

***Teachers' perceptions towards inclusion of  
children with special educational needs into  
mainstream classrooms in Kenya***

Dominic Mutua Mulinge



**Master's Dissertation**

**Department of Special Needs Education**

**Faculty of Educational Sciences**

**UNIVERSITY OF OSLO**

*This dissertation is submitted in part fulfilment of the joint degree of  
MA/Mgr. Special and Inclusive Education – Erasmus Mundus*

*University of Roehampton, University of Oslo and Charles University*

Autumn 2016

© Dominic Mutua Mulinge

År

Tittel

Forfatter

<http://www.duo.uio.no/>

Trykk: Reprosentralen, Universitetet i Oslo

Sammendrag

II

# DEDICATION

*I dedicate this work to my beloved parents: Francis Mulinge and Maristella Mulinge who fought off the chasms of ignorance to educate me. To my dearest wife Cecilia, my children Athanasius, Virginia and Crispus who persevered the absence of their beloved family head and always gave unrelenting support during my studies abroad.*

# ACKNOWLEDGEMENT

Above all, I thank God for health and protection during the entire study period. My great gratitude goes to the European Union for funding this study. If it were for me, I would never have made it and thus pray that this opportunity goes to many more so as to facilitate inclusion.

I sincerely do acknowledge the participants who willingly took part in this study and spared their precious time for the interviews. Their input in this study is highly appreciated and will go a long way to improve their inclusive classroom practice.

Gratitude also goes to the programme convener Dr. Leda Kamenopoulou and the entire university of Roehampton lecturers who inspired the spirit of research in me. This has really been a great family that I will live to cherish.

Acknowledgements go to Charles University, Czech Republic their staff and especially Madame Sarka Kanova for her encouraging words and organised visits that made us learn a lot.

I do appreciate the Universitetet I Oslo staff and in a special way thank Jorun Buli-Holmberg for her help during my study. I appreciate her unrelenting guidance during the research period so as to understand what was required of my study topic.

I will not fail to acknowledge Steiner Theie my supervisor who offered a lot of help in having different dimensions to my work through his good supervision and guidance.

I am indebted to the entire 2015/16 cohort of 14 members with whom we shared good moments and for their love and dedication to all members of the group despite their diverse origins.

This study would have been difficult without the support of my dearest sister Jane and brother in law Alex who committed to support both financially and spiritually even at the lowest of moments.

Lastly, I do acknowledge any person who in one way or the other made this study possible and has not been mentioned. Feel appreciated.

# DECLARATION

I do hereby declare that, the work presented in this report is my own investigation and has never been presented to any university or institution for any award and I do bear responsibility for its content.

Student: Mulinge Dominic Mutua

Sign.....*D Mutua*..... Date...18/11/2016.....

Supervisor: Steiner Theie.

I hereby consent my thesis to be used by other researchers for the purposes of knowledge and further research on the field of study.

Sign...*D Mutua*..... Date...18/11/2016.....

# ABSTRACT

This study focuses on inclusion of children with special educational needs in Kenya by exploring teacher's knowledge and understanding concerning key areas that affect the way they view inclusion. At a time when countries are changing their policies to conform to international declarations that inform inclusion, it is very important that teachers' views are taken into consideration. This is because they are the implementers of this policy decisions and leaving them behind may stagnate any realistic achievements inclusion may aim to forestall.

Concerns on whether trained teachers really appreciate inclusion of children with special educations have previously been raised. A number of studies have been done that focus on the attitudes of the general classroom teacher to inclusion. Most of these studies are based on general classroom teachers leaving out the trained teacher. Thus, this study was conducted with the aim of giving a hearing to the trained inclusive teacher on their insights on inclusion in relation to their knowledge and understanding.

This study employed a qualitative research design where semi structured interviews were used as the data collection instrument. The participants were five primary school teachers who were already trained to handle inclusive classes and have over five years' experience practicing in the field. From the in-depth interview a lot of information regarding areas that seem to influence teachers' perceptions was gathered. The data provided insights to the way teachers understand inclusion, the policies in use, and the supports that they require in practice and how they meet classroom challenges in practice. These areas formed the basis of getting into the core of the views that trained teachers have on inclusion in Kenya.

The study revealed that trained teachers lacked relevant knowledge on all key areas under study and this could influence the way they view inclusion. Most of the knowledge the teachers had were learnt some years back in college and most of it was outdated owing to the changes dynamics that is inclusion. The study points the need for the government to look for ways of furnishing teachers with relevant that would help review their positions on inclusion.

