

**CHALLENGES FACING THE IMPLEMENTATION
OF INCLUSIVE EDUCATION. A CASE STUDY
OF SELECTED PRIMARY SCHOOLS
IN KIPSARAMAN DIVISION
BARINGO DISTRICT
KENYA**



**A DISSERTATION PAPER SUBMITTED TO INSTITUTE
OF CONTINUING AND DISTANCE LEARNING IN PARTIAL
FULFILLMENT OF THE REQUIREMENT
FOR THE AWARD OF BACHELOR OF
EDUCATION SPECIAL NEEDS OF
KAMPALA INTERNATIONAL
UNIVERSITY**

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DECLARATION.

I JUMA HELLEN J. Admission Number BED/9047/51/DF hereby declare that this research paper is my own original work. It is not a duplication or similarly published work of any higher learning for the award of a diploma, or degree in Education. I also declare that all materials cited in this paper which are not my own, have been duly acknowledged.

Signature Juma Hellen J. Date 05/09/07

APPROVAL

This work has been worked upon under the tutorogy of

Mr. Ssemugenyi Fred.

Signature: 

Name of supervisor

17/09/2007

DEDICATION

I dedicate this study paper (Research paper) to my loving husband Patrick Chemelil and my children Hildah, Emmanuel, Jelimo and Carren not forgetting my sisters Dorcas, Monicah, Stellan, my brother James, my mum Teriki, my brothers in law Silas and Kemboi for their total support all days of my distance learning.

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I Juma Hellen J, wish to acknowledge contribution of individuals that assisted in the production of this research study. These include Mr. Ssemugenyi, Mr. SseKajugo, Gladys Cheruiyot for the invaluable technical advice in the development and production of this material.

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TABLE OF CONTENT

DECLARATION	i
APPROVAL	ii
DEDICATION.....	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENTS	v
ABSTRACT.....	vi
RATIONALE OF THE STUDY	1
THEORY	3
REVIEW OF RELATED LITERATURE	4
SIGNIFICANCE OF THE STUDY	17
OBJECTIVES	19
STATEMENT OF THE NULL HYPOTHESIS	19
RESEARCH METHODOLOGY/ DESIGN.....	20
SAMPLING PROCEDURES	22
PRESENTATION OF DATA.....	24
QUESTIONNAIRE	35
CURRICULUM VITAE	36
BIBLIOGRAPHY.....	37
MAP OF THE DISTRICT.....	39
LETTER OF AUTHORITY	40

ABSTRACT

There are challenges facing implementation of inclusive education in schools of Kipsaraman division. Some of these challenges include lack of curriculum guidelines, teaching instruments, lack of references, inadequate personnel, negative attitudes towards persons with disability, poor and restrictive environment, inconsistent management of schools, poor teacher –pupil ratio and cultural beliefs and practices.

However, there are also possible remedies to the above stated problems. The researcher under went qualitative study hence data collection was descriptively analysed. The research was designed in such a way that three major groups of study population were to become major sources of information concerning the research topic.

The researcher has used survey study because it explores and describes. It uses questionnaires and interviews in order to determine the opinions, attitudes, preferences and perception of groups of people of interest to the research. The researcher also used frequency tables and percentages to analyze and compile data collected from the sample population. Otherwise, it is the hope of the researcher that if enough teachers are deployed to every school, skilled personnel are provided, teachers and community create a positive attitude towards persons with disability, provision of flexible curriculum, modified environment, consistent management of schools, and doing away with cultural beliefs about disability, learning in an inclusive setting will be smooth and needs of exceptional children would be catered for. The researcher recommends total inclusion of learners with special needs in a regular school. This will foster positive learning for a total change.

CHAPTER ONE

RATIONALE OF THE STUDY.

Introduction

Education is a vital element, which is termed as a basic need in human life. Much has been done to avail it to all but up to now there are a group of disadvantaged members of the community who lived not to fulfill the desires of their hearts and mind in terms of careers and whatever endeavours they have opted to accomplish. Overcoming challenges to implementation of inclusive education to a wider extent has not been achieved for the last years both here in Africa and overseas. There is need therefore to point out the challenges and solutions to be put in place for improvement of the current situation. The significant of education is well stipulated by education acts and practical outcomes encountered in day-to-day endeavours. It is therefore rightful for each and every individual in society to acquire education as part of the basic needs.

Here, the researcher does not undermine the work done by international organizations and individuals in various countries and continents. As she hails the world conference on education for all (1990) for having affirmed the principle that every child has a right to education irrespective of age and ability or disability, the researcher has put that little has been done in implementation of the idea.

The World Conference and Special Needs Education (1994) that was converted as a result of the above further emphasized the provision of education to children with special needs through individual schooling approach and eradication of barriers to learning and development so that all children can learn together. This conference meant to convince

people to embrace new thinking in special needs Education towards inclusion for access quality Education of learners with Special needs.

The idea of inclusive Education is well taken by many people but there are many challenges, which hinder the implementation of inclusive Education especially in schools of Kipsaraman Division where many view it as impossible and unmanageable.

