

1xsh 4000

**EFFECTIVENESS OF APPROACHES USED IN THE
IMPLEMENTATION OF INCLUSIVE EDUCATION PROGRAMMES
BY SIGHT SAVERS INTERNATIONAL AND LEONARD CHESHIRE
DISABILITY IN KENYA**

GRACE KWAMBOKA OMETE RASUGU

E83/22769/2012

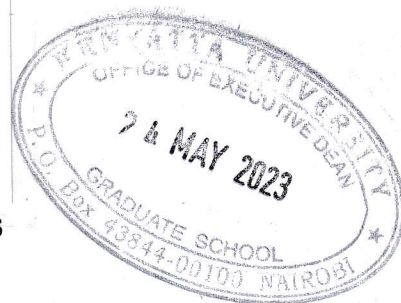
**A RESEARCH THESIS SUBMITTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY IN SPECIAL NEEDS EDUCATION, IN
THE SCHOOL OF EDUCATION AND LIFELONG LEARNING OF
KENYATTA UNIVERSITY**

Rasugu, Grace Kwamboka
*Effectiveness of
approaches used in the*



2023/489200

MAY, 2023



KENYATTA UNIVERSITY LIBRARY

DECLARATION

I declare that this thesis is my original work and has not been presented in any other university/institution. The thesis has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works - including the Internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

Signature :  _____

Date : 12/5/2023

Grace Kwamboka Omete Rasugu

E83/22769/2012

Supervisors

We confirm that the work reported in this thesis was carried out by the candidate under our supervision as university supervisor (s):

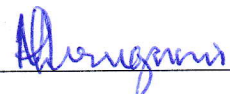
Signature :  _____

Date : 12.05.23

Dr. Nelly Otube

Department of Early Childhood and Special Needs Education

Kenyatta University

Signature :  _____

Date : 18/05/2023

Dr. Margaret Murugami

Department of Early Childhood and Special Needs Education

Kenyatta University

DEDICATION

I dedicate this work to my Dad William Omete who in a dream, saw me crying before him and pleading with him so that he takes me to school. Back then he wondered why I was crying and pleading to be taken to school. This thesis is a fulfilment of my Dad's dream spanning over many decades. I also dedicate this thesis to my husband Dr. Andrew Riechi, thank you for supporting and believing in me. To our children Cliff, Anne, Innocent and Samuel, thank you for your encouragement throughout this study.

TABLE OF CONTENTS

DECLARATION	II
DEDICATION	III
TABLE OF CONTENTS	IV
LIST OF TABLES.....	VIII
LIST OF FIGURES.....	IX
ACKNOWLEDGEMENT	X
ABBREVIATIONS AND ACRONYMS	XII
ABSTRACT	XIV
CHAPTER ONE.....	1
INTRODUCTION AND BACKGROUND TO THE STUDY	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	12
1.3 Purpose of the Study.....	13
1.4 Objectives	14
1.5 Research Questions.....	14
1.6 Significance of the Study.....	15
1.7 Limitations of the Study	16
1.8 Delimitations of the Study	16
1.9 Assumptions of the Study.....	16
1.10 Theoretical Framework.....	17
1.11 Conceptual Framework.....	18
1.12 Operational Definition of Terms	20
CHAPTER TWO.....	22
LITERATURE REVIEW	22
2.0 Introduction	22
2.1 Professional Teacher Preparedness	22
2.2 Adapted Curriculum	27
2.3 Instructional Resources.....	32