# Table of Contents

DEDICATION .....	III
ACKNOWLEDGEMENT .....	IV
DECLARATION .....	V
ABSTRACT .....	VI
LIST OF TABLES .....	X
LIST OF FIGURES.....	X
1 INTRODUCTION.....	1
1.1 Background of the study.....	2
1.2 Research question and sub questions.....	5
1.2.1 Research question.....	5
1.2.2 Sub questions.....	5
1.3 Statement of the problem.....	5
1.4 Aim and objectives of the study .....	6
2 LITERATURE REVIEW.....	7
2.1 Inclusion .....	7
2.1.1 Inclusive education.....	8
2.1.2 Special educational needs.....	9
2.2 Inclusion policies.....	9
2.2.1 The UNESCO Salamanca statement (1994) .....	10
2.2.2 The UNCRPD (2006).....	10
2.2.3 Kenya basic education act (2013) .....	11
2.2.4 Inclusion Policy dilemmas .....	11
2.3 Conceptualization of Inclusive Education in Kenya .....	13
2.3.1 Recent achievements .....	13
2.4 Challenges to inclusion in Kenya .....	14
2.4.1 Funding.....	14
2.4.2 Policy implementation.....	15
2.4.3 Curriculum .....	15
2.4.4 Cultural beliefs and attitudes.....	16
2.4.5 Physical environment .....	16

2.5	Supports for inclusive classroom practice .....	17
2.6	Meeting challenges to inclusive practice .....	18
2.7	Teacher perception studies to inclusion.....	20
3	METHODOLOGY .....	22
3.1	Research design .....	22
3.2	Sampling.....	22
3.2.1	Sampling criteria .....	23
3.2.2	Sample population.....	23
3.3	Data collection methods .....	25
3.3.1	Instruments .....	25
3.3.2	Procedure.....	26
3.3.3	Conducting the interviews.....	26
3.4	Data analysis.....	27
3.4.1	Transcription of data .....	28
3.4.2	Familiarization with data.....	28
3.4.3	Generating codes .....	28
3.4.4	Presentation .....	29
3.5	Validity and reliability.....	29
3.5.1	Consistency .....	30
3.5.2	Truth value .....	30
3.5.3	Neutrality.....	30
3.6	Ethical considerations.....	30
3.6.1	Informed consent.....	31
3.6.2	Participants' privacy.....	31
3.6.3	Information security .....	31
3.6.4	Fair and dignified treatment .....	32
4	DATA PRESENTATION AND DISCUSSION.....	33
4.1	Knowledge and Understanding of inclusion .....	33
4.1.1	Bringing everyone on board .....	34
4.1.2	Mainstreaming.....	35
4.1.3	Adjusting the environment .....	35
4.1.4	Active participation .....	36
4.1.5	Including Children with special educational needs.....	37



4.2	Knowledge of policy .....	38
4.2.1	International and national perspectives .....	39
4.2.2	Policy formulation.....	40
4.2.3	Policy implementation.....	41
4.3	Supports for inclusive classroom practice .....	43
4.3.1	Professional support .....	44
4.3.2	Teaching and learning resources .....	45
4.4	Teaching and learning strategies .....	47
4.4.1	Differentiated learning approaches .....	48
4.4.2	Cooperative learning .....	49
4.5	Meeting challenges to inclusive practices .....	51
4.5.1	Adaptations.....	52
4.5.2	Creating inclusive environment .....	54
4.5.3	Collaboration.....	56
5	SUMMARY AND CONCLUSION.....	59
5.1	Research question .....	59
5.1.1	Research sub question one .....	59
5.1.2	Research sub question two .....	60
5.1.3	Research sub question three .....	61
5.2	Implications of the study .....	62
5.3	Limitations of the study .....	63
	REFERENCES.....	64
	APPENDICES.....	70
Appendix A	:Combined themes overview .....	70
Appendix B	: Interview guide.....	73
Appendix C	: Sample information letter .....	74
Appendix D	: Authorizations to conduct research .....	77

# LIST OF TABLES

Table 1 : Knowledge and understanding of inclusion.....	33
Table 2 : Teacher’s Knowledge of policy .....	38
Table 3 : Supports for inclusive practice.....	43
Table 4 : Teaching and Learning strategies .....	47
Table 5 : Meeting challenges in inclusive classrooms .....	51

# LIST OF FIGURES

Figure 1: Map of the study area .....	83
---------------------------------------	----

# 1 INTRODUCTION

This study is about teachers' perception towards inclusion of children with special educational needs into mainstream classrooms. My experience for the last thirteen years in the teaching profession points to mixed perceptions to inclusion among teachers. I have had the opportunity to visit a few Kenyan special schools and interact with specialist teachers regarding their views on inclusion of children with moderate to severe disabilities in regular schools. Worryingly, the subject of inclusion according to the Kenyan specialist teacher is far-fetched.

