neighbouring institutions are invited [KU-Disability Coordinator, November, 2019].

On the methods used to create awareness to the university fraternity on the issues of disability, the study observed that the university mounts posters in various strategic places to informing members of university fraternity about the disability awareness day such as the one presented in Figure 4.5 below



Figure 4.5 Poster on disability awareness day in KU

These posters were mounted on notice boards and walls of several buildings in KU. The posters show that KU organizes disability awareness day to sensitize members of its

fraternity about needs of SWDs. The poster is meant to popularise an awareness building event which creates exposure to the KU fraternity through exhibitions, speeches, music, dance, songs, poems, displays, sports and drama activities featuring SWDs. This is in line with KUs disability policy that says:

The DODS shall sensitize all students and members of staff on disability issues.

Moreover efforts to sensitize disability issues are complemented by the presence of a vibrant Kenyatta University Disabled Students Association (KUDSA). This association is also represented in the umbrella Kenyatta University Student Association (KUSA) whose constitution provides for representation of students with disabilities. The special needs congressperson in KUSA is mandated to advocate for the welfare of students living with special needs with regards to their studies and stay in Kenyatta University. This findings shows that there are clear intentions by the institution to create awareness by sensitizing students and staff in KU on services available to SWDs regularly.

Sixty percent (25) of lecturers reported that KU has done a lot of sensitization through seminars and training, involving both lecturers and students, on curriculum adaptation to accommodate SWDs. On the contrary, 90% (6) of JKUAT lecturers indicated that no sensitization has been done. This may be indicative that not all HEI have advocacy forums about the needs of SWDs which, perhaps, may be an indicator that such institutions are not SWDs friendly.

In an interview in JKUAT, the Registrar academic reported that;

There have been some efforts by the university to create awareness about disability but a lot more needs to be done. One of the inhibitive factors has been the dwindling resources and this has also affected the full implementation of our DMP. In fact most of our students and lecturers are not aware whether there are SWDs

in campus and this is a concern to us as an institution [JKUAT-Registrar academic of students, November, 2019].

These views were supported by the officer in-charge of JKUAT disability office who observed that;

Our university has not taken adequate measures to create awareness about IE and disability programmes mostly due to financial constrains However the university is keen in making our DMP operational to support services offered to SWDs by ensuring allocation of resources is made [JKUAT-Disability Coordinator, November, 2019].

On the measures that Jomo Kenyatta university of Agriculture and Technology has taken to create awareness of inclusive education policies for SWDs among university community”, the JKUAT-Registrar academic said;

In the past, we used to have a more vibrant disability day for sensitization of disability related issues to the university fraternity. But like in many government institutions, the underfunding has greatly affected the organization and planning of such events. Now they are infrequent and low keyed [JKUAT-Registrar academic of students, November, 2019].

These views were shared by the JKUAT officer in charge of disability office who noted that;

Our university has been holding a disability day once every year for sensitization of disability issues. Schools like Joy Town School and Thika School for the Deaf are invited to take part in the celebrations. Various types of presentations like songs, poems are made with an intention of creating awareness. However such kinds of events are not common of late due to financial challenges. [Disability Coordinator, November, 2019].

The JKUAT disability coordinator revealed that there used to be quarterly workshops organised by the university with an aim of creating disability awareness but currently such workshops are very rare. The frequency of such disability awareness training and seminars, have drastically reduced due to the financial constraints. Failure by JKUAT lecturers to attend such disability awareness events was attributed to their nature of work which is demanding. It could have as well been an attitudinal problem and lack of commitment to change to the new order of inclusivity. This may explain their low awareness level of the university's mainstreaming policy.

The preceding observations from JKUAT show that IE awareness is not adequately done in JKUAT. This could be due to the fact that disability policy is not implemented due to financial constraints, as reported by one respondent. These findings show that SWDs in JKUAT may not be enjoying the full benefits of IE.

This negates the UNESCO (2010) declaration which observes that governments and national states should address and respond to the divergent needs of all learners so as to enhance academic participation within educational institutions. UNESCO (2010) further observes that, through various international protocols, countries should commit themselves to embedding the inclusive education policies by integrating them in their education strategic plans, through formulation of inclusive policies and laws.

The study further explored the influence of various institutional inclusive policies and participation of SWDs on academic activities in PUs. The findings are presented in ensuing section.

The study endeavoured to establish from the respondents if the polices boosted academic participation of students with disabilities. The findings are presented in Figure 4.6

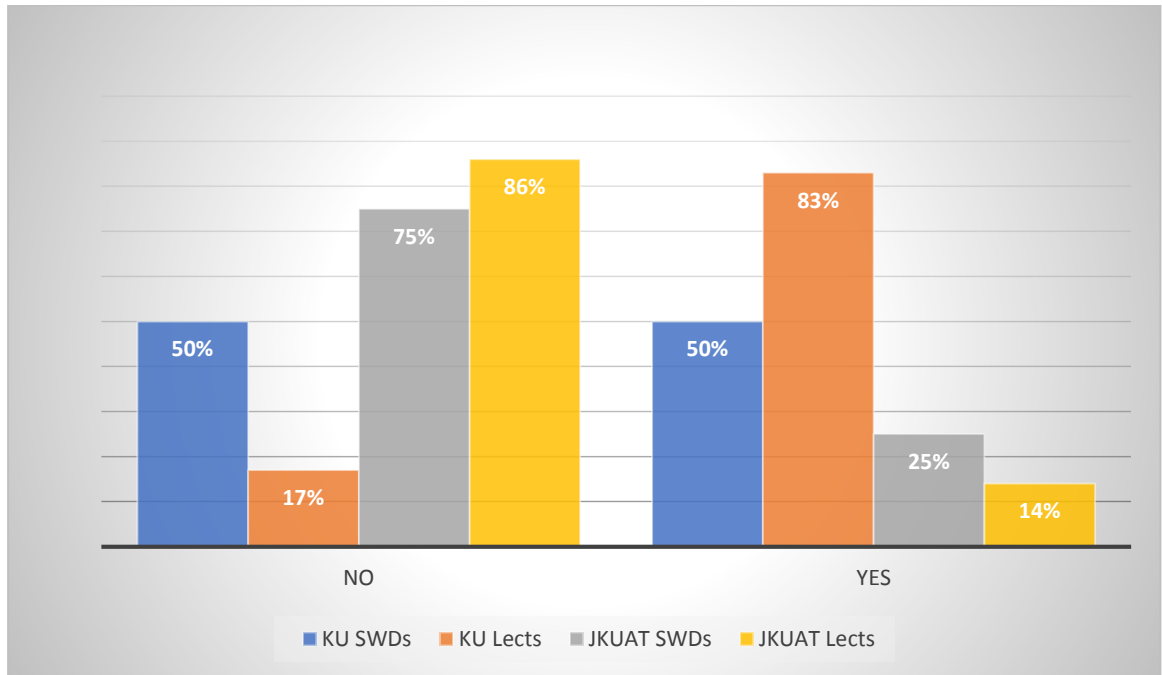


Figure 4.6 Have Policies boosted academic participation of SWDs?

The findings in Figure 4.6 indicate that the majority of lecturer JKUAT (86% [6]) and KU (83% [35]) respectively and SWDs in JKUAT (75% [6] in KU and 50% [24]) did not believe that institutional policies have been able to boost academic performance of SWDs. The respondents claimed that many of the items in the policies like curriculum adaptation have not been implemented fully, hence, the policies cannot be said to be effective in boosting academic performance of SWDs.

In JKUAT, it was noted that a fully-fledged directorate of disability services has not been started as provided by the DMP. Moreover a resource centre that would disseminate information pertaining to disability matters is yet to be set up. Another aspect that has not been implemented is the formulation of reliable data on the number of students with disabilities in the university. Lack of such data was said to impede on proper planning for SWDs.

Cinema, the JKUAT Disability Coordinator noted that:

The policy has not been implemented due to lack of resources. There is a big challenge since some courses have not been adapted to accommodate SWD. Most science related courses involves physical activities and this may be a challenge to most students with physical and sensory challenges. This has made JKUAT not to be preferred choice by SWDs [JKUAT Disability Coordinator, JKUAT, November, 2019].

In addition, the registrar academic of student at JKUAT observed that:

Our university has a clear policy document that clearly gives guidelines to cater for SWDs in all our programmes. However, implementation has been a challenge because a lot of resources are required which are not provided in our capitation since most of our programs require a lot of capital to make them disability compliant [JKUAT-Registrar academic of students, November, 2019].

These findings indicate that the mere existence of a policy has not been effective in enhancing participation in class activities of SWDs in JKUAT. This agrees with Wanjau (2016) who, in a study conducted in public universities, found that although disability issues were mentioned in some university policy documents, there were wide gaps between policy and provision of support services to SWDs, as the policies remained un-implemented.

Further, the study noted that some universities have policies regarding SWDs but there are no actual provisions in institutions.

When asked whether disability policy has been effective in improving academic participation of SWDs, the disability coordinator observed that:

Disability policy has improved academic participation of SWDs to some extent because they are provided with transport to and from classes. They are provided with Braille machines and their stationery. The university had modified existing

infrastructure to make it disability friendly by erecting ramps. SWDs participate in class activities, discussion groups and assignments, cats and examinations. [KU Disability Coordinator, KU, November, 2019].

In addition, the disability coordinator in KU noted that:

The policy has not been implemented to reach out to all schools other than education and humanities. A lot needs to be done to make science-based courses, engineering and medical courses to be friendly to SWDs. There is challenge in finances. [KU Disability Coordinator, KU, November, 2019].

Further, Mkuki registrar academic of students in KU noted that:

KU has disability policy that provides a framework and clear guidelines for provision of IE to students. A lot of resources have been used to implement the policy but there is need to do more because KU aims to be a world class university. [KU-Registrar academic of students, November, 2019].

These findings reveal that, even though KU has implemented its disability policy, a lot needs to be done to make it more responsive to the needs of those intended. There are areas which require to be modified like admission requirements to enable SWDs access medical, engineering and science-based courses. Accommodation and modifications related improvements, depending on the type of disability, would encompass areas like provision of a lab assistant, issuing of group lab assignments, provision of adaptive computers, availability of adjustable tables and lab equipment within reach, additional time for lab tests and in-class assignments amongst others.

4.4. Influence of institutional inclusive policy on admission practices and academic participation of SWDs

The study compared and contrasted various policy documents that guide educational theory and practice in PUs in Kenya. The Constitution of Kenya, which is the supreme

law of the country, clearly gives universities institutional authority and power to formulate disability friendly policies to cater for educational needs of SWDs. Cap 54

(1) observes that a person with any disability is entitled to:

Access educational institutions and facilities for persons with disabilities that are integrated into the society to the extent compatible with the interests of the person; reasonable access to all places, public transport and information;

These can be customized through institutional inclusive educational policies, guidelines and practices in admission criteria, curriculum and pedagogical adaptations, psychosocial support and welfare services, assistive equipment's, mobility, facilities and general infrastructure among others that are needed by SWDs.

KU is comparatively the leading higher educational institution in Kenya that admits the highest number of special needs students and also admits students from across Kenya and other countries. This is in tandem with the Ministry of Higher Education, Science and Technology policy framework for university education (MoE, 2012) which states that universities should attain equity in university education and enrolment that reflects national diversity. The policy document further states that:

The Government will increase enrolment of students with special needs through appropriate out-reach programs targeting them and/or through pre-entry programs. The Government will continue to support the marginalized and the poor to ensure broader participation in priority programs.

The analyses noted that KU has a disability policy that stipulates various provisions regarding admission of SWDs. It noted that, in the preamble, Kenyatta University Disability policy and a procedure says:

KU is committed to the principle of equal opportunity for all in line with her Vision, Mission and Strategic Plan 2005-2015. She has distinguished herself as an institution of higher learning that admits one of the largest numbers of SWD. To enable the university, fulfil her mission, we need to build an inclusive and supportive environment which meets the needs of students, staff and visitors to the University. Our aim is to provide an environment where there is equality of opportunity and where Persons with Disabilities (PWD) can enjoy a quality experience while studying, working or visiting the University. This is the purview within which the Disability Policy is formulated.

Kenyatta University established a Directorate of Disability Services (DODS) in May 2010 to adequately handle issues affecting SWDs. KU disability policy has been formulated in line with the persons with disability Act 2003 and the constitution of Kenya (2010) among, other statutes. The policy further says that:

As a University, we are committed to ensuring that SWD within our jurisdiction are taken care of. We believe that excellence will be achieved through bringing out the full potential of every individual. Kenyatta University Strategic and Vision Plan 2005-2015 has committed itself to enhancing access for SWD to information, buildings, education and any other utilities accessible to persons without disabilities. Having relevant legislation is important not only because it affords SWD legal rights, but it also creates an environment for openness about Disability-related matters. Such openness is critical to the management of disability stigma.