2.4 Flexible Teaching and Learning Methods Adapted to Different Needs and Learning Styles	38
2.5 Adapted Environment.....	42
2.6 Summary of Reviewed Literature and Gap	47
CHAPTER THREE.....	51
RESEARCH DESIGN AND METHODOLOGY.....	51
3.0 Introduction	51
3.1 Research Design	51
3.1.1 Variables.....	53
3.2 Location of the Study	53
3.3 Target Population	54
3.4 Sampling Techniques and Sample Size.....	54
3.4.1 Sampling Techniques	54
3.4.2 Sample Size	55
3.5 Research Instruments.....	56
3.5.1 Teachers' Questionnaire.....	56
3.5.2 Head Teachers' Interview Schedule.....	56
3.5.3 Project Managers' Interview Schedule.....	57
3.5.4 Two Focus Group Discussion (FGD) Guides	58
3.5.5 Observation Schedule.....	59
3.6 Pilot Study	60
3.6.1 Validity of the Instruments.....	60
3.6.2 Reliability	61
3.7 Data Collection Procedures	61
3.8 Data Analysis.....	63
3.9 Logistical and Ethical Considerations	64
CHAPTER FOUR	65
FINDINGS, INTERPRETATION AND DISCUSSIONS.....	65
4.1 Introduction	65
4.2 General and Demographic Information for Head Teachers and Teachers.....	65
4.2.1 Instrument Return Rate	66
4.2.2 Teachers and Head Teachers Gender	66
4.2.3 Teachers and Head Teachers Highest Qualifications.....	67
4.2.4 Enrolment in Sampled Schools	69

4.3 Teachers' Professional Preparedness to Support Inclusion	73
4.3.1 Adequacy of Teacher Professional Training to Teach in Inclusive Classrooms	74
4.3.2 Teachers' Reasons for Adequacy or Inadequacy in Professional Training	76
4.3.3 Further Training	77
4.3.4 Support Services Received and the Provider while Teaching in Inclusive Classrooms.....	80
4.3.5 Ways that would Make Teachers more Effective in Supporting Learners with Disabilities in Inclusive Classrooms	82
4.4 Curriculum Adaptation to Meet the Different Needs of Learners.....	85
4.4.1 Curriculum Used to Teach Learners with Disabilities	86
4.4.2 Flexibility of Curriculum	87
4.4.3 Teachers Suggestions on what should be done to Make Curriculum Flexible for Learners with Disabilities	88
4.5 How Available Instructional Resources Meet the Diverse Needs of learners.....	92
4.5.1 Resources Used to Teach Learners with Disabilities	92
4.5.2 Availability of Relevant Instructional Resources for Learners with Disabilities.....	94
4.5.3 What can be done to Make Instructional Resources More Relevant to Learners with Disabilities	102
4.6 Appropriateness of Teaching and Learning Methods to Support Different Needs of Learners	104
4.6.1 Methods Used to Teach Learners with Disabilities in Inclusive Classrooms	104
4.6.2 Suggestions of Teaching Learning Methods to Improve Teaching and Learning in Inclusive Classrooms	108
4.7 Adaptation of the Environment to Suit Learners with Disability	109
4.7.1 Interventions Schools had put in Place to Ensure that the Physical Environment was Suitable for Learners with Disabilities.....	110
4.7.2 Suggestions on Areas of Priority for Modification to Make the Schools Physical Environment Friendly for Learners with Disabilities.....	115
4.7.3 Areas of Success in the Schools as Inclusive Education Models...	116
CHAPTER FIVE	124
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	124
5.1 Introduction	124

5.2 Summary.....	124
5.3 Conclusions	127
5.4 Recommendations Based on Findings.....	128
5.4.1 Ministry of Education, State Department for Early Learning and Basic Education.....	129
5.4.2 Kenya Institute of Curriculum Development (KICD).....	129
5.4.3 Teachers Service Commission (TSC)	130
5.4.4 Recommendations for Further Research	130
REFERENCES	131
APPENDICES.....	144
Appendix I: Teachers' Questionnaire.....	144
Appendix II: Interview Schedule for Head teachers	150
Appendix III: Project Managers' Interview Schedule.....	153
Appendix IV: Consent Form for Learners.....	156
Appendix V: Focus Group Discussion (FGD) for Regular Learners	158
Appendix VI: Focus Group Discussion (FGD) for Learners with Disabilities	160
Appendix VII: Observation Schedule.....	162
Appendix VIII: Research Authorization.....	164
Appendix IX: Map of Study Location: Nairobi County	167
Appendix X: Map of Study Location: HomaBay County	168
Appendix XI: KIEP District Structure (Currently County).....	169
Appendix XII: Nairobi Integrated Education Programme for the Visually Impaired	170
Appendix XIII: LCD County Structure	172
Appendix XIV: LCD – GECT Head teachers Outreach Reporting Template	173
Appendix XV: Teacher Self-Assessment Checklist.....	175
Appendix XVI: LCD – GECT Male Mentors Outreach Reporting Template	176