However, as an inclusion practitioner and a social model advocate my focus still remains tied to inclusion owing to its tangible benefits to children with special educational needs. Thus, this study is borne out of the need to investigate whether the Kenyan trained inclusive teachers have the relevant knowledge and understanding of inclusion that can help shape their perceptions.

This study was conducted among trained teachers who have experience in handling inclusive classrooms in Kenyan schools. The study employs a qualitative approach as a research paradigm to critically look at the key areas that drive inclusive practice. Using purposeful sampling participants were selected to take part in the study. By use of a semi structured interview guide interactive discussions with five participants who teach in inclusive primary schools in Kenya were held.

The findings of the study revealed that teachers lacked relevant in depth knowledge and understanding on the key areas under discussion and thus a need to update their knowledge so as to be at par with the rest of the world and improve practice.

The implication of the study is to guide nurture positive perceptions among teachers on inclusion through relevant knowledge thus making it easy to instruct a diverse classroom in the most appropriate way possible. . Through the insights from teachers on key areas under the study recommendations for consistency and improvement of knowledge and understanding of inclusion will be given. This will go a long way to inform key areas that need to be relooked so as to improve inclusive classroom practice.

## 1.1 Background of the study

This section will briefly discuss inclusion and inclusive education which is the broader picture of my study by critically looking at the global overview. This will narrow down to the Kenyan context giving a short brief on the advent of special educational needs education through the adoption of free basic education for all. The section will further narrow down to the issue under study where knowledge and understanding of inclusion among teachers will be discussed as a key aspect that shapes teachers' perceptions and therefore affects its successful implementation.

There has been a growing global shift towards educating all children together under inclusive school settings located within their society (Frederickson & Cline, 2009). However, this has been the subject of debate across the globe characterized by halfhearted implementation by governments in spite of having endorsed it in global declarations. For instance, the Salamanca statement (1994) of which most of the countries are signatory outlined the need for education systems to design educational programs that take into account learner diversity so as to curb acts of segregation (UNESCO, 1994).

Nevertheless, significant milestones have been achieved on the human rights front since the adoption of the United Nations Convention on the Rights of the Child (1989), which outlawed disability constructed discrimination, and the UNCRC (2006), for equalization of opportunities for persons with disabilities including riddance of all forms of discrimination (United Nations, 2006). Consequently, inclusion has found a comfortable zone which is founded on the quest for equity, social justice and participation. Both the UNCRC (1989) and the UNCRC (2006) approach share a steadfast commitment to universal rights to all built on a positive view of diversity with its heart on the principle that, all children including those who are 'different' ought to be valued and respected as members of their society (Zoniou-Sideri, Deropoulou-Derou, Karagianni, & Spandagou, 2006).

The slow pace at which inclusive education is being adopted globally thus calls for questions on governments political will to its success (Liasidou A. , 2016). Currently, with a global approximation of over forty million children with special educational needs left out of school, the Millennium Development Goals (MDG's) of achieving universal education for all (World Bank, 2003) seems a massive challenge. Although it is estimated that 70 % of children with special educational needs can go to local educational institutions; the environment, resources and perceptions of teachers hinders this transition (UNICEF, 2013). Nonetheless, initiatives in

the global policy arena allude to a substantial positive development towards an educational inclusion process (Liasidou A. , 2016).

The advent of disability movement in Kenya which is the trigger for an inclusive society can be traced to the late 1940's when churches and non-governmental organizations started to support children with disability. Awareness forums on people with disability and their right to education and participation in the society were organised to push for equal treatment (Randiki, 2002). This led to the formation of societies and associations for persons with disabilities. Later, as a result of incessant lobbying the ministry of education in 1975 established an administration section on special needs education.

In 1984, Kenya initiated educational assessment and resource centre services (EARCs) to carry out assessment of children with special educational needs from ages 0-26 years. Between 1984 and 2000, over 80,000 children had been assessed and about 20,000 placed in special schools while a good number remained home with no educational services. However, the changing educational dynamics towards inclusion rather than segregation and the advent of free basic education for all saw the enactment of the Kenya disability act 2002 that charted the journey towards inclusive education. The same year saw the Kenya institute of special education start a training programme for inclusive education teachers (Randiki, 2002).