The DODS vision is “To Mainstream Disability in all operations of the University”. Its mission is to ensure the full and effective participation of students and staff with disabilities through formulation and implementation of disability policies as well as provision of disability friendly services.

The KU disability policy clearly states that it is the responsibility of Kenyatta University management is to ensure that the institution, its Schools, Campuses and agents are compliant with the disability policy. The policy document further observes that the Policy shall be reviewed after every four (4) years to incorporate new developments within the University, thus 2017.

The document content analysis of KU disability policy noted that that the document contains inclusive admission policy for SWDs. This is notable because the policy states that:

Applicants with disabilities will be evaluated for admission using the same academic criteria as all other applicants for the same courses. However, support requirements for applicant with disabilities will be addressed separately. The admissions shall work within the affirmative action policy advocated by the government when assessing applications to join university's programs. Such affirmative action would mean admitting SWDs with one grade lower. The student's registration form shall require SWDs to declare any disabilities that they might have.

In addition, during an interview with the disability KU coordinator, it was revealed that during admission, SWDs are asked to fill a detailed form capturing the nature of disability and the assistive devices that the learner would require in the course of pursuing education. Since the social life of SWDs affects academic performance, DODS works in collaboration with the accommodation department and make arrangements of allowing those with multiple disabilities to have assistants to aid them as they go their daily academic activities.

This finding reaffirms the clarity with which the KU policy attempts to respond to various needs of SWDs, depending on nature of disability.

The policy further states that there are only three instances in which an applicant with a disability who meets the university entry criteria might be rejected:

- i. Overriding health and safety hazards which cannot reasonably be overcome;
 - ii. When barriers caused by professional requirements and/or by regulations of professional bodies preclude membership by people with specific disabilities;
 - iii. Essential reasonable adjustments cannot be made to the course content and the course's structure of delivery or to be the provision of suitable staff or facilities e.g. deaf/blind.
- The University shall regularly review Admissions Criteria to ensure that they do not create unnecessary barriers for SWD.

These findings indicate that KU policy has clear guidelines in service delivery to cater for different SWDs.

Regarding pre-entry advice the policy states that:

Prospective students with disabilities will be supplied with information about support services available for their needs while on campus. For those who require more confidential discussions, a private interview can be arranged on request.

This finding indicates that there is openness and transparency in providing services to SWDs. This shows the SWDs will be empowered and informed so as to enhance their efficacy in KU programs.

Regarding context, the policy is anchored on international instruments that eliminate all forms of discrimination against SWDs. This includes using pejorative words, gestures or caricatures that demean scandalize or embarrass a person with a disability.

In that regard the policy states:

Encourage positive, informed and unprejudiced attitudes towards PWD through educational and staff development programs. Continue to take all reasonable steps to eliminate and remedy cases of discrimination; Provide access to facilities, resources and support including Reasonable Adjustments as

appropriate; continue to implement improved information technology for PWD.

This finding indicates that KU disability policy is in tandem with other good practices and conventions regarding PWDs, and in particular SWDs. The policy is progressive and sustainable.

On the scope the policy states that:

This policy applies to all university students, staff and other stakeholders.

This finding indicates that KU disability is broad based and inclusive in intention, so as to provide all kinds of services to all SWDs. The policy is participatory.

On goals and objectives, the policy says:

This Disability Policy provides a framework for facilitating disability mainstreaming. The aim is to identify and remove barriers which hinder the full participation of SWD in University life and enable them to access as fully as possible all educational, employment, social and leisure opportunities.

This finding suggests that the university has clear goals and objectives regarding disability services to be provided in the university. In addition, opportunities for full participation of SWDs will be provided and guaranteed in the spirit of inclusivity.

About implementation the policy says:

The university shall offer support through university appointed Disability Advisers (DA) who will be available as the first point of contact for SWDs or potential student who has a disability. The University is committed to developing an inclusive learning environment for students with disabilities. The University shall encourage students to disclose any disabilities or medical conditions to ensure that appropriate support is arranged for them in a timely

fashion. This might include access, examination and study arrangements. All information disclosed shall be treated as confidential and cannot be disclosed to third parties without an individuals' explicit consent.

On the other hand, JKUAT admission policy is embedded in the university statutes. From documentary analysis on admission the study revealed JKUAT Act stipulates that:

Admission to the University as a candidate for degree, diploma, certificate or other awards shall be open to all persons as being qualified by the academic board in accordance with this order and the Act without distinction of race, ethnicity, place of origin or residence or other local connections, political opinion, colour, creed, physical ability or gender and no barrier based on any such distinction shall be imposed upon, any person as a condition of their becoming or continuing to be, a professor, lecturer, graduate or student of the university or of their holding any office therein nor shall any preference be given to or advantage withheld from any person on the ground of any such distinction.

Regarding JKUAT admission and academic participation of SWDs in university programs, the JKUAT DMP states that the specific objectives are:

a) To encourage enrolment and/or employment of PWD's in all University programs; b) To foster equity among PWDs in all University programs; c) To encourage disability responsive pedagogy; d) To encourage identification and expression of needs of PWDs; e) To promote the participation of PWDs in decision-making, problem solving and management of University programs.

These findings show that DMP has clear targets that aim to support SWDs who may be admitted to take up programs in the university. The findings show that the objectives are fairly comprehensive and inclusive, in terms of diversities and social dynamics involving PWDs. In terms of policy statements, the DMP states that JKUAT will:

- a) Ensure enrolment of students with disabilities in various academic programs relevant to their qualifications and abilities;
- b) Ensure non-discriminatory practices in all programs;
- c) Ensure establishment of an adequately equipped resource centre to address the needs of PWDs;
- d) Foster capacity building among faculty members in development of a disability responsive pedagogy;
- e) Provide PWDs a fair chance to express their needs;
- f) Promote participation of PWDs in all activities of the University.

These findings show that there are fairly exhaustive policy guidelines regarding admission and academic participation of SWDs in various programs in JKUAT. This may indicate that JKUAT is likely to become a model institution regarding inclusivity of SWDs and PWDs in Kenya.

Further analysis revealed the DMP will apply several strategies to implement the policy.

These include:

- a) Create awareness in the university community and the public through public lectures and dissemination of educational information materials;
- b) Enrol students with disabilities in various academic programs through affirmative action;
- c) Ensure that no qualified student is denied enrolment to any academic program due to disability;
- d) Establish a disability resource centre;
- e) Conduct trainings, seminars, and workshops for University community;
- f) Carry out regular needs assessment for all PWDs;
- g) To establish and maintain an up to date data base of PWD's;
- h) Ensure employment and active participation of PWDs in all activities of the University;
- i) Review programs to mainstream disability.

4.4.1 Admission practices

The study strove to find the admission practices regarding SWDs. In a rating on the Likert scale of 1-3, the study sought to establish the feelings of respondents with regard to admission practices, using the statements presented in Table 4.2

Table 4.2 Rating of university admission policies

	Statement regarding university admission policies	Informants	A		UN		D		Total		
			%	f	%	f	%	f	%	f	
1.	The admission policy of the university is favourable to all students including those with disabilities	KU	SWDs	69	33	21	10	10	5	100	48
			Lects	67	28	33	14	0	0	100	42
		JKUAT	SWDs	25	2	25	2	63	5	100	8
			Lects	14	1	14	1	72	5	100	7
2.	There is equal academic participation for all students including those with disabilities	KU	SWDs	71	34	15	7	15	7	100	48
			Lects	50	21	33	14	17	7	100	42
		JKUAT	SWDs	25	2	13	1	63	5	100	8
			Lects	14	1	14	1	72	5	100	7
3.	Cut-off marks for those students with disabilities should be slightly lowered so as to increase their admission rate.	KU	SWDs	92	44	4	2	4	2	100	48
			Lects	83	35	17	0	0	0	100	42
		JKUAT	SWDs	63	5	17	1	25	2	100	8
			Lects	43	3	14	1	43	3	100	7
4.	Over the years there has been a significant rise in the number of students with disabilities enrolled in different programmes.	KU	SWDs	40	19	10	5	50	24	100	48
			Lects	33	14	17	7	50	21	100	42
		JKUAT	SWDs	38	3	13	1	50	4	100	8
			Lects	40	3	20	1	40	3	100	7
Key –											
A=Agreed; UN=Undecided; D= Disagree											

The findings in Table 4.2 reveal that lower cut-off points (KU-SWDs 92% [44]; KU-Lects 83% [35]), admission policies that favour SWDs (KU=SWDs 69% [33]; KU-Lects 67% [28]), and promoting equal academic participation for SWDs (KU-SWDs

71% [34]; KU-Lects 50% [21]) are some of the key issues that were rated high in university admission policies for SWDs.

During an interview with KU disability coordinator, the study found that KU has a proper documentation guiding the admission of SWDs. The university has a very detailed admission form where SWDS fill vital information like their types of disabilities, types of medication they use, type of assistive devices they require for them to be able to fit in the university.

Conversely in JKUAT the findings in Table 4.2 show lower cut-off points (JKUAT-SWDs 63% [5] and JKUAT-Lects 43% [3]), significant rise in number of SWDs (JKUAT-Lects 43% [3], JKUAT-SWDs 38% [2]) and admission policy of the university is favourable to all students including those with disabilities (JKUAT-Lects 43% [3], JKUAT-SWDs 25% [2]).

Regarding admissions, ninety five percent (40) of KU-Lects and seventy one percent (5) of JKUAT-Lects informants indicated that all students, in spite of their disability, should be admitted in various university programmes and courses. Both KU-Lects (75% [32]) and JKUAT-Lects (71.4% [5]) said that the entry point of SWDs should be lowered so as to enhance their admission rate. These findings seem to confirm that lecturers believe that SWDs, if given equal opportunity, can compete with other students fairly.

4.4.2 Challenges faced by students with disabilities while seeking admissions

The study sought to name challenges faced when seeking admission to public universities. The findings are presented in Table 4.3

Table 4.3 Challenges facing SWDs when seeking admission to universities

Challenges in admission to public universities	KU				JKUAT			
	Lects		SWDs		Lects		SWDs	
	%	f	%	f	%	f	%	f
Inability to pursue some course due to various technicalities involved	50	21	75	36	14	2	38	3
Cut-off points are very high for students with disabilities	33	14	65	31	42	3	38	3
Lack of inclusivity in some public universities	17	7	71	34	14	2	50	4
No challenge	0	0	10	5	0	0	0	0
Scramble for space with regular students	0	0	0	0	42	3	38	3
Access of online admission information from KUCCPS	0	0	29	14	0	0	0	0
Delay in admitting students with disabilities	0	0	21	10	0	0	13	1

The findings in Table 4.3 indicate that inability to pursue the course of choice due to technicalities arising from disability (KU-SWDs 75% [36]; KU-Lects 50% [21]), lack of inclusivity in some public universities for SWDs (KU-SWDs 71% [34]), and high cut-off points are some of the critical challenges that SWDs face in university admission.

Conversely, findings in Table 4.3 suggest that lack on inclusivity emerged as one of the key challenges facing SWDs in JKUAT (JKUAT-SWDs 57% [4]); Cut-off points are very high for students with disabilities (JKUAT-Lects 43% [3]) and competition for university placement with students without disabilities (JKUAT-Lects 43% [3]).

Interviews with disability coordinators and registrar academic of students in both universities established that the disability policies have not been reviewed since their inception. Disability coordinator in JKUAT said that the inclusive policy was dated 2013 and it had never been reviewed. The disability coordinator and registrar academic of students in KU reported that the disability policy in KU was 2014 edition and plans to review it are underway.

The four interviewees confirmed that the policy review dates were not adhered to since, in each case, the review of the policy should have been done after 5 years. This would

have created room for evaluation so as to identify and fill the gaps between the inclusive education policies and the actual practice. The Registrar academic of KU and the JKUAT coordinator reported that the policy was not reviewed in time as envisaged due to lack of funds. It is very expensive to implement it fully because of the costly infrastructure required for courses offered in the university. The disability coordinators in KU said the policy has been implemented but a few issues remain undone, such as purchase of adequate assistive devices and full adaptations and modifications for SWDs, citing cost implications.

These findings suggest that both universities need to find ways of funding the implementation of disability policies. This can be done through request for additional capitation from the government to cater for the needs of SWDs. Kenyan public universities can also make efforts to diversify their resources of revenue from research. Moreover, the universities can explore ways of reaching out for financial support from former students in the respective universities through their alumni association. The availability of such revenue is critical so as to enable full implementation of the policies the benefits of which will accrue to the SWDs, as envisaged.

The study went on to explore the feelings of respondents regarding challenges facing SWDs. The findings are presented in the ensuing section.