Challenges are those problems preventing success of doing something so as to meet one's goals and corner targets in life.

Special need learners for example those with visual impairment require special attention in an inclusive setting ranging from materials, teaching approaches, environmental adaptation, attitudes towards them and curriculum differentiation. Ndichu (2002).

The ideology has prompted the researcher to point out challenges to accommodate learners with vained diversities facing them to meet their dreams and expectations.

It further suggests on every solution to these challenges and to every problems. It states that every problems has a solution. It is the hope of the researcher that if all these are adhered to, schools in Kipsaraman Division would be accommodative to learners requiring special needs and attention.

THEORY.

“Education has a purpose. That purpose is to transmit from one generation to the next, the accumulated wisdom and knowledge of the society and prepare the young people for their future mainstreaming or development.

This is true, explicitly or implicitly, for all societies the capitalist society of the East and African societies too” Eshiwani (1993: 24).

Education therefore has not achieved its goals of enabling one acquire what they long for. Learners with special needs are mostly affected since they seem to have no place in the immediate school. Many parents, guardians and even caretakers ignore them (learners) and strive for those children without disabilities/the so-called ‘normal children’ such children are seen to be uncompetitive in strolling for occupation and other job past in life.

Since Education is a significant factor which brings about total change in a person’s life to meet the global challenges and proper interventions with the wide diverse communities of the world, the researcher intends to investigate on barriers to all learners irrespective of the special needs which are within and outside the school.

The researcher has further identified children with unique needs and recommended intervention strategies which enhance the implementation of inclusion in schools of Kipsaraman Division.

She also intends investigate and place the attitude of gathering together to achieve the requirements of inclusion in Kipsaraman Division. She has plans also to sensitize and create awareness to the public to enhance the arresting of the situation at hand to foster the implementation of the systems, within the Existing Schools in Kipsaraman Division.

CHAPTER TWO.

REVIEW OF THE RELATED LITERATURE

Introduction:-

The review attempts to feature related literature gathered from various sources such as journals, magazines etc. It has been organized under the various headings below:- Historical background ,development of inclusive education globally, Development of inclusive education in Kenya and challenges facing the implementation of inclusive education.

Historical Background

Harknett (1996) clearly states that in traditional societies, disability of any kind is seen as a kind of punishment for wrongdoing. Such societies treat disabled persons as an outcast.

Action (1981) points out that families with disabled members were to some extent rejected from the main –streaming of the community. In ancient Greece, person with disability particularly the blind was rejected and the authorities could even order that they be killed. Some societies used the disabled such as the deaf and blind to entertain leaders and other prominent experts.

Most of the African societies viewed disabilities as a form of a ‘curse’ to the community, clan and family thus disabled individual were mainly eradicated by being thrown into the ‘EVIL’ FORESTS or even being killed using poisonous herbs, Ngoroga (1996).

Development of inclusive education globally:-

After a long term period of neglect of persons with disability later, steps were taken by the various governments of the various countries for example in Kenya we have the Gachathi Report (1976) which enhance

the education goals in attempt to restructure the education systems to meet the demands of each individuals in the country. He pointed out that.

“The schools as they are today, do not have capacity, time and even motivation to teach the values of the society. This is because the schools are geared to the passing of formal examination the question now, therefore is how the education system is to build into organized system of teaching the values of society to the youth and equipping them with vocational skills.”

Indire (1972) Eshiwani (1993) blames the problems in Kenyan curriculum development on the British educational model, which Kenya and many developing countries in the commonwealth inherited, which thus could not fit or suit the needs of person with disabilities and other needs.

After independence the government realized the rise of special institutions mostly influenced by churches, missionaries and non-governmental organization as having part of Kenya’s life since all these handled specific disabling condition in the area of visual, hearing mental, and physical diversities of individual persons. Ndurumo (1993) pg 18 they were as follows:

Residential special schools.

According to Ndurumo (1993), he states that residential special school is a boarding school for children with a specific type of handicap or disability. Such school offered a wide variety of specialized facilities, materials and teacher trained in teaching and managing such children.

Later special education differed with the utility of special residential schools.

Rusalem (19980) criticized special residential institution and elaborated that these programmes segregated the child from his/her immediate environment in which they are to function in later life and further said that residential institution function in an artificial way (life), which may have little relevance for post school adjustments. This argument is totally in line with the researcher's views.

Special Day School

Ndurumo (1993) further points out that due to criticisms of residential schools alternative arrangements have been made to the children with their parents in the community while at same time retaining specialist personnel, equipment, facilities and materials.

The aim of the special day school, apart from keeping the children in the family and the community also maintains their package, is to assist children develop an adequate self-concept and a proper view of the society. They can do this since they are segregated only part of the day while spending the rest of the day in the community with their non-handicapped contemporaries. Children also retain the family bond, which may otherwise be absent in residential placement.

Resource rooms.