Kenya being a signatory to all this international accords aims to progressively change its education system to include learners with special educational needs into mainstream schools (GOK, 2007). The countries blueprint for sustainable development vision 2030 has the objective of transforming Kenya into a middle-income republic by provision of quality education to all its citizens. Whereas, the current Kenyan constitution entitles children with special educational needs access to integrated educational institutions and facilities within their society there is a little progress towards that goal with segregation still high in the government's educational agenda (GOK, 2010).

The inclusive education movement in Kenya has not wholly embraced the classroom educators in the process and the feeling has been that of programs imposed on them (Ngugi, 2002). Numerous concerns regarding the inclusion of children with disabilities into the regular classroom settings by educators have gone unheeded. However, it is of paramount significance that any meaningful inclusion counts on the strong partnership between all stake holders in addressing challenges that come with it (Korir, 2015). Therefore, it becomes vital to listen to teachers' concerns so as to boost their morale and improve practice.

Teachers ought to be equipped with more generic knowledge and skills necessary for instructing a diverse population. This will create appreciation to the system of education and programs as well as their role in the implementation process (Margaritoiu, 2010). Moreover, adjustments to the pedagogical aspects can also be done internally by making use of the more experienced teachers of special educational needs through collaborative team teaching approaches (Tomlinson, 2005). In this regard, mainstream schools in Kenya ought to embrace collaboration as a means of ensuring children with special educational needs are accommodated within the school by creating the least restrictive environment possible. Additionally, the government should enhance availability of resources and give room for curriculum differentiation as much as possible so as to improve classroom practice.

However, the ability to successfully instruct students in any setting requires not only training but also the empowerment of teachers to apply new skills and competencies (Hegarty, 1994). It is thus instrumental to develop positive perceptions concerning inclusive education founded on the supports that teacher's get in relation to their knowledge, skill, comfort level as well as peer and organizational supports (Horrocks, White, & Roberts, 2008). Studies on perceptions indicate the need for more teacher supports than currently received to stimulate positive inclusive education practices. Besides, literature points to the increasing need for personnel from both the general teaching and special education teaching to have access to additional supports but not limited to programme changes, access to training and technical aid as important supports. Conversely, educators need to understand the diversity of learners in their classes and the implications of their differences when planning so as to differentiate their curriculum as well as instructional strategies (Hampton, Peng, & Ann, 2008).

Thus, the success of instructional practice is influenced by a multiple of factors that must be taken into consideration and entwined in planning. Lockwood (2006) alludes that educators, who are considered role models, offer a template of behaviours that are key to successful inclusion. This being stated, teachers not only need to know and understand inclusive education practices but also have the moral compass for the success of all learners (Poyrazli, Ferrer-wieder, Meister, & Grahame, 2008).

This study will go a long way to encourage initiation of programmes that promote acquisition of relevant knowledge and understanding of key areas in inclusive practice. These key areas are believed to influence the way teachers view inclusion of children with difficulties into mainstream classes.

## **1.2 Research question and sub questions**

This section will outline the research question and the sub questions thus generated as the foundation of the study.

### **1.2.1 Research question**

What are the teachers' perceptions towards inclusion of children with special educational needs into mainstream classrooms in Kenya?

### **1.2.2 Sub questions**

- What is the teachers' knowledge and understanding of inclusion and inclusion policies?
- What supports do teachers practising in inclusive classroom settings require?
- How do teachers meet challenges to practice in inclusive classroom?

## **1.3 Statement of the problem**

Owing to continued absence of a consistent definition of inclusion, perceptions range from children with special educational needs being taught with the 'normal' children in mainstream classrooms with a regular classroom teacher to special units in mainstream schools with specialist teachers or in special schools with specialist teachers (Gal, Schreur, & Engel, 2010). Gal et al. (2010) observes that inclusive education is a philosophy advanced by the need for acceptance tightly intertwined to human rights and equitable opportunities for children with disabilities. Thus, infusion of special education content in the national curriculum has always been recommended so as to enhance understanding of children with special educational needs, but also the quantity and the quality of content delivery will vary depending on the knowledge and understanding of each teacher (Mc-Cray & Mc Hatton, 2011).

## **1.4 Aim and objectives of the study**

The study aims to find out whether teachers have the relevant knowledge and understanding of inclusion necessary to influence their perceptions to including children with special educational needs into their mainstream classrooms.