LIST OF TABLES

Table 3.1: Sampling Frame	55
Table 4.1: Teachers' Reasons for Adequacy or Inadequacy in Professional Training.....	76
Table 4.2: Teachers Responses on Flexibility of Curriculum	88
Table 4.3: Teachers Suggestions on What should be Done to Make Curriculum Flexible for Learners with Disabilities.....	89
Table 4.4: Head Teachers' Responses on Adaptation of Curriculum	89
Table 4.5: Resources Used to Teach Learners with Disabilities	93
Table 4.6: Availability of Relevant Instructional Resources for Learners with Disabilities.....	95
Table 4.7: Interventions to Ensure the Physical Environment was Suitable for Learners with Disabilities.	111
Table 4.8: Areas of Success in the Schools as Inclusive Education Models..	117
Table 4.9: Responses of Learners on Lessons Learnt as a Result of Learning Together in Inclusion Model Schools.....	121

LIST OF FIGURES

Figure 1.1: Education through the Inclusion Lens	18
Figure 4.1: Teacher's Gender	66
Figure 4.2: Head Teachers Gender	67
Figure 4.3: Highest Professional Qualifications of Teachers.....	68
Figure 4.4: Highest Professional Qualifications of Head Teachers.....	69
Figure 4.5: Enrolment in Nairobi County Schools	70
Figure 4.6: Enrolment in Homabay County Schools.....	71
Figure 4.7: Enrolment in All Schools and Number of Learners with Disabilities	72
Figure 4.8: Category of Special Needs in all Schools	73
Figure 4.9: Adequacy of Teacher Professional Training to Teach in Inclusive Classrooms	75
Figure 4.10: Post-College Training on How to Teach in Inclusive Classrooms.....	77
Figure 4.11: Trainers of Post College Training.....	78
Figure 4.12: Areas Covered During Training.....	79
Figure 4.13: Support Services Received and the Provider while Teaching in Inclusive Classrooms.....	81
Figure 4.14: Ways that would Make Teachers more Effective in Supporting Learners with Disabilities in Inclusive Classrooms..	83
Figure 4.15: Curriculum Used to Teach Learners with Disabilities.....	86
Figure 4.16: Observed Instructional Resources in Schools.....	101
Figure 4.17: Teacher Suggestions on What could be done to Make Instructional Resources More Relevant to Learners with Disabilities.....	102
Figure 4.18: Methods Used to Teach Learners with Disabilities in Inclusive Classrooms.....	105
Figure 4.19: Suggestions of Teaching Learning Methods to Improve Teaching According to Teachers.....	108
Figure 4.20: Observation Findings on Environmental Suitability.....	114
Figure 4.21: Suggested Areas of Priority for Modification in the Environment	115

ACKNOWLEDGEMENT

I thank God for the opportunity, provision and sustenance throughout this study. I deeply acknowledge and appreciate my supervisors; Dr. Nelly Otube and Dr. Margaret Murugami for their diligence and patience to supervise me in this journey. I also acknowledge Dr. Mary Runo who worked with me at the initial stages of my research. Am grateful to all the lecturers in the department of special education and early childhood, readers of my proposal and participants during the defence of my proposal who made valuable inputs that enabled me to refine it. I would also like to say special thank you to all my respondents in the eight schools that were sampled for the study. Without their participation, this study could not have been actualized. A big thank you to the Managers and their field officers who demonstrated a huge passion in serving the children with special needs; this cannot be taken for granted.

I thank the Kenya Institute of Curriculum Development (KICD) for the financial support towards my studies. I appreciate the support I got from my research assistants; Mr. Bernard Ndende in Homabay and Ms. Clara Rono in Nairobi to whom I say a big thank you for finding time out of their busy schedule to work with me. It is great to be part of a team of professionals committed to improve the lives of learners with disabilities. Am grateful for the support I got from my immediate and extended family. Thank you for being my shoulder to lean on; the assurance, trust and believe which propelled me to soldier on. Special thanks to my husband Dr. Andrew Riechi for editing the final work. To my sister Stellah a big thank for taking your time to format this work.