This is a form of classroom placement parse, but a room provided by a regular school. The room is used by the fully integrated children with behaviour or learning problems. The classroom teacher applies intervention skills to manage the children.

Kaufman Payne (1975 :135) states that resource rooms can be for a variety of purposes for example.

- Remedial work.
- For – small conference in relation to special need education.

- Practical work e.g. basketry etc.

Peripatetic services

According to Okoth, the term 'peripatetic teacher' used in Kenya and Britain is equivalent to the itinerant teachers who visit several schools within his or her jurisdiction to teach and monitor the progress of children integrated in regular schools. When it is not possible to post a resource room teacher in every school with integrated children due to assist the children in a given geographical zone.

Historical development of inclusive education in Uganda

In Uganda special needs education, was started by the then governor of Uganda, Sir Andrew Cohen in 1952, who had a visually impaired relative, therefore seeing the need of assisting the impaired through his effort and initiative organizations emerged. Some of these organizations include:

- Uganda Foundation of the blind (UFB) founded an act of parliament in 1954.
- Uganda society for the deaf (USD) which was formed in 1958 to facilitate lip reading.
- Uganda spastic society (USS), which was formed in 1968 in Mengo.
- Uganda association for the mentally handicapped (UAMH), which established in Victoria Nile primary school in Jinja.

This association was revived and reformed again in 1983, to the challenges of the mentally retarded. However, all the above organizations worked closely for the improve of their learners. They come up in conjunction with the government in formation of Ugandan National Institute of special Education (UNISE). Randiki F (2002).

Historical development of special needs in Kenya.

According to Randiki (2003), special needs education in Kenya started during the Second World War to rehabilitate army officers who returned from second World War in 1945 with injuries.

Services were developed to rehabilitate those with physical, visual impairment and brain damage. This later included people with other handicaps. By that time, the education was being managed by churches like Salvation Army and Lutheran church. These churches were involved right from the start with activities of praying, counseling and rehabilitating war victims.

Voluntary and non-governmental organizations such as Rotary club, Kenya Red cross and other individuals also played their role, they provided medical care, food, recreation and other facilities, within the rehabilitation homes.

INCLUSIVE EDUCATION

According to Randiki (2003), inclusive education is the process of addressing the learners needs within the mainstream of education using all available resources thus creating opportunities for learning in preparing them for life. The emphasis is on equality, access and opportunity to education by reviewing schools and systems and changing them rather than trying to change the learners.

The philosophy evolved early in this century climaxing with Salamanca statement during the world conference on special needs education held in Salamanca, Spain 1994. The rapid increase of children with special needs due to wars, the economic depression and social life styles have made special schools too limited to absorb the big numbers of children

with special needs. The awareness on the plight of those with special needs is picking up with the society.

Inclusive education is now being practiced in many countries of the world including Uganda, USA and Scandinavian countries. In Kenya, inclusive education is currently being practiced in pilot programmes such as Oriang inclusive education programme in Rachuonyo District of Nyanza.

Randiki (2003), stresses further that the policy on inclusive education is currently being formulated by the ministry of education, science and technology and about 3000 regular education teachers are being trained in inclusive education at Diploma and Degree levels through distance learning like Kampala International University (KIU) and Kenyatta university where teachers are trained in special needs through distance learning programme.

Advantages of inclusive education.

- Equal opportunities
- Quality Education
- Full participation in education
- Access to community and social services.
- Providing necessary support services.

Disadvantages.

- Learners may not get/receive adequate intervention.

Barriers to inclusive education in Kenya.

Randiki (2003), further states that the barriers to inclusive education in Kenya are:

- Personnel – inclusive education requires that the child with special needs meet the support at the school like sign language

interpreters, teacher aids, speech therapists, Audiologists, vision therapist, nurses. Hence without these, the learner may not get far.

- Resources. Certain learners require other resources over and above those already being provided by the school. Resources to enhance mobility such as wheel chairs and crutches etc.
- Culture and attitude. From time immemorial, cultural practices the world over have been unkind to persons with disabilities. Persons with diversities were viewed as objects of bad omen and were neither killed, abandoned or offered as sacrifice to appease the gods.
- Religious practices. Religion has played a significant role in portraying disability as a curse from the gods either for the crime of a parent or a community 's misdeed. Even the Bible's New Testament has continued to portray persons with disability as requiring healing and redemption.
- Community involvement. The responsibility between the government of the day and the local community provides the physical facilities (land and building) and the running cost of their respective schools.
- Poverty – some of the major cause of school drop-out in Kenya including the inability to pay the required levies, buy books and school uniforms.
- Support service. Education is the responsibility of the ministry if Education, Science and Technology (MOEST) providing for learners with special needs because of their diverse needs becomes a multi-sect oral responsibility if their full participation has to be realized.



Challenges to the implementation of inclusive education inclusive education in schools of Kipsaraman division.