So as to achieve this, the study will be guided by the following objectives:

- To establish teachers' understanding of inclusion and knowledge of inclusive education policies.
- To find out whether teachers have knowledge of the appropriate supports required for inclusive classroom practice
- To find out whether teachers have the capacity to meet challenges faced during practice in inclusive classrooms.



# 2 LITERATURE REVIEW

This chapter will discuss inclusion by critically looking at its definition, origin and the global debates around it. The section will then narrow down to inclusive education as a way of addressing the human rights issue as a concern for children with special educational needs. Divergent views will be highlighted with reference to the inclusion ideology. Additionally, political stand points will be discussed by comparing and critically analysing the situation specifically in England, Norway and the Kenyan contexts in relation to national inclusion policy hurdles. The section will then discuss how Kenya has conceptualised inclusive education the gaps and challenges it faces. The discussion will discuss inclusive classroom practice; supports needed and ways of meeting the classroom practice challenges. Finally, teachers' perceptions to inclusion will be briefly discussed pointing to similar studies and their relevance to this study.

## 2.1 Inclusion

Inclusion refers to a philosophy that focuses on changing the home, school and the society so as to create opportunities for everyone in spite of individual differences (Frederickson & Cline, 2009). It aims at creating a sense of belonging as persons interact, share and participate in all community activities together thus assuring equal opportunities and accessibility to all resources, services and responsibilities (Ngugi, 2002). Inclusion and inclusive education have for years been interpreted differently by countries depending on their policy guidelines. However, inclusive education in essence means modifying the environment to embrace all children within regular schools while inclusion is a much broader term that goes beyond the schooling system (Frederickson & Cline, 2009). Critics of inclusion argue that it is a movement aimed at taking the ruling class to task and reaping undeserved benefits from society (Grue, 2015).

Inclusion as an ideology is founded on the view that disability is a socially constructed problem rather than a medical problem. In view of this, the social proponents assert that disability has nothing to do with the individual (Shakespeare, 2006). Furthermore, it demands a political solution to ease the impacts of disability because the physical and social environment problems associated with disability arise from society. Thus, the focus is on bringing about change on how people perceive disability by removing the socio-political barriers through change of policies. This involves providing guarantees for human rights as stipulated in the UNCRPD (2006) (United Nations, 2006). Consequently, Shakespeare (2006) asserts that modification of the

disabling society is the most significant priority of the social model other than fixing the disability as advocated by the medical models (Shakespeare, 2006).

The current shift to the inclusion debate started in the 1990's in Jomtien, Thailand when the focus changed to education as a means for acquiring an equitable and just society (Grue, 2015). This became apparent in the 1994 world conference on special needs education held in Spain popularly known as the Salamanca statement (1994). State countries reaffirmed their commitment to education for all and the necessity of providing education for children with special educational needs within local regular educational institutions (UNESCO, 1994).

### **2.1.1 Inclusive education**

Inclusive education means making the schooling environment responsive to all learning needs through restructuring programs and environment to provide equal opportunities for all (Barton & Armstrong, 2007). It is founded on the belief in education as belonging to societies, both in what amounts to knowledge, and how educational practices are conceptualised and advanced. Barton & Armstrong (2007) further argue that, such education identifies what societies share and integrate it into the curriculum; hence, the idea of community based schools which back practice grounded on equality, aspirations, participation and diversity of its members

Ideally, inclusive education is built on the premise that all young people and children regardless of their different social, cultural, and learning abilities must get the same learning opportunities in the same schools within their locality (UNESCO, 2005). Liasidou (2016) concurs with these definitions but goes further to refer to inclusive education as educational services that warrant inclusion of all children in the community. However, this should not be misconstrued to mean just admitting all children to the same school but rather as overcoming barriers to participation in the school community (Mittler, 2000).

Contrariwise, inclusion is viewed as an unending process that entails continuous organisational and pedagogical development within the mainstream (Mittler, 2000). Ngugi (2002), notes the need in identifying, reducing or removing barriers within and outside the school that may hinder inclusion. He further argues that; teaching, schools and systems need to be modified so as to fully accommodate the diversity of learning needs within the mainstream school (Ngugi, 2002). Subsequently, the United Nations promote investing in inclusive education as the key to addressing the root causes and consequences of exclusionary practices such as discrimination and inequality in society (United Nations, 2006).