4.4.3 Solutions to the challenges on admission

The study sought views from respondents regarding solutions to the challenges faced during admission to public universities. The findings are given in Table 4.4

Table 4.4 Solutions to challenges facing SWDs on university admissions

Solutions to challenges in admission to public universities	KU				JKUAT			
	Lects		SWDs		Lects		SWDs	
	%	f	%	f	%	f	%	f
Cut-off points for students with disabilities should be slightly lowered in comparison with other students	67	28	90	43	43	3	63	5
Special allocation of slots for students with disabilities	67	28	79	38	28	2	25	2
Manual application for students with disabilities	0	0	21	10	0	0	0	0

The findings in Table 4.4 suggest that the key solutions to challenges facing SWDs on university could be solved through lower cut-off points in tandem with the affirmative action so as to widen access and academic participation for SWDs (KU-SWDs 90% [43]; KU-Lects 67% [28]) and special allocation of admission slots (KU-SWDs 79% [38]; KU-Lects 67% [28])

In Table 4.4. findings indicate that informants from JKUAT suggested that cut-off points for students with disabilities should be slightly lowered in comparison with other students (JKUAT-SWDs 63% [5]; JKUAT-Lects 43% [3]) and that there can be special allocation of slots for students with disabilities in university admissions (JKUAT-SWDs 25% [2]; JKUAT-Lects 28% [2]) respectively. The rationale given for the suggestion was that it would compensate for the challenges that SWDs have to overcome while pursuing their studies which impede them from performing like their none disabled peers.

4.5 Influence of Institutional Inclusive Policy on Curriculum Adaptation and Participation of SWD on Academic Activities in Public Universities

Institutional inclusive policies are critical in implementation of IE to enable SWDs focus better on their academics and actualize their potential in a humane and less

restrictive learning environment. This can be done through curriculum adaptation like the use of Universal Design for Learning (UDL), which is aimed at enabling more participation by SWDs in teaching and learning activities. Institutions can use internal policies to guide curriculum adaptation for SWDs.

The study went on to explore the influence of institutional inclusive policy on curriculum adaptation and participation of SWD on academic activities in public universities. The findings are presented in ensuing sub-sections.

4.5.1 Curriculum adaptation

Institutional inclusive policies provide guidelines on how an institution will cater for educational needs of its SWD population, more specifically in areas including curriculum adaptation, pedagogy, provisions of assistive devices and mobility services, among others. Such measures are aimed at providing for the unique learning needs of SWDs. Curriculum adaptation is one of the approaches for creating a friendly learning setting for SWDs cater for their unique needs. It is also in line with a principle philosophy in inclusive education, which requires that teachers, students and other members within an institution of learning should accept the learner's diversity as manifested by their physical, cognitive, academic and emotional differences.

On curriculum adaptation the KU disability policies states that:

The University is committed to developing an inclusive learning environment for students with disabilities. The University will undertake reasonable adjustments and actions that help to alleviate a substantial disadvantage curriculum, facilities and equipment's. Universal Design will be utilized wherever possible.

The reasonable adjustments implied here may include the physical environment, mode of teaching delivery and format and the utilization of assistive devices such as note

takers to assist students who cannot write. Modification to computer equipment's in the libraries would be handy in assisting visually impaired SWDs, especially with trends moving increasingly towards online teaching models.

This is also in line with MoE (2012), a policy Framework for Education, Aligning Education and Training to the Constitution of Kenya (2010). It is also in tandem with Kenya Vision 2030 and Beyond, that contain government directives that align educational sector policies to the realization of vision 2030 which includes education for all including SWDs. The MoE (2012) policy frame work observes:

Special needs education requires appropriate adaptations to curricula like providing access to learning materials through assistive technologies such as screen readers, use of inclusive teaching methods, adapting the physical environment by installation of ramps, and adapting the learning environment in order to cater for individual differences in learning. Special needs education is important for human capital development as it prepares those who would otherwise be dependents to be self-reliant.

This finding indicates that the government has a frame work that is committed to special needs that is inclusive and adapted and denotes the model educational opportunities that are targeted through inclusive education, responsive to the needs of SDWs and designed to develop their competencies and talents for self-reliance with potential to contribute to national development. . The analysis established that the policy had foreseen and anticipated some barriers and challenges to the policy.

The findings show that the KU disability policy intends to have a curriculum adapted to the diverse needs of SWDs in various programmes. This entails the modification or supplementing one or more curricular elements in order to accommodate the learning

needs of individual students. Adaptation may include adapting the time allocated and allowed for learning or completion or testing through individualizing timelines, adapting the way instructions are delivered to the learners for example use of different visual aids to enhance learning especially for the visually impaired, enlargement of text, increasing the amount of personal assistance to SWDs, placing students in cooperative groups to enhance group-to-individual transfer of knowledge amongst other measures. This may motivate them and make them more active during the teaching and learning processes.

The study explored views from the respondents regarding university curriculum and its influences on academic participation by SWDs. Using a 3-point Likert scale, the informants were required to rate various issues regarding curriculum adaption in universities. The findings are presented in Table 4.5

Table 4.5 Rating of adaptation of university curriculum

Key – A=Agreed; UN=Undecided; D= Disagree			A		UN		D		Total	
Statement regarding university curriculum adaption	Informants		%	f	%	f	%	f	%	F
The curriculum of the university has been adapted to meet academic needs of all students including those with disabilities.	KU	SWDs	71	34	8	4	21	10	100	48
		Lects	33	14	17	1	67	21	100	42
	JKUAT	SWDs	13	1	13	1	88	7	100	8
		Lects	14	1	14	1	71	5	100	7
There is need to adapt the curriculum so as to help those students with disabilities participate better academically.	KU	SWDs	85	41	10	5	4	2	100	48
		Lects	50	21	17	1	33	2	100	42
	JKUAT	SWDs	88	7	13	1	13	1	100	8
		Lects	43	3	14	1	43	3	100	7
University lecturers have adequately adapted the curriculum and have made it more inclusive even to the learners with disabilities.	KU	SWDs	71	34	15	7	15	7	100	48
		Lects	50	21	17	7	33	14	100	42
	JKUAT	SWDs	75	6	13	1	13	1	100	8
		Lects	72	7	14	1	14	1	100	7
The university has organized workshops and seminars to create awareness of university's inclusive curriculum.	KU	SWDs	75	36	4	2	21	10	100	48
		Lects	67	28	17	7	17	7	100	42
	JKUAT	SWDs	13	1	13	1	75	6	100	8
		Lects	0	0	28	2	72	5	100	7

The findings from Table 4.5 indicate that there is need to adapt curriculum for SWDs (KU-SWDs 85% [41]; KU-Lects 67% [28] and JKUAT-SWDs 75% [6]; JKUAT-Lects 43% [3]). It is appreciable that SWDs reported that KU had organized workshops and seminars to create awareness of inclusive curriculum (KU-SWDs 75% [36]; KU-Lects 67% [28]). It is notable that KU has adapted curriculum to meet needs of SWDs (KU-SWDs 71% [34]; KU-Lects 33% [14]).

These findings are in tandem with other existing study observations, which observed that, in order to improve academic participation for SWDs in public universities, inclusive learning practices like curriculum differentiation must be done. Lo, Moris and Che (2000) aver that curriculum adaptation or differentiation should occur mainly in terms of the content, teaching and learning processes and the product of each learning experiences. Tomlinson (1996) supports this by adding that it entails having a differentiated curriculum that encompasses the divergent educational needs of all learners. The divergent aspects are quintessential in dealing with exceptional concerns of SWDs.

A comparative analysis of the findings in Table 4.5 shows that students in both universities (KU-SWDs 85% [41]; KU-Lects 67% [28]) were more aware of concerns and issues regarding SWDs than their lecturers (JKUAT-SWDs 88% [7]; JKUAT-Lects 72% [5]).

In support of curriculum implementation, an observation of KU facilities indicated that efforts have been made to make them disability friendly. This is in agreement with the Universities policy that states:

The library shall offer a range of appropriate support services. These may include

extended book loans, private study facilities; help with the catalogue system and in locating books and journals. The library shall actively encourage PWD to make use of any assistive technology available. Personnel working at the service counters shall be given training in sign language and Braille.

The preceding observations suggest that all PUs ought to make arrangements to take care of the needs of the SWDs. This is meant to enable SWDs study in a conducive environment in order to actualize their potential.

The study went on to enquire whether KU has made provisions for SWDs in terms of physical adaptations in its post-modern library. The findings are presented in Figure 4.7 & 4.8



Figure 4.7 KU - A well-marked parking lot for SWD



Figure 4.8 KU - Ramps in the postmodern library

The findings in Figure 4.8 show that KU has made been making attempt to adapt its physical facilities to provide essential support services for SWDs. This indicates that SWDs interactions are facilitated by provision of a conducive operating environment.. It was also notable that SWDs with profound disabilities in KU are provided with transport as shown on figure 4.9 below. However, KU disability coordinator opined that the disability vans are inadequate to cater for all. The provision of transport for SWDs is in line with the Constitution of Kenya (2010). The constitution of Kenya (2010) Cap 54 (1) observes that a person with any disability is entitled to:

Access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person; reasonable access to all places, public transport and information.

This finding resonates with the recommendation that institutions should provide disability friendly facilities and equipment to SWDs. The provisions can be in form of transport, ramps and mobility equipment, based on their needs.

This finding is in tandem with UNESCO (2010) which observes that governments and national states should address and respond to the divergent needs of learners so as to enhance academic participation within education institutions. The UNESCO (2010) further observes that through various international protocols, countries have committed themselves to embed the inclusive education policy, by integrating it in their education strategic plans through formulation of inclusive policies and law.

The findings of the assistance given to students with mobility difficulties are presented in Figure 4.9



Figure 4.9 KU – Disability services shuttle for providing free mobility services to SWDs

As seen in Figure 4.9 the disability mobility support vehicles are well labelled for easy recognition and visibility by SWDs and the rest of university fraternity. These vehicles are small low vans with wide doors, for easy access and have been provided by the university in tandem with its disability policy that that guarantees accessibility on campus for persons with disabilities. The policy stipulates that students and staff with mobility difficulties will be supported in moving between locations while in the

institutions. This suggests that KU has made efforts in providing SWDs with essential support services which may enable them to pursue their course with ease and convenience.

These interventions support participation in academic activities by promoting access to class venues and halls of residence. However, some SWDs reported that, sometimes, they get inconvenienced when they do not get the transport when needed and so attend their lectures late. This would definitely affect their academic performance.

In a FGD session in KU, one of the respondents noted that:

The university has done some good effort in implementing disability policy but the policy has not adapted to be friendly to PWDs like VI since they say diagrams, photographs and phonologies are best for those with sight and not those with VI. Students with physical challenges are not allowed to do some science courses which require a lot of physical movement. Projectors that are used by lecturers are not friendly to VI students. [Dayo, a female VI SWD-KU, November, 2019].

But in the same discussion, it was observed that:

Lecturers give oral lectures accompanied by projectors to enable those with low vision to benefit. SWDs are allowed to sit near the lecturer where there is a person who uses sign language for those with hearing impairments. [Dada, a female SWD-KU, November, 2019].

In the same session, another respondent noted that:

Braille machines and stationery are also provided for SWDs. Students are guided to form discussion groups and give discussion questions which are a take away CAT. During examination any SWD is given an extra 30 minutes in a specially arranged examination room. [Njoo, a male SWD-KU, November, 2019].

This assertion was confirmed by the disability coordinator in KU who noted that assistive equipment is provided free throughout the course to every SWDs in every program in KU including writing stationary and braille machines.

Further, the registrar academic of students in KU noted that:

KU provides mobility services and specialized disability friendly equipment to her SWDs in all programs. This support is meant to enable them enjoy studies like other students. But more need to be done for example providing deaf students with adequate sign language persons to sign for them during the lectures [Mkuki, KU-Registrar academic of students, November, 2019].

These observations suggest that KU has made some effort to implement her disability policy. Students who are deaf and hard-of-hearing in KU are provided with a sign language interpreter to sign for them during lectures. However, as KUs Disability coordinator observes, there is need to harmonize the use of sign language as, sometimes, there are situations where the sign language interpreter is signing in Standard English language while the user or the learner requires the recommended Kenyan sign language.

It was observed that brailing machines and attendant stationery were issued and used by SWDs as seen in figure 4.10 below. These KU branded braille machines, are assistive devices issued to all VI students for use throughout their learning period in the University to enabling them the convenience and ability to actively participate and learn with others in an inclusive learning environment. However, some students felt that the machines are inadequate and sometimes malfunction, thus affecting their learning process.