Curriculum adaptation – curriculum is concerned with the individual's learning and development into a useful member of the society. Curriculum adaptation in an inclusive setting means modifying the regular curriculum to meet individual differences. In the current regular schools, curriculum has not been taken and matched to the needs, abilities and interests of the individual learner, taking into account any disability that may exist. Curriculum adaptations are therefore aimed at making curriculum a reality for learners with special needs in education in an inclusive setting, Otiato (2001:38).

Lack of teaching and learning resources also hinder the implementation of inclusion. Certain learners require other resources over and above those already being provided by the schools for example those which enhance mobility such as wheel chairs, crutches etc.

Culture and attitudes towards persons with disabilities also limit the implementation of inclusive education. The community in and living around the division have a totally low attitude towards persons with disabilities thus they do not even see the need of assisting them hence bringing them even to attend school is a problem.

Religious practices and taboos also promote ignorance of bringing these children to school taking that they are a curse from God or ancestral spirits.

Poverty also is another factor. Poor parents may not be able to buy the necessary resources and devices needed by children with various diversities.

Lack of trained and skilled personnel to handle these learners in their respective setting is also a problem. Right away, in Kipsaraman Division, most schools are totally in blues about the term 'inclusion' thus it actually calls for a lot of time and sensitization so as to promote inclusive education.

Poor restrictive learning environment that does not stimulate the children or not sensitive to children's individuality also hinder the full implementation of inclusive education. When children are put in an environment that restricts their movement and has not appropriate teaching and learning materials, they are unable to explore as they learn.

School rules and routines also challenge implementation of inclusive education. Use of school rules to control pupils' behaviour is featured in most schools. Many school rules are not flexible and many of them are stated negatively thus some may not favour children with diversities in education and development.

Lack of effective communication between members of the teaching staff and also with pupils makes the teachers inconsistent in dealing with pupil's behaviour and thus confuse the pupils.

Guidelines to effective inclusion in teaching.

Randiki (2003), further states that;

- Teacher must always know the challenges and strengths in the learning ability of learners with special needs in education, in his/her class.
- The instructional objectives should be set accordingly to ensure success.

- Time allocated to complete an activity must be put into consideration for the learners with disability to complete the assignment.
- In whatever the teacher teaches, she/he should ensure, all the children in the inclusive setting benefits from the learning process. Any adjustment made to include an individual learner with special needs education should not be to the advantage of all.

Education needs of SNE children/learners.

- Individualized education programme (IEP).

According to Otiato (2003), one way of meeting the individual needs of a learner is by using an individualized educational programme. This is a written statement that describes what the teacher and other professionals will do to meet the special needs of a student with a learning problem. Ideally, an IEP should be developed by a team which should include.

- (i) The student's regular teacher
- (ii) A special education needs teacher
- (iii) The student's parent
- (iv) An assessment teacher and other professionals depending on the need.

- Task analysis method.

This is the process of breaking down a task to be learnt into smaller steps to be presented to the pupils in sequence from the easiest to the hardest. This is important because learning the whole task in a single lesson can be overwhelming for some learners with learning difficulties.

- Prescriptive teaching method.

This is also known as clinical teaching or teaching-test approach. It is a way of providing learning after carefully assessing the learners' individual

education needs. It proposes that we approach learning the same way the doctor approaches treatment.

- Introduction of distance learning programme in special needs education.

Kenya Institute of Special education (KISE), in the year 2000 and Kampala International University (KIU) 2005, embarked on an aggressive Distance learning Training programme to ensure that included children have access to quality education in their regular schools. The training targets primary school teachers and those working with children with special needs. The target is also hoped by the year 2015 all schools in Kenya will at least have one trained teacher in special needs, a resource person for children with special needs.

The task of inclusive involves the breaking of barriers that have made it impossible for learners with special needs in education access regular schools and making schools inclusive not only physically but also educationally.

Despite the aggressive initiation of these programme, there are other challenges that might prevent the implementation of inclusive education in school. Hereby prompting the researchers to investigate factors leading to hindrance of implementation of inclusion in schools within Kipsaraman Division.

- Personnel for teacher training.

There is requirement for teacher training to attain skills to identify the diverse needs and make them exercise partiality in exchange services to be put in place. Short falls of appropriate skills will limit the deliverance of required services in classrooms.

Allan and Lous 1970.....

“At present majority of staff in the mainstream school have received little or no training in teaching learners with special needs.”

Institutions training the manpower are in a rush to impart skills to trainees that can lead to proper implementation of inclusive education in schools.

According to Koech commission (1999), which recommended Kenya Institute of special Education – (KISE) to expand and upgrade different level status to offer training in Diploma and even degree course to teachers to pave way for quick implementation of inclusive education.

Therefore, scarcity of qualified teachers has led to slow rate of putting in knowledge to learners with various challenges.

“There was no dissent from the view that the sensitive period for acquiring language begins early and failure to acquire speech and language, constitutes serious hazard to the intellectually, social and emotional development”, as stated in French (1974).

Piddington (1962), however stressed that “Teachers must be well chosen and trained”.