### **2.1.2 Special educational needs**

A special educational need is a label taken to mean the outcome of the comparison between an individual's physical, cognitive and emotional characteristics and the educational environment (Frederickson & Cline, 2009). Thus, children will be considered as having a special educational need if they have a greater difficulty in learning than the majority of children of the same age or has a disability that prevents use of educational facilities of a kind provided to the rest of children in class and hence requiring a special provision to be made for her. Special educational needs arise as a result of aspects of organization and curriculum in school. Therefore, other than seeking within child reasons, focus should seek changes to aspects of a school to make it responsive to a child's needs. (Sally, 2002). However, lately, different countries have come to include children who are marginalized, immigrants, and disadvantaged in one way or the other as having special educational needs (Liasidou A. , 2016)

## **2.2 Inclusion policies**

While global policies pursue to nurture inclusion in educational settings, what really makes up inclusion is complex and depends from one context to the other (Hardy & Woodcock, 2004). It is therefore important to approach policy issues with care. Harman (1984) advocates a traditional analysis to make sense and guide good policy formulations. This involves identifying the specific problem, looking for ways to solve the problem and implementing the resolutions (Harman, 1984).

However, analysts proclaim that specific policy issues, contexts and the subsequent consequences are political and require informed decisions (Tailor, Rizvi, Lingard, & Henry, 1997). Taylor et al., (1997) further argue that the implementation of policies are dependent on their intended and unintended consequences thus informed political choices need to be made. Policies on inclusion issues reveal the contested nature due to the frequent global shifts. Hardy and woodcock (2004) recommends attention to: intentions, school structures, curriculum, assessment and how they contribute to the larger inclusion process as a basis for good educational policies.

The world disability report suggests among other things enacting policies that create enabling environments and develop support services to the benefit of persons with disabilities. This entails going beyond the assimilationist approaches already witnessed in addressing disability issues to an informed understanding of the nature of disability and making informed policies

that guarantee good livelihood (Liasidou A. , 2016). Drawing on researches on education policy, it is of paramount importance to involve all stakeholders and especially the teachers in the policy making process. This is because listening to teachers gives first-hand information coupled with a grass root experience thus giving an insight to the problems and how to solve the issues raised (Tailor, Rizvi, Lingard, & Henry, 1997)

Before implementation of education policies it is imperative that Satisfactory and effective strategies are put into place. Sufficient human and material resources ought to be in place to ensure a result oriented implementation (Florian, 1998). Consequently, it is good to tie inclusive policies to international policies of which countries are signatories for instance the right to an education free of discrimination as stated in the Universal Declaration of Human Rights (UN, 1948) and the Convention on the Rights of the Child (UN, 1989) and the UNCRRPD (2006) so as to secure individual human rights. Thus, the focus shifts to the fraught and problematic nature of work as international organisations and governments put their efforts to developing more inclusive policies. (Hardy & Woodcock, 2004).

### **2.2.1 The UNESCO Salamanca statement (1994)**

The Salamanca statement (1994) made a major milestone in the current inclusive schooling debates. Its purpose was to reaffirm educational rights as enshrined in the 1948 universal declaration of human rights and also renew the 1990 education for all pledge (UNESCO, 1994). However, major achievements were realized with the proclamation of fundamental rights to education to every person regardless of their difficulties. The state countries confirmed the unique differences in children and vowed to design educational programs that take account of diversity. Thus, the idea of an inclusive regular school that could offer reasonable accommodation to diversity was born. These schools according to the statement offered the best means of fighting discriminatory practices in society and building cohesive inclusive communities. Its framework for action states ‘inclusion and participation are essential to human dignity and to enjoyment and exercise of human rights’. This can be reflected through the need to have genuine equalization of educational opportunities (Hodkinson & Vickerman, 2009).

### **2.2.2 The UNCRRPD (2006)**

The United Nations Convention on the Rights of Persons with Disabilities (UNCRRPD) (2006), marked a paradigm shift that marked the end of dilemmas between the segregated systems and mainstreaming to the child’s right to attend an inclusive schooling (United Nations, 2006). This

also reaffirmed the shift from a medical model to a social model of disability. Article 24 of the convention as cited by (Hodkinson & Vickerman, 2009, p. 111) required all state countries to ensure that all disabled children and young people ‘can access an inclusive, quality, free primary and secondary education on an equal basis with others in the community in which they live’ (UN 2006:Article 24, 2b). The same convention continues by stating that ‘reasonable accommodation of the individual’s requirements’ (Article 24, 2c) should be made alongside the provided support ‘within the general education system to facilitate their effective education’ (Article 24, 2d). With over 120 million children with disabilities in the world and majority living in developing countries, governments and international agencies have renewed their efforts towards the goal of equity for children who have special educational needs (Hodkinson & Vickerman, 2009).