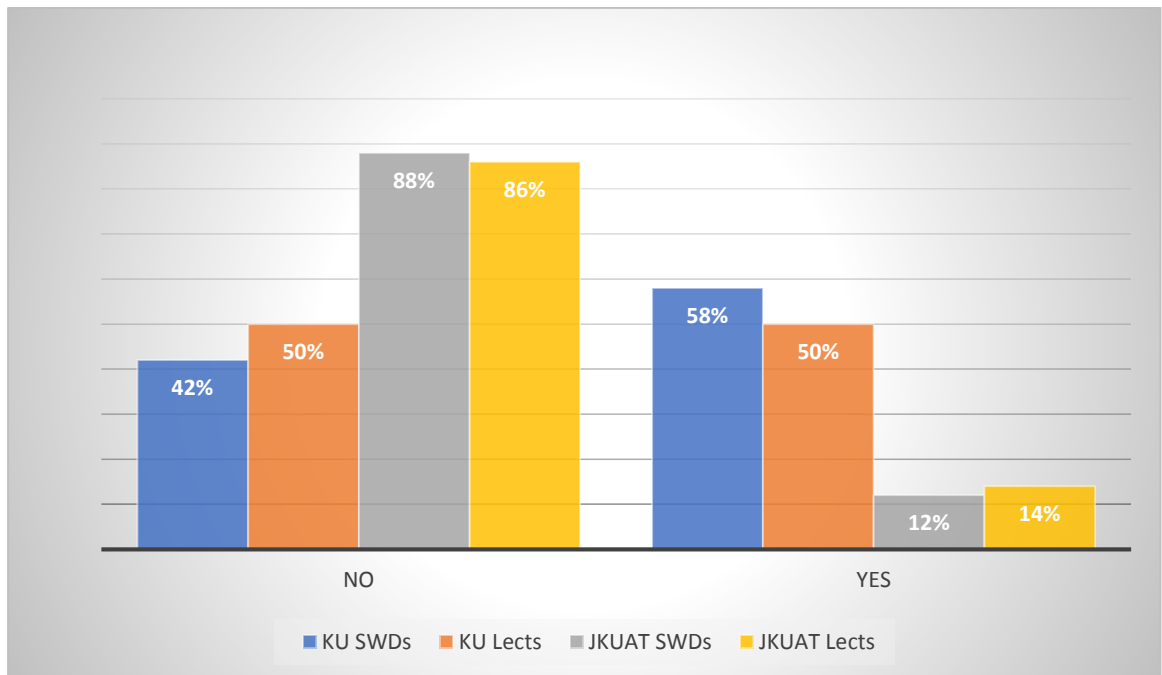
Figure 4.10 KU - A KU branded braille machine and a visually challenged student using a braille machine

This finding is in harmony with Kristensen and Wadidi (1996), who identify the provision of assistive devices, like special books, braille and hearing aids, as strategies to enhance academic participation for students with disabilities. This can enable SWDs to learn in a least restrictive setting that may broadly provide for their unique needs.

4.5.2 Suitability of University curriculum to students with disabilities

The study went on to examine the suitability of university curriculum in meeting the needs and expectations of SWD. The informants were asked whether they felt that the curriculum was suitable for students with disabilities. The findings are presented in Figure 4.10

Figure 4.11 Suitability of university curriculum to SWD



The findings in Figure 4.11 reveal that JKUAT-Lectrs (86% [6]) and SWDs (88% [6]) felt that university curriculum was unsuitable for SWDs while, in KU the feeling was that unsuitability was modest (KU-SWDs 58% [27]; KU-Lectrs 50% [21]). This could be due to the fact that KU has more adaptations for SWDs than JKUAT, and the fact that KU has policies for SWDs.

In a FGD with SWDs in JKUAT, one of the respondents reported that:

No, there are no curriculum adaptations in our university since we attend same congested lecture rooms where a lecturer talks all through and do not give us any individual attention. We are given same assignment; sit in CATs and examination with other students. We are not given any different attention in the libraries and classes [Didi, a male SWD-JKUAT, November, 2019].

The disability coordinator in JKUAT reported that there are no curriculum adaptations for SWDs owing to lack of resources. The registrar academic in the same university said that curriculum adaptations will

be possible when the university will secure funding to implement her disability mainstreaming policy. The findings indicate that JKUAT does not have curriculum adaptations that target the needs of SWDs. This shows that SWDs have challenges since they have no curriculum adaptations.

Another respondent in JKUAT confirmed that there is need of adapting the curriculum so that it can be responsive to the needs of all learners. He was of the opinion that there should be more than one way of testing the competencies as a single method may be disadvantageous to those with special needs. He narrated his experience of being unable to complete writing an exam within the stipulated time due to cold that exacerbated his condition. He therefore suggested flexibility in examination administration such as incorporation of oral presentations.

The finding suggests the need for making curriculum adaptations in all aspects of teaching and learning processes, so as to cater for the academic needs of SWDs in JKUAT. Failure to do so may affect the performance of SWDs and adversely affect their opportunities in for promising livelihoods. These findings are not in congruence with Tomlinson (2001) who suggested that, while going through a learning process, a teacher must clarify the main concepts and generalization so as to ease comprehension of SWDs and improve their learning outcomes.

The study explored the feelings of informants on ways of improving the use of IE at university level. The findings are presented in subsequent section.

4.5.3 Informants suggestions on a more inclusive university curriculum

Inclusive education is a process that involves strategies aimed at addressing the diversity of educational needs of all learners including those with disabilities. IE

strategies require that teachers accept the learner's diversity as manifested by their physical, cognitive, academic and emotional differences. As Scruggs, Mastropieri, & Marshak, (2012) note, use differentiating teaching strategies can be responsive to the academic needs of SWD as it enhances their participation in learning.

Inclusive curriculum is more appropriate in meeting the needs and expectations of SWDs. The study explored the informants feeling regarding a more inclusive university curriculum that could meet the needs of SWD.

The findings are tabulated below.

Table 4.6 Suggestions to improve inclusive curriculum at university

Suggestions regarding inclusive curriculum in universities	KU				JKUAT			
	Lects		SWDs		Lects		SWDs	
	%	f	%	F	%	f	%	F
The university should consider the different needs of the people with disability	67	28	80	38	14	1	63	5
University curriculum should be adapted to suit students with disabilities	67	28	90	43	42	3	63	5
The university should provide teacher aids to help the lecturers	67	28	80	38	0	0	0	0
Curriculum should be adapted by use of assistive devices in every lecture hall to ensure inclusivity	67	28	96	46	0	0	0	0
Provide inclusive education	67	28	60	29	0	0	13	1
Constant multi-sectorial approach in curriculum development	33	14	50	24	0	0	0	0
Provide learning materials like Braille and MUDA for visually impaired	33	14	90	43	0	0	0	0
Visually impaired students should not be denied to graduate because they have not done sign language that is done in the school of education department of special needs	0	0	50	24	0	0	0	0
Regular consultation with SWDs to include their views	0	0	42	20	0	0	0	0
Modification of Science Courses to help VI to undertake science courses like mathematics	0	0	75	36	0	0	0	0

The findings in Table 4.6 reveals that curriculum adaptation and provision of assistive devices to suit needs of SWDs (KU-SWDs 96% [46]; KU-Lects 67% [28]); meeting diverse needs of SWDs (KU-SWDs 80% [38]; KU-Lects 67% [28]), and provision of Braille and MUDA resources (KU-SWDs 90% [43]; KU-Lects 33% [14]), are some of the popular strategies to improve inclusive curriculum in universities.

In an interview with the disability coordinator in JKUAT, it was observed that curriculum adaptations are ideal for SWDs where resources are available because they enable SWDs to enjoy learning and achieve their potential. The Registrar academics and disability coordinator from KU shared a similar feeling.

These findings confirm that curriculum differentiation to cater for SWDs is a fair option to address the concerns of PWDs. They resonate with Peters (2001) who suggested that differentiation in curriculum should be manifested in classroom management strategies, such as peer tutoring and groupings.

4.5.4 Influence of Institutional Policy on Pedagogical Practices and Participation of SWD on Academic Activities in Public Universities

Institutional policies and guidelines are essential for effective implementation of IE teaching strategies because they guide members of staff on basic approaches and requirements for effective teaching of SWDs. Institutional policies guide good practices in teaching of IE learning. Regarding the pedagogical practices, the KU inclusive education policy states that the University is committed to developing an inclusive learning environment for students with disabilities. This finding shows that KU disability policy contains guidelines on instructional approaches that are inclusive of the unique needs of SWDs.

The study explored various institutional pedagogical practices to find how they promoted participation of SWDs in various learning activities in programmes of study. The findings are presented in subsequent sections.

4.5.5 Pedagogical practices

The study explored the teaching strategies that were used in class. The findings from student and lecturer informants showed that group discussions, lecture method, question and answer, and online teaching approaches, were common methods of delivery of the curriculum.

In an interview, the registrar academic of students in KU said that SWDs are provided with essential reading and stationery resources for taking notes during lectures, and examination materials in all programs throughout the semester.

In an interview, the disability coordinator in KU reported that lecturers give handouts to SWDs and use projectors when teaching and this affects students who are visually impaired. He said SWDs are given an extra 30 minutes during sit in examinations. He also reported that Braille machines and writing materials are provided to SWDs.

In a FGD involving SWD in KU, Kashujaa reported that:

Lecture method is common and is not PWD friendly. Braille machine cannot draw. Group discussions are common and they are PWD friendly. Online teaching is a challenge mostly to students with visual impairments due to poor colour schemes and overreliance on those without visual challenges for assistance. [Kashujaa, a male SWD-KU, November, 2019].

This observation suggest that lecture method and group discussions are more popular teaching while online teaching may be a challenge when it is not adapted to the needs of SWDs.

These findings resonate well with a study done by McNeil and Lante (2017) that revealed that inclusive pedagogy was inconsistently practiced and, thereby,

recommended that inclusive pedagogy should be incorporated into the student learning outcomes in order for the pre-service teachers to develop the capacity to adequately and effectively teach students with disability. There is need to sensitize and orient lecturers in HE regarding the requirements of SWDs, to help them be sensitive when teaching.

Indeed, Hitch, Macfarlane and Nihill (2015) in a study on how Australian Universities support academic staff IE, observe that efforts towards professional development for the university lecturers through one-off workshop training are critical. Such training should focus on academic accommodation of students with disabilities. Further, they recommend that there should be policy guidelines that would lead to improved institutional support that was needed by the lecturers to effectively provide quality inclusive teaching to all students in the universities. This is essential in providing opportunities to SWDs in HEI who risk not actualizing their potential.

Teaching strategies or methods are an important aspect of teaching and learning. They help to determine the activities of teachers and students, the quality of the teaching process, implicitly sending a message about what teaching is how SWDs learn and the value of learning. Teaching strategies determine how effective teaching and learning can be achieved. Teaching strategies were some of the critical concerns of this study to determine how SWDs were taught and how they perceived their lecturers. The study explored the views of respondents regarding rating of teaching strategies that can meet the needs of SWDs. The findings are presented in the following sections.

4.5.6 Rating of teaching strategies vis-à-vis special needs of SWDs

The study endeavoured to find out views of informants regarding teaching strategies that can be used to meet needs of SWDs. Such strategies are more appropriate to enable better learning outcomes for SWDs.

The study sought to establish whether teaching strategies have been adapted to consider special needs of SWD using a three-point Likert scale. The findings are presented in

Table 4.7

Table 4.7 Rating of teaching strategies in consideration of special needs of SWDs

Key 1=Adequate 2=Inadequate 3=Not involved at all			%		%		%		Total [%]	
		Informants	1		2		3			
			%	f	%	f	%	f	%	F
Lecture	KU	SWDs	29	14	71	34	0	0	100	48
		Lects	67	28	33	14	0	0	100	42
	JKUAT	SWDs	50	4	38	3	0	0	100	8
		Lects	86	6	14	1	0	0	100	7
Group discussions	KU	SWDs	71	34	29	14	0	0	100	48
		Lects	50	21	33	14	17	7	100	42
	JKUAT	SWDs	13	1	75	6	13	1	100	8
		Lects	14	1	14	1	72	5	100	7
Question and answer	KU	SWDs	67	32	29	14	4	2	100	48
		Lects	67	28	17	7	17	7	100	42
	JKUAT	SWDs	40	3	38	3	25	2	100	8
		Lects	40	2	20	1	40	2	100	7
Online teaching	KU	SWDs	40	19	55	26	6	3	100	48
		Lects	17	1	67	4	17	1	100	42
	JKUAT	SWDs	0	0	13	1	88	7	100	8
		Lects	0	0	40	2	60	3	100	7

The findings in Table 4.7 reveal that group discussions (KU-SWDs 71% [34]; KU-Lects 50% [21]), question and answer (KU-SWDs 67% [32]; KU-Lects 50% [21]) are more popular compared to traditional lecture method (JKUAT-Lects 86% [5]; JKUAT-SWDs 80% [4]).

The findings indicate that teaching approaches such as group discussions and question and answer methods, are more popular because they are interactive. This could be so because SWDs participate, interact and learn more as compared to when the lecture method is used. Training of lecturers is essential so that they can deliver using teaching pedagogies that are appropriate in IE settings.

These findings agree with studies done in England by Alexiadou and Essex (2016) who noted that, for inclusive education to be successful, teachers must be prepared well so that they can be able to employ pedagogical approaches that transcend the institutions' official definition of inclusion. The study also recommended the importance of enhancing the professionalism of the teachers so as to raise their levels of efficacy in handling students with special needs.