Many individuals helped me through this long process that I may not mention all of them. Feel appreciated. May the Lord reward you exceedingly in abundance.

ABBREVIATIONS AND ACRONYMS

CSOSNE	Curriculum Support Officers in Special Needs Education
EFA	Education for All
ESD	Education for Sustainable Development
GCFE	Global Campaign for Education
GDP	Gross Domestic Product
GER	Gross Enrolment Rates
HOB	Homa bay county
IBE	International Bureau of Education
IDEA	Individuals with Disabilities Education Act
IE	Inclusive Education
IEP	Individualized Education Programme
KIEP	Kenya Integrated Education Programme
KISE	Kenya Institute of Special Education
KNEC	Kenya National Examination Council
KNHCR	Kenya National Commission on Human Rights
KSB	Kenya Society for the Blind
LCD	Leonard Cheshire Disability
MOEST	Ministry of Education, Science and Technology
NER	National Enrolment Rates
NGOs	Non-governmental Organizations
NRB	Nairobi County
SDGs	Sustainable Development Goals
SNE	Special Needs Education
SS	Sight Savers International

TG	Teachers Guide
UNCRPWD	United Nations Convention on the Rights of Persons with Disability
UNESCO	United Nations Educational Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UNISE	Uganda institute of special education
UPE	Universal Primary Education
USAID	United States Agency for International Development

ABSTRACT

This study sought to determine the efficacy of approaches employed by Sight Savers as well as Leonard Cheshire Disability in Kenya to implement inclusive education programs. The study sought to determine how teachers were prepared to support inclusion, examine what changes were made to the curriculum to meet the diverse needs of learners, examine how the instructional resources met the diverse needs of learners, determine the suitability of the teaching and learning techniques used in supporting the various needs and learning styles of learners, and evaluate what was done to make the environment suitable for learners with disabilities. Adopting the Classical Liberal Theory of Equal Opportunity, the study used mixed methods to collect quantitative and qualitative data. Quantitative data was collected from teachers using questionnaires while qualitative data was collected from head teachers, managers, coordinators and learners using interview schedules, focus group discussions and an observation schedule. The study targeted 8 schools focusing on learners in standard 4 to 8 in Nairobi city and Homabay counties. A total of 160 learners in inclusive public primary schools, 8 head teachers, 80 teachers, 2 managers and 2 coordinators (one from each of the selected inclusive education programmes) were sampled. The participants in this research were selected using both random and purposeful sampling. To increase the validity and reliability of the data collection instruments, research tools were piloted at one primary school in Nairobi City County and verified by professional judgment of supervisors, departmental lecturers, and peers. The test-retest procedure was also used to prove reliability. Quantitative data was analysed using descriptive statistical methods, which were computed in frequencies and percentages and presented in frequency tables and graphs, while qualitative data was consolidated according to themes and analysed using NVIVO qualitative software. Verbatim narration and a thematic approach were used to analyse qualitative data. The study revealed that educational materials were mostly for regular learners with few specialized resources, and that teachers were not well prepared to teach in inclusive classrooms. Moreover, the available resources were insufficient and unevenly distributed with some of the specialized resources being inoperative. The study also found that the prevailing environment was not friendly to learners with disabilities. The study recommends retraining of teachers and reviewing the present training curricula to ensure that all teachers are knowledgeable about special needs education and adopt effective pedagogy for learners with special needs. The study recommends that an appropriate tool be developed to determine who should receive teacher education training in special needs. It is recommended that assistive technology and timely availability of appropriate and pertinent learning resources are availed to learners with disabilities. In addition to increased capitation for learners with disabilities, the study also recommends that learner-friendly environments be created in schools. The study also recommends that guidelines and policies for inclusive education be developed. It is hoped that the findings of this study will serve as a wake-up call to the Government and all stakeholders in Special Needs Education to intervene in the provision of education for learners with disabilities in mainstream schools to ensure that the curriculum and learner resources do not disadvantage them.