### **2.2.3 Kenya basic education act (2013)**

The Kenyan current education laws reflect the needs of respect for diversity underscored in both the Salamanca statement (1994) and the UNCRPD (2006).Chapter VI 44(2) states ‘the cabinet secretary shall provide special needs education in schools suitable to the needs of children requiring special education’ (KLR, 2013). The act also ensures nondiscrimination in admission on any ground and outlines the commitment of the government in provision of facilities and resources to support education of children with special educational needs (chapter VI, 44 (4)). The act outlines the need to prescribe to a curriculum that suits the learning needs of every child and recommends formation of a multidisciplinary team in every county to ensure early assessment and identification of children with special educational needs (KLR, 2013).

### **2.2.4 Inclusion Policy dilemmas**

Many countries deemed pioneers in inclusion have a long way to go in policy aspects. For instance, England’s inclusive policies were shaped by the Warnock report (1978) (Thomas & Vaughan, 2005). Before then, the policies were exclusionary and focused only on high achieving students, seen to be educable.

Warnock (1978), recommended pupils be taught in regular schools but also left a loophole that led to further segregation through her three tier model of integration approach; locational ,social and functional framework (Thomas & Vaughan, 2005). Consequently, this approaches led to the current state funded special schools but arguably the recommendations brought with them parental involvement in meeting their children’s educational needs (Dare & O'Donovan, 2002).

This was a paradigm shift from previous legislation. Although it was flawed in fully addressing the level of involvement, it came to the fact that, some special educational needs originated from parents and teachers (Daniels, 2000).

Warnock's report (1978) subsequently led to the education act (1981) which informed the discussions to the current laws (Dare & O'Donovan, 2002). England's latest policy documents, The SEN code of practice (2014) encourages a culture of inclusion through mainstreaming (DFE & DH, 2015). Its approach is positive with evidence suggesting improved educational attainment for SEN in mainstream provisions (Topping & Maloney, 2006). However, the good document faces implementation challenges with England's educational approach to children with special educational needs remaining two pronged; an exclusive school and a mainstream approach. This is only evident from my experience in the several schools I visited if only so, they represent the wide perspective.

Equally in Norway, an increased focus on inclusive education in the 1990's led to a reduction of special education provisions pointing to as low as to only 5% as special schools between 1990 and 2000 (Hausstatter & Theun, 2014). However, this changed around 2005, as in England's case, conflict between policy and educational expectations were noted as a basis of policy reforms. Thus, the Norwegian school reforms in 2006 (Ministry of Education, 2006), incorporated national testing into the national curriculum again propagating a rise in special schools. Besides, the Norwegian legislation accentuates that children who don't gain from regular education have the right to a special education (§5-1). These coupled with the increased number of special educational needs in Norway, though debatable, poses a big challenge to the Norwegian school system today (Hausstatter R., 2013).

Similarly in Kenya, the first attempt to a policy document to address the issue of special education came up in 1976. Again in 2001 the ministry of education made an effort to revive the stalled document through the children's act 2001 with the hope of implementation to no avail. This was all in face that from Jomtien 1990 to Dakar 2000, Kenya was a signatory to every global document committed to the provision of education for all (Randiki, 2002). It was not until 2002 that a tangible milestone was achieved with the signing of the disability act 2003. Thus, in 2003 Kenya started implementing the education for all (EFA) goals and thus opening the gates to developing an inclusive policy, the basic education act (2013) (KLR, 2013). Nonetheless, just like in the other countries there remains a strong voice for special schools and a rigid focus to educational competition based on national tests which is unhealthy for inclusive systems (Randiki, 2002).

## **2.3 Conceptualization of Inclusive Education in Kenya**

Kenya's initial struggles for a structured care and provision of education for children with disabilities date back to 1940's by religious institutions (Randiki, 2002). Notably, the pioneer was the Salvation Army Church and then the catholic, the Anglican, the Methodist and the other denominations came in much later. Initially, special institutions for children who had visual, mental, physical and hearing disabilities were enrolled in special schools in different regions of the country. However, in 1986, the government established the Kenya Institute of Special Education (KISE) with the mandate of assessment of disabilities and capacity building programmes for teachers and parents thus taking over the management of the special education (MOE, 2009).