Further, Alexiadou and Essex (2016) recommended that a policy framework for IE needs to show the importance of addressing diversity, not only in learning activities but also through more embedded approaches that encompass inclusive policies on curriculum and pedagogical practices. This is essential to cater for diverse needs of SWDs.

The study examined whether SWDs face any challenges when participating in classroom activities. The findings are presented in the following section.

4.5.7 Challenges regarding participation of SWDs in classroom activities

Participation in various class activities may be a challenge to SWDs owing to the nature of and severity of their disability. The study explored the challenges the informants face while participating in various classroom activities in various programs.

The findings are presented Table 4.8

Table 4.8 Challenges SWDs face in participating in class activities

Challenges SWDs face in participating in class activities	KU				JKUAT			
	Lects		SWDs		Lects		SWDs	
	%	f	%	f	%	F	%	F
Congestion in classes and hostels	33	14	71	34	0	0	0	0
Some lecturers demoralize SWDs	33	14	60	29	14	1	75	6
Poor communication from lecturers to SWDs of hearing impairments	17	7	71	34	0	0	0	0
Inadequate adapted facilities for learners with disabilities	17	7	56	27	28	2	75	6
Discrimination by fellow students	17	7	21	10	0	0	0	0
Use of projectors not suitable for visually impaired students	17	7	45	22	14	1	13	1
Use of teaching strategies that do not involve learners with disabilities	17	7	60	29	0	0	0	0
Some lecturers discriminate SWDs	17	7	40	19	0	0	88	7
Inadequate examination time for slow learners	0	0	65	31	0	0	0	0

The findings in Table 4.8 show that the challenges facing SWDs include congestion in classes and hostels (KU-SWDs 71% [34]; KU-Lects 33% [14]), poor communication from lecturers to SWDs (KU-SWDs 71% [34]), demoralization by lecturers (60% [29]), and use of teaching strategies that do not involve SWDs (KU-SWDs 60% [29]). These findings show that most lecturers may not be sensitive, or may not be trained on IE strategies to teach various SWDs.

These findings complement Collinsa, Azmatb and Rentschler (2018) who found that in many Australian Universities, although progress towards embracing IE has been realized, there was need to address challenges emanating from staff perception, their lack of proper training to enable them handle IE set ups, the low academic participation for SWD, and moving inclusion beyond education into employment.

Observations indicate that buildings in JKUAT where classes are conducted have not been adapted to meet the needs of SWDs. This implies that SWDs in JKUAT face challenges in accessing lecture halls and other buildings which are not adapted to meet their special needs. It was observed some building had structures that were not friendly

The findings are presented in Figure 4.12



Figure 4.12 JKUAT Classroom and office Buildings with no adaptations for SWDs

Figure 4.12 shows that class room buildings have not been adapted with ramps to comfortably meet the unique needs of SWDs who may be using wheelchairs due to physical disabilities, or those who may be using white cane due to blindness. This may show that SWDs have challenges when accessing building facilities for essential services as they pursue their studies. These challenges may adversely affect the quality of learning outcomes and results of SWDs. In a discussion in a FGD with SWD in JKUAT, one of the respondents observed that:

We face some challenges in class activities because we do not have the requisite support. Our university requires SWDs to go with a personal helper. This prevents SWD's from joining them. Science courses do not allow SWDs because of laboratory practical work and lack of facilities or equipment that can effectively and conveniently be used by SWDs [Zaki, a female SWD-JKUAT, November, 2019].

The preceding observations suggest that SWDs in JKUAT undergo challenges in participation in academic activities due to lack of support services like assistive learning devices. This may demoralize and demotivate them, as a result of which they will fail to participate in class activities. This may adversely affect their learning outcomes or make them not to take such programs, which ultimately limit their career options and job opportunities.

In separate interviews with the JKUAT registrar academic and Cinema JKUAT Disability Coordinator reported that disability policy is not implemented due to financial constraints. This finding is in congruence with that of Mwiria, Wawire, Ouma, Njuguna (2007) who noted that, as a result of financial constraint, teaching facilities and physical infrastructure of public universities are the most wanting, affecting the admission of learners with disabilities.

Further, JKUAT Disability Coordinator reported that:

Disabled students are assisted with laundry services on request and, with other minor assistance. Our university has not been able to implement the policy due to heavy costs in infrastructural facilities that could be involved bearing in mind the nature of cost in physical facilities that are used by science based and engineering programs [JKUAT Disability Coordinator, JKUAT, November, 2019].

These findings indicate that JKUAT has not actively implemented the disability policy and SWDs are not assisted accordingly, which may be a challenge in their studies. This

was also confirmed by registrar academic of students in JKUAT who said programs for SWDs are capital intensive and this may have to wait for a while as funds were not available.

This implies that studies of SWDs in JKUAT are adversely affected due to lack of support services, which if provided, may hinder their studies and lower their performance standards. This finding resonates with Barber (2012) who observed that SWDs who manage to complete their studies amid challenges may get low quality grades which reduces their chances of employment compared to their non-disabled peers.

The study went on to observe various physical facilities and buildings in JKUAT to find out whether they have been adapted to enable ease of movement for SWDs when attending classes. It was noted that most of the buildings in JKUAT including lecture halls, libraries and halls of residence, had no adaptations to cater for SWDs in the institution. Observations from the checklists regarding adaptation of physical facilities in JKUAT indicate that most of them are not friendly to SWDs. The findings are presented in Figure 4.13



Figure 4.13 JKUAT – Disability Unfriendly buildings – Library entrances – No ramps nor climbing lane

Figure 4.13 shows that buildings and infrastructure in JKUAT are not adapted to enable easy access by SWDs. Observations revealed that there were no ramps, climbing lanes, stairways, stair lifts and lifts. This poses challenges to SWDs who are physically challenged and those with visual impairment. These observations are congruent with a research in Uganda by Emong and Eron (2016) which showed that, despite the country's robust disability friendly framework, exclusion and discrimination of SWD in institutions of higher education remain common.

The study went further to explore informants' experience and feelings about solutions to challenges that SWDS face while participating in class activities. It was important to establish whether other members of the institution shared the concerns of SWDs. It also enabled the study to probe further on the disability policy and inclusive education.

The findings are presented in Table 4.9

Table 4.9 Suggestions to overcome challenges SWDs face in participating in class activities

Solutions to challenges that SWDs face in class activities	KU				JKUAT (%)			
	Lects		SWDs		Lects		SWDs	
	%	F	%	F	%	F	%	F
Use of smaller learning groups/classes	33	14	71	34	0	0	0	0
Provision of modern assistive learning equipment's and materials	33	14	71	34	0	0	0	0
Provision of assistive devices e.g. note taker	33	14	71	34	0	0	0	0
Training of lecturers who are not aware of SWDs needs	17	1	79	38	14	1	75	6
Establishment of curriculum evaluation committees	17	1	58	28	0	0	0	0
Create public awareness campaigns	17	1	58	34	0	0	0	0
Preserve seating spaces for SWDs in lecture halls	0	0	50	24	0	0	0	0
adequate allocation of Exam time for SWDs	0	0	58	28	0	0	0	0

The findings in Table 4.9 suggest that awareness creation and training of lecturers to teach SWDs (KU-SWDs 79% [38]; JKUAT-SWDs 75% [6]), provision of modern assistive learning equipment's and materials (KU-SWDs 71% [34]), and use of smaller

groups in teaching (KU-SWDs 71% [34]) to reduce congestion in class, are some of the strategies that can be used to enable SWDs to participate more in class activities. It is noteworthy that most of these suggestions can be implemented if disability policy is adopted to promote IE.

In an interview with Disability coordinator in JKUAT it was noted that:

SWDs can seek support elsewhere to get assistants or aids to help them in note taking and helping them to find their way around the university since the university cannot afford this without funds. The parents of SWDs can arrange to provide hearing aids from organizations that help SWDs [JKUAT Disability Coordinator, JKUAT, November, 2019].

This finding concurs with the observations of the registrar Academics of students in JKUAT who noted that JKUAT was not able to implement the disability mainstreaming policy fully. These findings seem to indicate that SWDs in JKUAT are not given adequate assistance and confirms that the disability policy is not operational. The finding also indicates that inclusive educational policies are not being adequately implemented in JKUAT. As a result, SWDs may decline to take up programmes in these universities since their special needs are not provided for.

The study went on to explore the opinions of informants regarding measures that HEI could institute to cater for SWDs to enable them participate in academic activities. The findings are presented in following section.

4.6 Policy measures to promote Participation of SWD in Academic Activities in Public Universities

The study explored various strategies that could be adapted to improve and promote participation of SWDs in academic activities in PUs. This may help the SWDs to enjoy

their studies together with fellow peers to give them enabling environment to acquire valuable knowledge and skills to be competitive in the labour market. The findings are presented in the subsequent sections.

4.6.1 Inclusive Education strategies

IE could offer solutions to challenges facing SWDs in PUs to enable them take study in various programs with others without disabilities. The informants were asked whether the current university strategies on IE have improved academic participation of SWDs.

The findings are presented in Figure 4.14

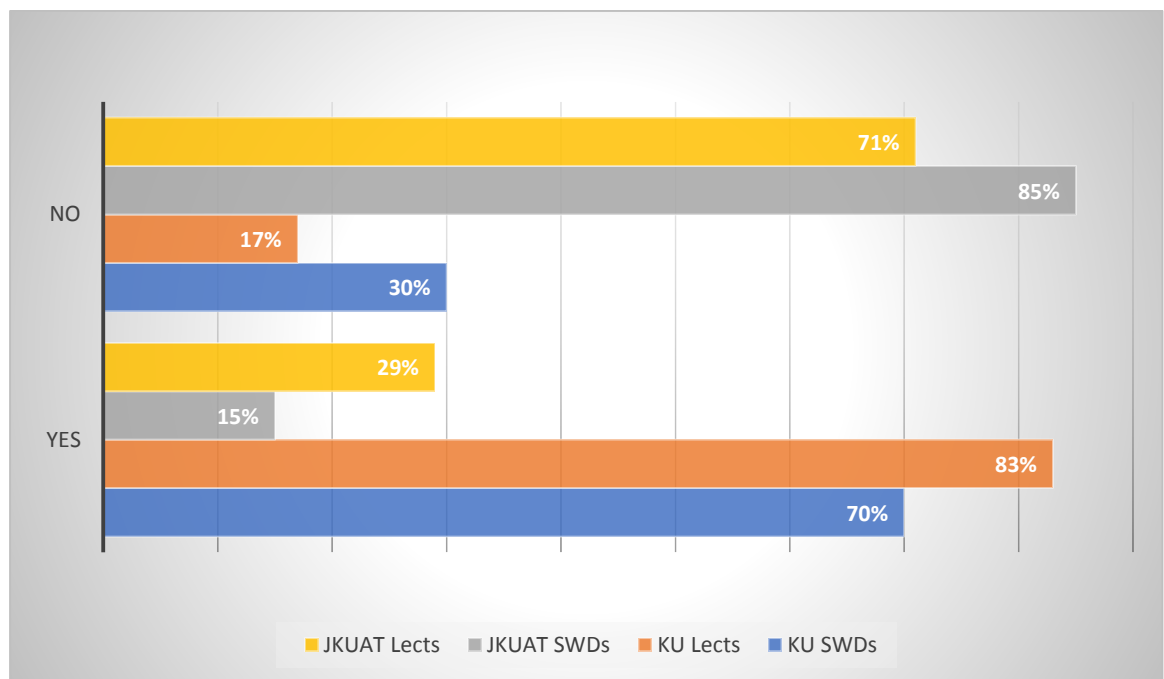


Figure 4.14 Do university strategies on SWDs improve academic participation?

The findings in Figure 4.14 reveal that current strategies in JKUAT have not been able to improve participation of SWDs in academic activities (JKUAT-SWDs 85% (7); JKUAT-Lects 71% (5)). Conversely, inclusive strategies have improved academic participation of SWDs in KU (KU-SWDs 81% (39); KU-Lects 83% (35)).

These findings indicate that IE could be effective in enabling SWDs benefit from university education programs. IE gives hope to SWDs in HEIs where they may acquire professional skills and knowledge to make them access premier careers.

The study sought ideas from various informants; regarding policy strategies to enhance IE in PUs since IE has the potency to solve most challenges faced by SWDs in HEIs. The findings are discussed in sections below.