To response to the above statement, and to indicate positive attitudes when teaching learners with diverse challenges, the first group to graduate from the distance-learning programme verses the pilot group who graduated August 2004 (KISE), not forgetting the first pilot group of Kampala international university (KIU) who are hoping to graduate this coming November, 2007 have showed a good-way-forward. They become the first enmas to fall and put in place inclusive Education as laid down. Many more are to follow the coming years in succession.

Teachers attitude towards inclusion:

The researcher, during the process of his research, found out that teacher's attitude was the major contribution, which prevent implementation of inclusion. She saw the need for instruction adaptation to be put in place in order to enable proper handling of the diversities in our schools.

Mushoriwa (2001) has facts based on the research study conducted in Harare Zimbabwe in 2002 about teachers attitudes and showed exactly what he stated about educational inclusion programmes, which fail because of teachers attitudes. Teacher's attitudes should be addressed keenly for inclusion to be functional in all aspects. The researcher turned the issue as crucial one and affecting the efforts of realizing success of inclusive implementation in the Educational Division.

Reece (1995), Nolan Turken (1988) quotes that there are teachers who may have individualistic approaches towards learners in their classes within the teaching environments though methods of teaching approaches vary from teacher to teacher, but what matters mostly is the achievement of the set up goals.

The researcher therefore consider teachers altitude to be a significant factor bringing in implementation of inclusive Education in schools of Kipsaraman Division.

SIGNIFICANT OF THE STUDY.

Inclusion has been taken by many as an idea of the Western World and has been known to exist only theoretically. The research report is expected to intently outline the barriers to learning in an inclusive setting which is of vital value to all inclusive setting which is of vital value to all thus changing their attitude and beliefs towards persons with special needs.

The result of the study will help to realize the needs of accepting the implementation of inclusive education in the community.

It meant to make the community, stake holders, parents and teachers see the need to participate in provision of necessities to learners with special needs education in an inclusive set-up.

If teachers will take this implementation positively, their attitude will change towards learners with various diverse disabilities and handle them well.

The outcome will enlighten teachers to improve their teaching strategies and use of appropriate teaching materials to enhance the learning situation to accommodate all the learners with various needs in education.

The findings will help special needs education learners utilize functional parts to realize and achieve their limited goals.

The results will enhance parents, stakeholders and other support service providers to participate fully in the learning and bringing services provider to participate fully in the learning and bringing up of the disadvantaged children in the society.

These results will further be a tool used to assist in giving information on medication care, referrals, guidance and counseling alongside boosting the implementation of inclusion in schools of Kipsaraman Division.

The end-findings of the study will enhance co-operation among the administration pertaining to inclusion and education for all.

In Kenya, Ministry of Education Science and Technology (MOEST) play a greater role since they are the planners.

OBJECTIVES.

GENERAL:

To investigate the problems hindering implementation of inclusive education in schools of Kipsaraman Division and to find out possible solutions to the problems.

SPECIFIC OBJECTIVES:

- (i) To find out possible challenges facing implementation of inclusive Education in schools of Kipsaraman Division.
- (ii) To suggest possible remedies to overcome the escalation of barriers to learning in an inclusive setting.

STATEMENT OF THE NULL HYPOTHESIS:

There are no clearly proven problems hindering their implementation of inclusive education in schools of Kipsaraman division.

CHAPTER THREE

RESEARCH METHODOLOGY.

Design:

Since the Researcher opts to undergo qualitative study, the data collected will be descriptively analyzed.

The research was designed in such a way that three major groups of study population were to become source of information concerning the research topic. The researcher has used survey study because it explores and describes.

It uses questionnaires and interviews in order to determine the opinions, attitudes, preferences and perception of groups of people of interest to the researcher.

Environment: The research is intended to be conducted in a few sampled schools in Kipsaraman Division of Baringo District - Kenya.

Respondents/subjects/participants.

The researcher targeted one assessment center, one inclusive setting and Zonal inspector in the Division. They are:

- EARC
- Zonal inspector.
- Teacher in Regular school.

The researcher has chosen the above subjects for example EARC because it is concerned with assessing and referring children with special needs to the various learning institutions which cater for their diverse needs. Some can also be referred for medication.

The zonal inspector also works in the Zonal level in the Division. Main function is to monitor teaching - learning resources in the various schools.

The teachers are the people who are teaching, training and even guiding and counseling these learners.

Scope of the study

The researcher has converged her research to Kipsaraman Division, which is the furthest division among others in the Northern marginalized areas of Baringo District. This forms the literate community of the region. EARC's co-ordinator also is a target top the researcher. The research duration is intended to start on April to August 2007.

STATISTICAL TREATMENT OF DATA

This section will compose of frequency tables and percentages to analyze and compile data colleted from the targeted sample population.

SAMPLING PROCEDURES.

The researcher has used random sampling since individuals are randomly selected as representation of a population thus covering a wide scope.

Instruments: The instrument which will be used to collect information will be questionnaire.

Data collection procedures.

The tool used to collect data is questionnaire because many respondents can be reached and also can be administered in the absence of the researcher. The research respondents may be left to work with the items independently.