4.6.2 Strategies that can enhance inclusive education at the university

The informants were asked to name strategies which can be used to promote inclusive education in the universities. The findings from questionnaires are given in Table 4.10

Table 4.10 Strategies that can be used to enhance inclusive education in universities

Strategies to enhance inclusive education in universities	KU (%)				JKUAT (%)			
	Lects		SWDs		Lects		SWDs	
	%	f	%	f	%	F	%	F
Provide less restricted learning environment to SWDs	67	28	90	43	14	1	75	6
Universities can organize to buy more assistive devices for SWDs	50	21	69	33	0	0	0	0
Create awareness on the importance of inclusive education for SWDs	50	21	69	33	14	1	38	3
Universities should provide enabling environment like infrastructure for SWDs	50	21	60	29	14	1	0	0
Adaptation of curriculum to suit needs of different students with disabilities	33	14	75	36	14	1	38	3
Ensure special needs facilities are accessible at the university	33	14	75	36	0	0	25	2
Conduct seminars to educate mainstream groups on how to handle learners with disabilities	33	14	40	19	0	0	0	0
Include diverse inclusive education strategies	33	14	54	26	0	0	0	0
Encouraging participation of SWDS in academic activities	33	14	60	29	0	0	13	1
Lowering the cut-off marks for SWDs	33	14	65	31	14	1	50	4
Use of trained specialized lecturers to teach persons with different disabilities	33	14	75	36	0	0	25	2
Make lecture halls accessible to person with disabilities	17	7	45	22	14	1	25	2

Table 4.10 indicates that KU-SWDs (90% [43]) and KU-Lecturers (67% [28]) felt that universities should adapt curriculum to suit need of SWDs (KU-SWDs 75% [36]; KU-

Lects 33% [14]), adapt facilities and infrastructure (KU-SWDs 75% [36]; KU-Lects 33% [14]), provide conducive learning environment to SWDs students which can be done through provision of assistive devices (KU-SWDs 69% [33]; KU-Lects, 50% [21]), among others.

In a FGD with SWDs in JKUAT, one respondent noted that:

Some of the ways through which our university can make learning good for SWD is to have a policy of reserving front seats for SWDs and allocate big lecture halls for university core units [Zawadi, a female SWD-JKUAT, November, 2019].

Another respondent said that:

University can have a policy to lower cut-off points for SWDs to help them acquire university education [Zopi, a male SWD-JKUAT, November, 2019].

In an interview the disability coordinator in JKUAT observed that:

The universities can provide SWDs with Braille materials, mentoring services, communication gadgets for those with hearing problems, provide special infrastructure facilities for all special needs. Adjust facilities in laboratories, workshops and all other buildings to be disability friendly. Mentorship programs for students with disabilities. Sensitize staff on how to deal with students with disabilities. [JKUAT Disability Coordinator, JKUAT, November, 2019].

The observations above suggest the need of operationalize the JKUAT disability policy so that the institution is more responsive to the divergent needs of all students including those with disabilities. This is stated in the JKUAT mainstreaming policy which further proposes to be reviewed every 3 years in order to accommodate emerging disability issues. However, this would first require full implementation, which is being hindered by lack of funds. Activation of the disability related policies would encourage

enrolment and may even start to record SWD participation in programs such as medicine, engineering and other science-based courses, where they are currently not represented.

An interview the disability coordinator in KU noted that:

Universities can improve the services offered to SWDs if adequate funds are provided to fully implement disability policies which include provisions for curriculum adaptations, provisions of assistive devices and modification of infrastructure to cater for diverse needs of SWDs. Train staff on how to deal with students with disabilities. [KU Disability Coordinator, KU, November, 2019].

Similar observations were raised by registrar academic of students in KU who observed that:

Universities can improve service delivery offered to SWDs through regular review of policies safeguarding interests of SWDs to meet the changing needs of SWDs. Regular review of disability policies will enable universities to meet various specialized needs based on complexities of disabilities. Regular review will enable relevance of policies to meet demands of SWDs which seem to be changing by day [Mkuki, KU-Registrar academic of students, November, 2019].

These findings show there is need to improve service delivery to SWDs. This would help in aligning KU to its commitment as exemplified by her mission statement of being sensitive and responsive to societal needs and the right of every person to knowledge. This can be done through review of disability policies and programs to make them friendly to SWDs.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings and conclusions of the study and, based on the study findings, gives recommendations for improvement of inclusive education policies in public universities to enhance academic participation of SWDs. The chapter also gives suggestions for further research which were identified in the course of the study.

5.2 Summary of the findings

The presentation of this section is based on the findings from each of the objectives of the study, which address awareness measures that public universities have taken to promote inclusive education as a strategy for increasing participation of SWDs in academic activities; influence of institutional inclusive policies on admission practices and participation of SWDs in academic activities; influence of institutional inclusive policy on curriculum adaptation and participation of SWDs in academic activities; and measures that public university are taking to support participation of SWDs in academic activities

5.2.1 Measures that Public Universities have taken to promote awareness of IEP to promote participation of SWDs in academic activities

The first objective of the study was to investigate measures that public universities have taken to promote awareness of inclusive education policies, to promote participation of SWDs in academic activities.

Under this finding the study established that KU has incorporated solid strategies for awareness creation on IE and disability in general. The pivotal role of creating disability awareness by KU, within and outside the institution is taken up by DODS. Every academic year, for example, DODS organizes a disability awareness day where students and members of the institution and outsiders are invited to public events which show cases the potential of SWDs within the university. Some of the highlights of this annual event include entertainment through song, dance, poems and adapted games, as a means of exhibiting the potential for inclusiveness in the general spheres of life. Apart from this event, DODS organises disability sensitization seminars and workshops targeting both members of the teaching and non-teaching staff. KU also has a disability magazine that is published yearly to articulate disability matters as a way of creating awareness. The institution also has a vibrant Kenyatta University Disabled Students Association (KUDSA), which is a key platform for SWDs to air their voice. All these measures, backed by the presence of a Special Needs Department, are a step in the right direction, inching KU closer to realizing its vision of becoming a dynamic and inclusive centre of excellence.

Comparatively, the study established that though JKUAT has paid some attention to disability issues within the institution, the measures are minimal and the impact has not been significant. Sensitization through workshops and seminars which previously were a key awareness feature in the institution, are no longer being held due to financial constraints. Unlike KU that has a fully-fledged directorate of disability services, the activities of mainstreaming disabilities including creation of awareness amongst university community are under the department of gender. In JKUAT, the respondents were of the opinion that their disability office was not independent as it operated under

the office of the students' president hence affecting their efforts of championing their concerns.

5.2.2 Influence of institutional inclusive policy on admission practices and participation of SWD on academic activities

The second objective of the study was to examine influence of institutional inclusive policy on admission practices and participation of SWD on academic activities in Public Universities in Kenya.

Under this finding, the study established that both universities have a documented disability policy that provides guidelines on admission of SWDs. The policy documents have both been formulated in line with the Persons with Disability Act (2013) and the Constitution of Kenya (2010). Kenyatta University also provides pre-entry advice where prospective students are issued with information about support services available while on campus.

On the other hand the study noted JKUAT's commitment to offering academic opportunities to all suitably qualified persons irrespective of their disabilities. In one of its policy statements, JKUAT commits itself on enrolment of students with disabilities in various academic programmes related to their qualification and abilities. It also commits itself to ensure non-discriminatory practices in all programmes thus guaranteeing academic participation for all including those with disabilities.

However majority of the respondents in both universities were of the opinion that there is still a lot to be done as the system of admission does not provide fairness and recommend a more consideration on the entry points to compensate the difficulties SWDs encounter as they compete with their counterparts. Lowering of entry points and introduction of innovative programmes that can meet the unique needs of SWDs was

one of the suggestions given by SWD in the interviews so as to increase their enrolment rate. In JKUAT, inaccessibility of most buildings including part of the administration building and the halls of residence were identified as the major barriers for admission of SWDs.

5.2.3 Influence of institutional inclusive policy on curriculum adaptation and participation of SWD on academic activities

The third objective of the study was to examine the influence of institutional inclusive education policy on curriculum adaptation and participation of SWD on academic activities in public universities in Kenya.

Under the findings of this objective, curriculum adaptation was revealed as a major concern in both universities. Majority of the students in JKUAT 7 (88%) and lecturers 5 (71%) felt that the curriculum was unsuitable as it was not fully responsive to the academic needs of SWDs. In KU the feeling of unsuitability of the university curriculum was modest with 28 (58%) and 21 (50%) for students and lecturers respectively. Majority of the students in JKUAT 5 (63%) compared to 43 (90 %) SWDs in KU preferred adapted curriculum to ensure inclusivity and academic participation.

The study findings also revealed that Kenyatta University has made some efforts in providing assistive devices that have direct bearing on learning of SWDs. This includes provision of braille machines and scientific talking calculators for the visually impaired students. Mobility aids like the white cane and wheel chairs are solicited from donors by the university to assist those who most needed them. Repairs and maintenance of the devices is done freely by KUs maintenance department. However the study revealed that there is still more to be done with 46 (96%) of SWDs in KU, 28(65%) of lecturers in KU in support of provision and usage of inclusive learning devices like digital

recorders, phonetics spelling software and electronic worksheets. In JKUAT, the failure noted to respond to this question by both SWDs and lecturers may be indicative of lack of awareness of the usage of assistive devices.

Concerning the pedagogical aspect, the findings of the study revealed the need for capacity building of lecturers to enhance their efficacy while teaching SWDs. In KU, 38 SWDs (80%) and 6 (75%) of SWDs in JKUAT were of the opinion that lecturers should be trained so as to be well versed with the academic needs of learners with disabilities. In KU, SWDs identified the use of unfriendly teaching methods 60% (29), and inadequate time allocated 65% (29). Online teaching was also identified as least preferred method of teaching and learning process, with majority of students 54% (26) in KU saying that it was inadequate while 88% (7) of SWDs in JKUAT termed it not involving academically.

The findings of the study also revealed that KU has put in place support services that boost academic participation of SWDs such as provision of shuttle services using disability vans to enhance mobility of students with physical disabilities within the institution. There is also an attempt to make the buildings accessible by providing ramps, rails and other structural adaptations. The findings revealed that JKUAT does not offer transport services to students with disabilities and there is much of the infrastructure does not have modifications to support accessibility by SWDs.

5.2.4 Measures that public university are taking to support participation of SWDs in academic activities

The fourth objective of the study was to determine measures that public universities are taking to support participation of SWDs in academic activities in Kenya.

The findings under this objective indicated that there is need for public universities to fully operationalize and implement their disability policies so as to enhance academic participation of SWDs. Creation of a conducive environment for learners with disabilities 90% (43) of SWDs in KU and 80% (6) of JKUAT SWDs was identified as an integral strategy in improving academic activities of SWDs.

With a shift to an increase towards digital learning, the study observed that there is need for university management in Pus to develop the online teaching and learning technology so that it can be adaptive to the needs of all learners particularly those with disabilities. Also in KU, it was observed that many of the students who are visually impaired depend on other students in accessing digital information. This goes against the students' right to access information and the university inclusive policy that stipulates that all information should be availed in all formats. The design of the university website is not friendly for students with low vision as its colour scheme is not differentiated. It is also not usable by those with sight problem as it is set in PDF format.

5.3 Conclusions of the study

Based on the findings of the study, that the following conclusions may be stated:

The first objective of the study sought to investigate inclusive education awareness measures that PUs in Kenya has taken to promote academic participation of SWDs. The study concludes that some PUs have made an effort to create awareness and advocate for measures that support inclusive policies. Methods such as workshops, trainings, and seminars and public forums have been applied. However, the practice is not being widely practiced due to fund limitations and the efforts are inadequate to have much impact. This lack of effective advocacy and awareness strategies has negatively

impacted on the knowledge and perception change which is critical to the success of inclusive education.

The second objective of the study aimed at examining the influence of institutional inclusive policy on admission practices and participation of SWD on academic activities in public universities [PUs] in Kenya. The study concludes that lack of a clear admission policy at both universities has a correlation with the limited number of students with disabilities that join various programs in Public Universities.

The third objective of the study sought to examine the influence of institutional inclusive policy on curriculum adaptation and participation of SWD on academic activities in PUs in Kenya. The study concludes that an appropriate adaptation of the University curricular have not been not been fully adapted to respond to the diverse academic needs of all learners with various disabilities. A responsive curricular should also be buttressed by proper infrastructure adjustment, which forms a vital component for enabling access. The study further notes that there is limited pedagogical adaptation to suit inclusive learning and teaching processes. Failure to adapt the Universal Design for Learning (UDL) denies SWDs an equal opportunity to academic participation and success.

The fourth objective sought to determine policy measures that can be taken to encourage participation of SWD in academic activities in PUs in Kenya. The study concludes that proper and timely implementation and evaluation mechanisms for inclusive education policy in Public Universities is lacking. There is no established system for maintaining up-to-date data for SWDs in Public Universities. This has negatively impacted the need to review university programs with a view of

accommodating all learners. It is an important for such data to be collecting and analysed in order to plan effectively and track the progress of implementation IE initiatives.

5.4 Recommendations

Based on the conclusions of the study, the following recommendations can be made;

5.4.1 Policy recommendations

The study recommends that

- a. Efforts should be put in place to promote advocacy and awareness measures on inclusive policies through workshops, trainings, and seminars amongst the university constituents to promote effective advocacy and awareness strategies and mitigate the negative impacts of dissemination of inclusive education policy.
- b. The study also recommends that implementation of IE policies should be done to create opportunities for SWDs to participate in academic programs equitably with other peers. Based on the study results and conclusions, the following recommendations were made in order to facilitate effective implementation of inclusive education policy and academic participation for SWDs in PUs.
- c. There should be an appropriate adaptation of the University curriculum to respond to the diverse academic needs of all learners with various disabilities and should include proper infrastructure adjustment which is an integral component of promoting inclusivity and accessibility for all learners.
- d. There should be proper and timely implementation and evaluation mechanism for inclusive education policy in Public to maintain up-to-date data for SWDs in Public Universities.

5.4.2 Recommendation to the MoE

Based on the study results, the Kenya government, through the MoE, should develop a comprehensive national guideline for the implementation of I.E.P in public universities. The study findings established that there is no standard for all the universities and that even in the institutions where ‘home-grown’ IEPs or other disability policies exist, these have not fully implemented. Financial constraints were cited as a major constraint for implementation even where institutional-based policies exist. Based on this finding the study recommends that the national government should enable the universities to implement the IE policies through a number of measures. The government should provide adequate financial and logistical support so that institutions can operationalize and sustain implementation of their disability and IP policies. The MoE through the Commission of University Education (CUE) should also develop a proper guideline and standard for IEPs, as well as mechanism for monitoring and evaluating the implementation within public universities. This firm approach is important so as to serve the rights of the SWDs as well as allow them to develop and utilise the potential they possess, in the effort of nation building.

The study also established that SWDs fail to enrol in some university programs such as engineering and medicine, due to the nature of courses, where the curricular and equipment are not usually adapted to respond to their unique needs. This study recommends that the government should engage with such PUs so that they can be more discussions and creativity around solutions that will support necessary adaptation and modifications to allow meaningful inclusivity for SWDs, even in terms of course variety..

5.4.3 Recommendation to Public Universities

There is need for PUs to undertake periodic research on inclusive education and set up data and evidence-based structure, for effective implementation of inclusive education policy. This will ensure effective continuous knowledge building, learning and improved services to cater for SWDs. Public Universities, being at the helm of education provision, should take the lead role in this initiative.

Universities should put more emphasis on promoting inclusive education through advocacy and awareness building and should apply both IEC (Information, Education and Communication (IEC) and ICT strategies to achieve this.

Public universities need to strategize on IE programs, to open up the space for SWDs to pursue any course or program of choice, based on merit. This will enable universities admit students on merit, without discrimination and in compliance with the provisions for rights of all, embedded in the constitution of Kenya.

The JKUAT management should seek other alternatives to commence implementation of its disability policy. Exploring other frontiers for funding implementation can take the form of engagement with the private sector. This would support the institutions capacity to support SWDs in line with MoE policy.

Public Universities should adapt their curriculum to become flexible and responsive to the needs of all learners including those with disabilities. This, along with provision of assistive devices, would help in removing barriers in instruction and allowing SWDs achieve their learning goals.

Modern technological inventions need to be utilized by Public Universities so as to bring SWDs fully on board and especially those with visual impairments. Such

technologies that can be capitalized on include the use of specialized computers for online teaching and learning.

Policy without valid and reliable data is potentially costly and wasteful guesswork. Public Universities should therefore ensure that they keep an up to date population disability data in their respective institutions. These statistics can play a pivotal role in the area of policy-making and in every stage from development and implementation, to monitoring and evaluation of its effectiveness. These would help in maximizing the participation of SWD in education and other areas of social life.

5.4.4 Recommendations for further research

Scholarly scientific educational research is the lifeblood of empirical knowledge and innovative skills that enable effective strategic planning of IE to cater for the diverse needs of SWDs in particular, and other evolving sectors of education in a country. It is on the basis of this persuasion that this study recommends that more studies be conducted in quest of informative findings.

In the current study it was found out that one of the universities has not been able to implement its disability policy in spite of having a clear policy guideline expressing intention of the same. A similar study can therefore be done in other public universities to establish the kind of policies used to cater for SWDs. Such a study will help to find out the practical challenges other universities may be facing in catering for SWDS by yielding findings for comparison.

A similar study can be done in private universities in Kenya to find out the policies in use to cater for needs of SWDs. Such a study will avail findings for comparative analysis between private and public universities.

A similar study can be done within an international university based in Kenya for comparative analysis in order to show similarities and differences in service provision between public and international universities operating in Kenya.

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APPENDIX A
QUESTIONNAIRE FOR UNIVERSITY LECTURERS

Dear Respondent,

My name is David Karanja. I'm a Doctorate student in the Department of Educational Foundations, school of education, Kenyatta University. I am carrying out a study on "Institutional inclusive education policy and academic participation of students with disabilities in Kenyan Public Universities". You have been selected as one of the respondents to provide some information considered essential to this study. Please, you are kindly asked to be fair and honest in your response. Kindly, note that the information you provide will be for the purpose of this study only and will be held in confidentiality. The questionnaire is confidential and anonymous. Please do not write your name or draw any mark that may reveal your identity. Participation in this study is voluntary and you can withdraw from the study at your own volition. Ask where instructions may not be clear.

Welcome!!!

Instruction:

Kindly respond to items provided in the questionnaire. Tick by putting a (√) against the correct option according to you;

Demographic information

- i. Could you be aware of any student with a disability in the programmes that you are currently teaching? **(Tick appropriately)**

Yes ()

No ()

ii. If **YES** name some in the area (s) you are teaching?

.....
.....

iii. Are you aware of the University's inclusive education policy? (**Tick** (√) **appropriately**)

1. **Yes** ()

No ()

iv. Kindly show the level you agree with the following statements regarding the admission practices for student with disability.

Use a (√) to rate the following statements as follows

A- If you agree; **UN-** Undecided; **D-** Disagree

		A	UN	D
1	The university has an inclusive admission policy that takes into consideration the needs of all students including those with disabilities.			
2	All students despite their disability should be admitted in various university programmes and courses			
3	The entry point of those students with disabilities should be lowered so as to enhance their admission rate.			

Q. 2. Awareness of Disability Policies in Public Universities

- i. What measures has your university taken to create awareness of inclusive education policies for SWDs among internal community like students and lecturers?
- ii. What measures has your university taken to create awareness of inclusive education policies for SWDs among external community like general public/any other measures like mass media among others?
- iii. What measures does your university take to promote participation of SWDs on academic activities among students and lecturers within university?

Q. 3. Curriculum adaptation

1. The current university curriculum has been adapted to accommodate students with disabilities. (Tick (√) appropriately)

Yes () No ()

2. There has been a lot of sensitization on curriculum adaptation to accommodate students with disabilities through training and seminars.

Yes () No ()

3. If the answer to the above question is **YES**, how have the sensitization seminars and workshops helped you in adapting the curriculum?

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

4. Suggest any critical area(s) that you think are critical for adaptation so as to enhance academic participation of students with disabilities

.....

.....

.....

Pedagogical practices

- i. Identify the teaching strategies you apply in your teaching.

(Tick (√) where appropriate)

- 1. Lecture method ()
- 2. Group work ()
- 3. Paper presentation ()
- 4. Question and answer ()
- 5. Online teaching ()
- 6. Others (specify).....

- ii. Please (√) to indicate extent the following teaching strategies take into consideration students with disabilities.

	1. Not involved at all	2. Inadequate	3. Adequate	1	2	3
1	Lecture					
2	Group discussion					
3	Online teaching					
4	Paper presentation					

iii. What challenges do you face with regards to the participation of students with disabilities in the classroom learning and activities?

iv. In your opinion how can they be overcome?

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

STRATEGIES ON INCLUSIVE EDUCATION

1. The current university strategies on inclusive education have managed to enhance academic participation of students with disabilities. (**Tick** (✓) **appropriately**)

Yes ()

No ()

2. In your opinion which strategy(s) can help to make inclusive education succeed in public Universities?

Thank you for your valuable information

APPENDIX B

Student Focus Group Discussion

Guidelines

Who are you and why are you carrying out this study? Thank you for your time to respond to these questions. Please feel free to respond to questions asked during this discussion. Your responses will be held in confidentiality and only used for the purpose of this study. Kindly you are asked to cooperate and feel free to seek for clarification from the researcher to any issue you are asked to respond to.

WELCOME.

1. What is your feeling on the opinion that Universities should have an inclusive education policy that guarantees academic participation for students with disabilities? (Probe on their knowledge of any existing policy on inclusion, and how it helps them participate academically etc.)
2. What is your opinion on university's admission policy? (Probe on its inclusivity i.e. any consideration for special needs cases etc.)
3. What measures has your university taken to create awareness of inclusive education policies for SWDs among internal university community like students and lecturers?
4. What measures has your university taken to create awareness of inclusive education policies for SWDs among external university community like general public?
5. What measures does your university take to promote participation of SWDs on academic activities among students/lecturers and others within university?

6. What are the challenges that disabled students face while seeking for university admission in public universities?
7. In your opinion what do you think should be done to ease the admission of students with disabilities in universities?
8. What is your opinion that the university's curriculum has been adapted so as to become inclusive of all students including those with disabilities?
9. What are the teaching methods used by lecturers in class? (Probe methods used e.g. class involvement, practical activities etc.)
10. In your opinion do you think that the teaching methods used at the University take into consideration mind about the diversity of the learners (probe about their impact on slow learners, hearing impaired, visually impaired etc.)
11. What challenges do you face with regards to your academic participation at the University?
12. What strategies would you suggest that can influence effective implementation of inclusive education at the University to cater for the needs of all students?

Thank you for your time and cooperation.

APPENDIX C

QUESTIONNAIRE FOR STUDENTS WITH DISABILITIES

Dear respondent,

I am carrying out a study on institutional inclusive education policy and its influence on academic participation of students with disabilities in Kenyan public universities. You have been selected as a respondent and your information will greatly assist the outcome of the study. We are therefore requesting you to respond to all items in the questionnaire. Please be fair and honest in your responses. Any given response will be treated with utmost confidentiality.

INSTRUCTION: Please answer all the items in the questionnaire.

Are you aware of the university policy that guides on inclusive education? (**Tick appropriately**)

Yes ()

No ()

If yes do you think that the policy has boosted the academic participation of students with disabilities?

(Tick appropriately)

Yes ()

No ()

Q1. Admission practices

Please indicate the extent to which you agree with the following statements regarding admission policy at the university.

Rate the following statements as follows:

A-If you agree

UN-If undecided

D-If you disagree

✓ () **One choice which is appropriate for each statement.**

		A	UN	D
1	The admission policy of the university is favourable to all students including those with disabilities			
2	There is equal academic participation for all students including those with disabilities			
3	Cut off marks for those students with disabilities should be slightly lowered so as to increase their admission rate.			
4	Over the years there has been a significant rise in the number of students with disabilities enrolled in different programmes.			

2. What are some of the challenges that students with disabilities experience while seeking admission in public Universities?

3. Suggest solutions to challenges you have mentioned above.

Q. 2. Awareness of Disability Policies in Public Universities

- a. What measures has your university taken to create awareness of inclusive education policies for SWDs among internal community like students and lecturers?
- b. What measures has your university taken to create awareness of inclusive education policies for SWDs among external community like general public/any other measures like mass media among others?
- c. What measures does your university take to promote participation of SWDs on academic activities among students and lecturers within university?

Q. 3. Curriculum adaptation

- 1. Please indicate how you feel regarding the university curriculum and its influence on academic participation of student with disabilities. Rate the following statements as follows.

A-If you agree

UN-If undecided

D-If you disagree

		A	UN	D
1	The curriculum of the university has been adapted to meet academic needs of all students including those with disabilities.			

2	There is need to adapt the curriculum so as to help those students with disabilities participate better academically.			
3	University lecturers have adequately adapted the curriculum and have made it more inclusive even to the learners with disabilities.			

2. Do you remember any time you felt that the curriculum is unsuitable for students with disabilities? (Tick appropriately)

Yes ()

No ()

3. What is your recommendation(s) for a more inclusive curriculum at the university?

Q. 3. Pedagogical practices

1. What are the teaching strategies used in your class. (**Tick where appropriate**).

I. Lecture ()

II. Group discussion ()

III. Question and answer ()

IV. Online teaching ()

V. Others (specify).....

2. Please indicate the extent the following teaching strategies take into consideration your special needs.

	1	2	3	1	2	3
	Adequate	Inadequate	Not involved at all			
1	Lecture					
2	Group discussion					
3	Question and answer					
4	Online teaching					

3. What challenges do you face regarding participation in classroom activities?

4. In your opinion what can be done to overcome these challenges?

Q. 4. Inclusive education Strategies

1. In your opinion do you think that the current university strategies on inclusive education have improved academic participation of students with disabilities? (**Tick appropriately**).

Yes ()

No ()

3. In your opinion which strategies do you think can enhance inclusive education at the Universities?

Thank you for your valuable information

APPENDIX D

INTERVIEW SCHEDULE FOR UNIVERSITY REGISTRAR ACADEMICS

Guidelines

The aim of this study is to investigate how inclusive education policy influences the academic participation of students with disabilities in Kenyan public Universities. The success of this study will help in formulation of inclusive institutional policies that will enhance academic participation of students with special needs. Your response is therefore very important and will be treated in confidentiality. You are kindly requested to respond to all items. Please seek for clarification in areas you feel unclear.