After obtaining permission to conduct research at Kampala International University (KIU), the researcher prepared questionnaires after developing the study topic. The researcher also requested the various schools to allow her conduct research. Same applies to the EARC and the Zonal Inspector of schools of Kipsaraman Division.

Questionnaires were administered to the teachers, Zonal inspector and EARC Co-ordinator all of whom were assured of confidentiality. The researcher prepared open-ended questionnaires to be responded to. The researcher also hopes that questions will be filled satisfactorily by all the respondents.

LIMITATION OF THE STUDY

In conducting the research, the researcher encountered some obstacles, which were to be overcome if success of the study was to be realized.

Time factor become one of the limited need towards the production of this researcher report especially as it was conducted during school days

between the months of June/July. Therefore the researcher could not exhaust the information to the respondents.

School programmes and schedules were also very tight bearing in mind the staffing position in the various schools thus hindering the researcher from meeting education and other relevant sources of information towards the report.

The unwillingness of some teachers to co-operate in parting with some vital information touching on their teaching/learning techniques.

The Division being in marginalized area restricted the researcher from obtaining important source of information like magazines, resource books and interviews due to language barrier which the researcher could not understand fully,

The researcher findings may not be used to conclude that these are the sole problems which are reflected even globally since it was converged on a very small scope. More research however, should be undertaken to prove the above study.

CHAPTER FOUR

INTRODUCTION

This section composes of frequency tables and percentages of analyzed and compiled data collected from the target sample population. It concerns the interpretation and data analysis on challenges facing the implementation of inclusive education.

This analyzes data collected from teachers in inclusive setting plus officers in the zonal level and the EARC coordinator.

PRESENTATION OF DATA

TABULATION AND DATA ANALYSIS

1. Challenges facing the implementation of inclusive Education and the rate at which each predetermined factor affect the implementation.

Factors	Total number of respondent	Positive number of respondent	%	Negative number of respondent	%	Total
Poor teacher pupil ratio	14	13	92.86	1	7.14	100
Lack of skilled man power	14	10	71.43	4	28.57	100
Lack of learning/teaching material	14	14	100	0	0	100
Negative attitude towards persons with disabilities	14	12	85.71	2	14.29	100
Unflexible curriculum	14	14	100	0	0	100
Poor \$ restrictive environments	14	9	64.29	5	35.71	100
Inconsistent management of schools	14	9	64.29	5	35.71	100
Cultural beliefs and practices	14	6	42.86	8	57.14	100

Researchers views on the respondents

From the views of the respondents, it is clearly featured out that poor pupil/teacher ratio, lack of skilled man power, lack of learning materials, unflexible curriculum and poor/restrictive environment are the major

barriers to the implementation of inclusive education in schools of Kipsaraman Division.

The researcher, supports the views of the respondents hence feels that cultural beliefs and practices to wider extend also hinder the implementation of inclusive education in schools of Kipsaraman

2. Remedy to the challenges facing the implementation of inclusive education:

Negative attitudes towards persons with disabilities and other special needs.

According to Waruguru (2000), in many African communities disabilities are explained to be results from God's punishment for some wrongs done to the ancestors or to some persons problems. As such, the child experiencing any of these conditions is seen as a curse or possessed by spirits. Such superstitions have let many parents who give birth to children who deviate from the 'normal' to hide the child, hence deny him access to education.

Other negative attitudes by the community include stereotypic beliefs such as that a mother who gets a baby with albinism has been adulterous; if a pregnant woman looks at a crippled person she will get a crippled baby. The effects of these attitudes may be reflected on parents, educators and even policy makers.

Parents:

- parents prioritizing taking their other children without special needs to school and only considering the one with special needs if finances are still available.

- Low expectation from the learners SNE by the parents leading to low self esteem in the learner.
- Some parents may tend to be over protective towards the learner with SNE, thus preventing him from taking part in daily life activities. This may hamper the child's possibilities to develop his potentials.
- Some parents of learners without special needs may oppose having those with SNE in the same class fearing that the education of their children will be adversely affected.

Educators.

- Some teachers may object having learners with SNE in their class or school fearing that the child will lower the meanscore for their class or school. This is because of the exam oriented nature of our education system, which a major barrier to inclusive education.
- Special needs education has been mystified by the believe that it is very special and only for special teachers trained in a special institution. Such are considered capable of working in a special with a special child using special equipment. This has led to even the school inspectors and other education officers avoiding to carryout inspection in special education programmes as they may not understand the special world. Thus the regular teacher may refer the learner with special needs to special school or unit hence denying the learners the chance to learn in the natural setting in the neighbourhood.
- The teacher may have low expectations from the learner with SNE and may not give him challenging work. This may make the learner give up trying as his efforts are not appreciated.

- Some school administrators and policy makers in education feel that it is improper to waste scarce resources with learners with special needs while the 'normal' ones do not enough, hence unsupportive to any more inclusion of such learners in the mainstream school.
- The charity model of disability and special provision has led the community and other stakeholders to leave education of learners with SNE as a responsibility of churches and other voluntary organizations. This makes the learners to develop a sense of dependence and does not equip them with a life long education to exist independently in the world after school.

Overcoming barriers related to negative attitudes

- Creating awareness about the nature, causes, prevention and intervention of conditions that creates special needs.
- Encouraging other learners to accept the learners as part of their lives as they are relatives and neighbours.
- Encouraging the learners with SNE to accept their situation.
- Promoting cultural activities such drama, poems and songs to teach the community about the issues of special needs education.
- Teaching parents to nurture their families before during and after pregnancy by maintaining balanced diet and emotional well-being of the family members.
- Using mass media to educate the public about special needs issues with an emphasis on the right of every child to education and where to get it.
- Guiding and counseling of parents, other learners, and teachers on how to deal with difficulties in the education process resulting from special needs including disabilities.
- Promoting support for learners and teachers within the community and developing a common goal where cooperation and collaboration is valued at all levels.

Unflexible curriculum

An appropriate curriculum is vital for inclusive education to be meaningful for learners with learners with SNE in an inclusive setting however, according to Koech report (1999) the Kenya school curriculum is inappropriate in that there is:

- Lack of clear policy guidelines and legal status on special needs provisions.
- Inadequate educational facilities, equipment and services for children with disabilities.
- Inadequate trained personnel who use rigid teaching approaches which may only benefit the average learner.
- Almost no provision for educating some groups of learners such as the gifted and talented as well as those living in difficult circumstances.
- Irrelevance and over loaded content and expensive curriculum.
- Rigid assessment procedures on meanscore competition, which does not consider learners with SNE.
- Failure of the curriculum to address the specific subjects that would cater for special needs of learners for life long education.
- Teachers inability to communicate in a media of instruction which the learner understand. The researcher however, agrees with the report presented by Koech that rigid curriculum adversely affects learning in inclusive setting.

Overcoming curriculum barriers to inclusive education

Overcoming rigid and unflexible curriculum may be overcome by:

- Diversifying the curriculum to suit individual learners needs.
- Adapting examination questions to suit the individual learners needs.
- Using alternative ways of measuring the learner's competence such as:
 - (i) Continuous assessment over the whole year through portfolio of best work done.

- (ii) Direct observation as the learners work.
 - (iii) Project
 - (iv) Functional assessment as learners demonstrates skills
 - (v) Students' self-assessment.
- Developing clear policy and legislation for inclusive practices.

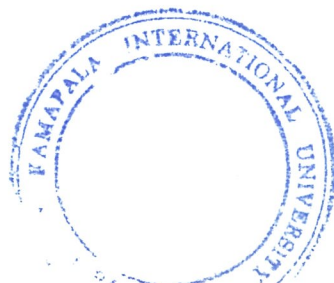
Unskilled and insufficient human and material resources.

Unless learners with special needs are provided with the appropriate resources, and trained sufficient human resources, it will not be possible for them to benefit in the mainstream education. Inclusive education does not mean less resources for SNE, but efficiency and equity in the use of available resources among those with special needs in the school. It has been noted that currently, most regular schools lack:

- Adequately trained teachers and other staff with knowledge in SNE.
- Required assistive and equipment to support learners for those with special needs.
- Staff with guidance and counseling skills to support learners in difficult circumstances and their teachers.

Remedies to the overcoming barriers due to unskilled human and insufficient material resources.

- Support from the educational administration to finance the adaptation and modification of the learning environment for learners with special needs to be accommodated in the class or school. The need for updating class teachers' teaching skills cannot be over – emphasized. This can be achieved through the many activities like seminars and workshops.
- Another way to do this is by distance learning teachers training [programmes and short courses. Fortunately, the Kenya Government has initiated such a programmes for teachers and



other personal working with learners with special needs in education at the Kenya Institute of Education (KISE).

- The work of local and International Voluntary organizations.
 - (i) Kenya society for the Blind (KSB)
 - (ii) United Disabled persons of Kenya (UDPK). etc.

It is the hope of the researchers that if the above is put in practice, learning in an inclusive setting, would be enhanced.

Culture, school dissertation and inconsistent management.

- Cultures that view the needs of the male child above the girls.
- Girls' education as an unnecessary/unacceptable cost.
- Harmful traditional practices and attitudes which inflict physical and psychological damage to the children e.g. initiation rituals, early marriage.
- Family instability (separation/divorce) which deprives the

Children of the love and security of one or both parents and fosters sexual abuse.

- Insecure environment in and outside school which may be physical social or psychological conditions which may bring low self-esteem.
- Long distances between the home and school leaving the children easy prey to sexual harassment and abuse.
- Failure to enforce available laws and regulations, which would otherwise protect children.
- Asanitation facilities
- Adaptation in public and public buildings to allow for easy access and mobility of persons with disabilities.
- Shortage of secure accommodation in day institution and long-distance travel.

Overcoming barriers resulting from cultural practices and poor management of schools.