WELCOME.

1. Does your university have inclusive policy? (Probe on whether universities have inclusive education policies)
2. What is your feeling on the opinion that Universities should have an inclusive education policy that guarantees academic participation for students with disabilities? (Probe on their knowledge of any existing policy on inclusion, and how it helps them participate academically etc.)
3. What measures has your university taken to create awareness of inclusive education policies for SWDs among internal university community like students and lecturers?
4. What measures has your university taken to create awareness of inclusive education policies for SWDs among external university community like general public?

5. What measures does your university take to promote participation of SWDs on academic activities among students/lecturers and others within university?
6. What is your opinion on university's admission policy? (Probe on its inclusivity i.e. any consideration for special needs cases etc.)
7. What are the challenges that disabled students face while seeking for university admission in public universities?
8. What measures have the university taken to enhance admission of students with disabilities in the university? (Probe on steps taken to facilitate smooth admission process for SWDs)
9. In your opinion what do you think should be done to ease the admission of students with disabilities in universities?
10. Do you have school seminars or workshops to sensitize staff or students on issues regarding SWDs? (Probe on schedules/programs and their frequency)
11. What is your opinion that the university's curriculum has been adapted so as to become inclusive of all students including those with disabilities?
12. What are the teaching methods used by lecturers in class? (Probe methods used e.g. class involvement, practical activities etc.)
13. In your opinion do you think that the teaching methods used at the University take into consideration mind about the diversity of the learners (probe about their impact on slow learners, hearing impaired, visually impaired etc?)
14. What challenges do you face with regards to your academic participation at the University?
15. In your opinion, what strategy(s) can be employed to enhance academic participation of students through inclusive education at the university? (Probe on any measures taken to keep SWDs active in learning).

16. What strategies would you suggest that can influence effective implementation of inclusive education at the University to cater for the needs of all students? (Probe on any measures taken and types of measures).

Thank you for your time and cooperation

APPENDIX E
INTERVIEW SCHEDULE FOR UNIVERSITY DISABILITY CO-
ORDINATORS

Guidelines

The aim of this study is to investigate how inclusive education policy influences the academic participation of students with disabilities in Kenyan public Universities. The success of this study will help in formulation of inclusive institutional policies that will enhance academic participation of students with special needs. Your response is therefore very important and will be treated in confidentiality. You are kindly requested to respond to all items. Please seek for clarification in areas you feel unclear.

WELCOME.

- a. How many SWDs do you currently have in your institution? (Probe representation in departments, kind of disabilities, etc.)
- b. Does the University have a policy guideline on inclusive education? YES (.....)
NO (.....)
- c. If yes do you think that the policy is clear on the admission criterion of student with disabilities? YES (.....) NO (.....)
- d. When was the last time the policy was reviewed?
- e. Do we have departmental sensitization of the policy in form of seminars, workshops, etc.?
- f. What measures have the university taken to enhance admission of students with disabilities in the university?

- g. What measures has your university taken to create awareness of inclusive education policies for SWDs among internal university community like students and lecturers?
- h. What measures has your university taken to create awareness of inclusive education policies for SWDs among external university community like general public?
- i. What measures does your university take to promote participation of SWDs on academic activities among students/lecturers and others within university?
- j. In your opinion do you think that the universities curriculum has been adapted in a way that can enhance the participation of students with disabilities academically?
YES (....) NO (.....)
- k. What are your views on the teaching methods employed by university lecturers in view of enabling those students with disabilities to participate effectively in teaching and learning experiences? (Probe about the lecturers' efficacy, class involvement of learners etc.)
- l. In your opinion, what strategy(s) can be employed to enhance academic participation of students through inclusive education at the university?

Thank you for your time and cooperation.

APPENDIX F

OBSERVATION CHECKLIST

Types of services	Not available	Available but not relevant	Available and relevant
Assistive Devices			
Ramps			
Lifts			
Adapted computer hardware			
Clutches			
Others			
Teaching methods			
Adapted teaching Methods			
Learners involvement			
Inclusive lectures/learning practices			
Assessment methods			
Extra-time for exam/Assignments			
Accessible exam rooms			
Others (specify)			
Records			
Institutional inclusive policies			
Enrolment records for students with disability			

Thank you

APPENDIX G

Document analysis guide

The purpose of this study was to establish the influence of institutional inclusive education policy on academic participation of students with Disabilities in Kenyan public universities. This documentary analysis will find out what each of the documents to be analysed say about education of SWDs using four themes from each of the 4 objectives of the study,

S/No	Type of Document	SWD Content Contained to check		Remarks
1.	The policy framework for university education	i	Inclusive policies for SWDs	
		ii	Curriculum adaptation for SWDs	
		iii	Pedagogical practices for SWDs	
		v	Participation strategies for SWDS	
2.	The Person with Disability Act	i	Inclusive policies for SWDs	
		ii	Curriculum adaptation for SWDs	
		iii	Pedagogical practices for SWDs	
		v	Participation strategies for SWDS	
3.	Kenyatta University policy document on Inclusive learning	i	Inclusive policies for SWDs	
		ii	Curriculum adaptation for SWDs	
		iii	Pedagogical practices for SWDs	
		v	Participation strategies for SWDS	

4.	Jomo Kenyatta University of Agriculture Disability mainstreaming policy	i	Inclusive policies for SWDs	
		ii	Curriculum adaptation for SWDs	
		iii	Pedagogical practices for SWDs	
		v	Participation strategies for SWDS	
5.	The constitution of Kenya 2010	i	Inclusive policies for SWDs	
		ii	Curriculum adaptation for SWDs	
		iii	Pedagogical practices for SWDs	
		v	Participation strategies for SWDS	
6.	Commission for higher education university standards and guidelines 2014	i	Inclusive policies for SWDs	
		ii	Curriculum adaptation for SWDs	
		iii	Pedagogical practices for SWDs	
		v	Participation strategies for SWDS	
7.	Kenyatta University Statutes	i	Vision	
		ii	Mission Statements	
8.	Jomo Kenyatta University of Agriculture Statutes 2014	i	Vision	
		ii	Mission Statements	

Appendix H

A List of Key Informants in Pseudo Names in the Study

Institution	Sample	Gender	Pseudo name	Code
JKUAT	Disability coordinator	Male	Cinema	-Disability Coordinator, November, 2019
JKUAT	SWD	Female	Zawadi	SWD-JKUAT, November, 2019
JKUAT	SWD	Male	Zopi	SWD-JKUAT, November, 2019
JKUAT	SWD	Female	Zak	SWD-JKUAT, November, 2019
JKUAT	SWD	Male	Didi	SWD-JKUAT, November, 2019
KU	SWD-VI	Female	Dayo	SWD-KU, November, 2019
KU	SWD	Male	Kashujaa	SWD-KU, November, 2019
KU	Disability coordinator	Male	Pamba	KU-Disability Coordinator, November, 2019
KU	SWD	Female	Lizzo	SWD-KU, November, 2019
KU	SWD	Male	Pambo	SWD-KU, November, 2019
KU	SWD	Female	Dada	SWD-KU, November, 2019
KU	SWD	Male	Njoo	SWD-KU, November, 2019
KU	Registrar academic of students	Male	Mkuki	KU-Registrar academic of students, November, 2019
JKUAT	Registrar academic of students	Male	Mshale	JKUAT-Registrar academic of students, November, 2019

APPENDIX I

Informed consent Form/template

Informed Consent

My name is David Karanja. I am a Doctorate student from Kenyatta University. I am conducting a study titled "**Institutional Inclusive Education Policy and Academic Participation of Students with Disabilities in Kenyan Public Universities.**" The study may make significant contributions beneficial to the Students with disabilities to inform policies so as to make Inclusive Education a reality in our public universities. The study is for academic purposes only. You are assured of confidentiality and anonymity.

Procedures to be followed

Participation in this study will require that I ask you some questions.

Voluntarism

You have the right to refuse participation in this study. Please remember the participation in this study is voluntarily. You may ask questions related to the study at any time.

You may refuse to respond to any questions and you may stop an interview at any time.

You may also stop being in the study at any time without any consequences.

Discomforts and Risks

Some of the questions you will be asked are on intimate subject and may make you uncomfortable. If this happens, you may refuse to answer these questions if you so

choose. You may also stop the interview at any time. The interview will take approximately half an hour.

Benefits

If you participate in this study you will help us to learn how to engage the students' council in order to improve the discipline of schools in Nairobi County.

Reward

There are no rewards or any payment to you if you participate.

Confidentiality

The interviews and examinations will be conducted in a private setting within the school. Your name will not be recorded on the questionnaire. The questionnaires will be kept in a locked cabinet for safe keeping and everything will be kept private.

Contact Information

If you have questions about the study call Dr. Isabella Kamere - 0722 427 875 or Supervisor Dr. Violet Wawire - 0733 761 820

Participant's statement

The above information regarding my participation in the study is clear to me. The study has been explained to me and I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time.

Name of Participant:

Signature or Thumbprint	Date
_____	_____

Name of Representative/Witness (where necessary) Relationship to Subject

Investigators statement

I, the undersigned, have explained to the volunteer in a language s/he understands, the procedures to be followed in the study and the risks and benefits involved


Name of Interviewer


Signature

Date

APPENDIX J


Research Permit from the Gok with Guidelines and Conditions


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

RefNo: **859316** Date of Issue: **14/August/2019**

RESEARCH LICENSE




Division of Very


**This is to Certify that Mr. DAVID KARANJA of Kenyatta University, has been licensed to conduct research in on the topic:
Influence of Institutional Inclusive Education Policy on Academic Participation of Students with Disabilities in Selected Kenyan
Public Universities for the period ending : 14/August/2020.**

License No: **NACOSTI/P/19/192**

859316
Applicant Identification Number


Director General
**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY &
INNOVATION**

Verification QR Code



**NOTE: This is a computer generated License. To verify the authenticity of this document,
Scan the QR Code using QR scanner application.**

Appendix K

Research Authorization letter from Kenyatta University Graduate School



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

P.O. Box 43844, 00100

NAIROBI, KENYA

Tel. 810901 Ext. 57530

Website: www.ku.ac.ke

Internal Memo

FROM: Dean, Graduate School

DATE: 3rd July, 2019

TO: Mr. David N. Karanja
C/o Department of Educational Foundations
Kenyatta University

REF: E83/24006/13

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

We acknowledge the receipt of your revised Research Proposal entitled “**Influence of Institutional Inclusive Education Policy on Academic Participation of Students with Disabilities in Selected Kenyan Public Universities**” as per recommendations raised by the Graduate School Board of 22nd My, 2019.

You may now proceed with your Data collection, subject to clearance with the Director General, National Commission for Science Technology & Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed supervision Tracking Forms per semester. The form has been developed to replace the progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the Registrar (Academic) is hereby requested to grant you substantive registration for your Ph.D. studies.

Thank you


REUBEN MURIUKI
FOR: DEAN, GRADUATE SCHOOL

c.c. Registrar (Academic) Att. Mr. Likam
Chairman, Department of Educational Foundations

Supervisor

1. Dr. Isabella Kamere
C/o Dept. of Educational Foundations
Kenyatta University
2. Dr. Violet Wawire
C/o Dept. of Educational Foundations
Kenyatta University

RM/cao

Committed to Creativity, Excellence & Self-Reliance

APPENDIX L

Research Authorization from Kenyatta Ethics Committee



Kenyatta University
P.O Box 43844-00100
Nairobi-Kenya

REF: KU/ERC/APPROVAL/VOL1/1

Date: 12th July, 2019

David Njuguna Karanja
P.O Box 43844-00100
NAIROBI

Dear Mr. Karanja,

APPLICATION NUMBER: PKU/2078/I1225 INFLUENCE OF INSTITUTIONAL INCLUSIVE EDUCATION POLICY ON ACADEMIC PARTICIPATION OF STUDENTS WITH DISABILITIES IN SELECTED KENYAN PUBLIC UNIVERSITIES

This is to inform you that **KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE** has reviewed and approved your above research proposal. Your application approval number is PKU/2078/I1225. The approval period is 12th July, 2019 – 12th July, 2020.

This approval is subject to compliance with the following requirements;

- i. Only approved documents including (informed consents, study instruments, MTA) will be used
- ii. All changes including (amendments, deviations, and violations) are submitted for review and approval by **KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE.**
- iii. Death and life threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affected safety or welfare of study participants and others or affect the integrity of the research must be reported to **KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions.
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal.
- vii. Submission of an executive summary report within 90 days upon completion of the study to **KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE.**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://oris.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely



Prof. Judith Kimiywe



CHAIRPERSON- KENYATTA UNIVERSITY ETHICS REVIEW COMMITTEE.