- Increased literacy among adults to improve access to accurate information and knowledge, that disabilities and SNE.
- The media to play a major role in changing traditional attitudes, values or beliefs towards persons with disabilities.
- Differentiated and flexible curriculum implementation and evaluation.
- Promotion of collaborative learning and teaching approaches in all learning experiences. Networking with other professionals especially the community and CBR workers.
- Unconditional commitment to equality education opportunities for children with SNE.

OWN VIEWS:

The researcher has established that there are barriers to the implementation of inclusive education in Kipsaraman division. The study has revealed that there is little that has been done to enlighten the community on matters pertaining the teaching fraternity and especially the needs of persons with disabilities.

However, there is no positive measures neither which have been taken seriously to make sure that persons with diversities for example the visually impaired, hearing impaired, those with mental retardation and those with physical disabilities have not been catered for fully so as they function as nearly normal as the others of normal functioning as early as possible.

The researcher has noted with great concern the enormous number of children neglected in the various schools particularly the sample school population just because teachers have poor and negative attitudes

towards them. They feature them as, “to be wasting their valuable time, idiots, poor and unable to cope up with life just like the others”

It has been also revealed to the researcher that due to stereotype beliefs, some children have been withdrawn from the inclusive setting and taken home due to the belief that the ancestors are going to infect the other children in the class particularly when children started laughing at the two children. This is a real encounter where the researcher has a chance of visiting the homes of the children who fell victims of the circumstance. They were Winnie Johana, a standard one girl with mental retardation, Kipkemboi Kandie, a class two boy, Jesang Chepkeitany, who are now back sitting at home due to these beliefs.

CHAPTER FIVE
RECOMMENDATIONS:

To make sure that the current trend is changed, the following are possible recommended:

- The society should be educated against stereotypic beliefs that children with disabilities are a curse and social liability.
- Create public awareness in the community on the existence of disabilities, their causes and ways of dealing with them. More educational assessment and resource centres should be established to reinforce the work done by the existing EARS officer. More specialist teachers (SNE) to be posted to the division.
- Establish good relationship between the normal and impaired children to avoid stigmatization. “Stigma kills the spirit.”
- Officer in charge of special education should give support to teachers handling the various disabilities in the division.
- Efforts should be made by the Ministry, teachers, parents, non-governmental organizations, religious organizations and the community at large to avail teaching materials.
- The learning environment should be modified to suit the needs of children with special needs for example the visually impaired ones.
- Other children like those with low vision, particularly deaf should be provided with assistive devices if they are to move at the same rate with the others.
- There is need for the government to employ more teachers to meet the short fall and make handling of learners with different diversities easy to realize implementation of inclusive education smoothly.
- There is need to offer in-service courses to all teachers in the division on matters pertaining to special needs learners they come across in their classes.

CONCLUSION.

Schools in Kipsaraman division can be efficient in the act of catering for the children with various diversities like other division in Baringo District. There is need to sensitize leaders, teachers and the community at large to be aware of impairment cases and urge them to assist bring out the matter to the open and tackle it systematically leading to a permanent solution which will not cause further limitation.

Early intervention measures are appropriate. There is need to place more children to the existing schools and also create more inclusive schools to meet needs of the children with various problems in education.

The researcher noted that the components of inclusion attach importance to educational needs of learners who have been neglected. She has also concluded that learners in schools of Kipsaraman division have a right to education regardless of challenges subjected to them socially, environmentally and disabilities.

However, if given time, teachers, stakeholders and the well-wishers, the process of inclusion will be implemented in the division. With the data collected through questionnaires, the researcher found out that 80% of the teachers in the division have not been exposed to inclusive education skills to enhance competence in handling diverse learners in the inclusive setting.

The researcher in conclusion has noted that schools in the division should be driven towards inclusive set up. The attitude of acceptance should be cultivated. The learning environment should be adapted to accommodate all learners at the same time the need for all individual churches, non-governmental organizations, professionals including teachers to uphold the spirit of joined venture to make inclusive education a success not only in the division but in the country at large.

QUESTIONNAIRES

(Tick where necessary)

4 – disagree

3 – disagree with no doubt

2 – agree with doubt

1 – agree with no doubt

1. The causes which hinder the implementation of inclusive education negative attitudes towards persons with disabilities.

1 2 3 4

2. Lack of skilled manpower is a major barrier to learning and development in inclusive education.

1 2 3 4

3. Inflexible curriculum has adversely hindered inclusive education.

1 2 3 4

4. Inclusive education has not been attained to its fullest potential due to lack of teaching/learning materials.

1 2 3 4

5. Poor or restrictive environment has contributed to a lesser or broader extend to implementation of inclusive education.

1 2 3 4

6. A challenge to the implementation of inclusive education has been contributed much by inconsistent management of schools.

1 2 3 4

7. Cultural beliefs and practices are factors which have affected the implementation of inclusive education.

2 3 4

8. Inclusive education picks on a lower rate due to poor teacher/pupil ratio.

1 2 3 4

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	District Boundary
	Chieftain Boundary
	Location Boundary