### **2.3.1 Recent achievements**

Recent global changes towards education of children with disabilities is getting embraced in Kenya with many children with mild to moderate disabilities and the marginalized attending their local schools (KLR, 2013). The United Nations Convention on the rights of Persons with Disabilities (UNCRPD) already ratified by Kenya, calls for access to education that is equitable to all learners (United Nations, 2006). Likewise, the Kenyan Constitution of 2010, outlaw's educational discrimination grounded on a disability label. Specifically, Article 27 states that: 'The State shall not discriminate directly or indirectly against any person on any ground, including race, marital status, sex, pregnancy, ethnic or social origin, health status, colour, age, language, disability, culture, religion, belief, conscience, dress, or birth' (KLR, 2010).

These progressive legislations, have led to improved practices in providing inclusive education from 2003 when free primary education became a reality (KLR, 2013). Moreover, efforts have been noted in enhanced resource distribution to schools in the form of learning resources and infrastructural development. There is evidently renewed efforts to implement inclusive education programmes through a sector wide approach to planning (SWAP) as envisaged in Kenya's vision 2030 plan (GOK, 2007).

Accordingly, the constitution of Kenya 2010 has adopted and domesticated all ratified international conventions as law (KLR, 2010). This is a good step given that the constitution is the foundation of policies that embody attainment of human rights and elimination of discriminatory practices (Njoka, et al., 2012). For instance, through the Children Act (2001) and

in conformity with Education for All (EFA), the government has committed to the provision of a 12 year free and compulsory education to all children in Kenya. Additionally, there are a range of government programmes that are focused on supporting inclusion such as the Kenya education support programme and the National special needs education policy frame work (OECD, 2012).

One great achievement in the last 10 years is a shift in the way inclusive education is defined in Kenya, from including children with disabilities in regular schools to targeting all the marginalised groups. Thus, groups such as street children, orphans, ethnic minorities and other vulnerable children can now be accommodated within the schooling system with ease. Presently, approximately 37% of children who have disabilities in Kenya attend an inclusive primary school. However, Only 9% transit to secondary education, and 2% join tertiary institutions (OHCHR, 2011).

Although it is embarrassing to note, a large number of children with disabilities still remain enrolled in special education units or special schools. The inclusion policy is not in full force and approximately 30% of children with disabilities are enrolled in inclusive settings out of the more than 90,000 already identified (Mwangi & Orodho, 2014).

## **2.4 Challenges to inclusion in Kenya**

Inclusive education in Kenya has failed to get the impetus required to push it to the next level due to the many challenges it faces. This has resulted to slow progress and stagnating positions albeit efforts and gains that were first realised at the onset of inclusion programmes. Thus, a number of perceived challenges have been cited as the reasons of slowed implementation.

### **2.4.1 Funding**

Globally, it is estimated that inclusive education will require US\$ 8 billion from countries to implement every year (UNICEF, 2000). Thus, the shrinking availability of sufficient resources to fund education especially in Kenya generates both factual and perceived fears to implementation of inclusive education at a universal level (IBE, 2007). Kenya's, education ministry gets the largest share of the national budget amounting to ksh.150 billion, owing to free primary and secondary education towards making education accessible for all. The need for



support staff and teacher assistants coupled with the need of support equipment and resources though require massive investment (Williams, 2014). Further it can be noted that, as class loads go up due to free primary and secondary education, it turns out to be increasingly challenging for regular school educators to enrol children who have disabilities without additional support. Accordingly, a paradoxical state is generated in which financial burdens on regular schools create a need for additional support which may not be forthcoming (Kalyanpur, 2011). However, it should be noted that even countries endowed with resources are struggling with inclusion. Thus, the financial challenge could be an unfounded fear and instead efforts should be directed to structures that will gradually lead to an inclusive schooling system.

### **2.4.2 Policy implementation**

National education policies remain a big influencing barrier to inclusion (UNICEF, 2000). Contextual circumstances in policies define quality in education and smooth delivery of services. Currently in Kenya, person with disabilities bill (2015) is awaiting parliamentary approval into law but doubts are cast on its implementation with the government having shied from previous laws.

Additionally, policy implementation remains a challenge largely due to poor sensitization on change to all the stake holders and especially teachers. This is as a result of lack of consultations during policy formulation hence leading to rebellion by stakeholders (Oyedeji, 2015). For good outcomes it is therefore important to have an effective oversight that guarantees implementation. Oyedeji (2015) emphasizes on the need to strengthen policies that promote inclusive education and improve coordination between schools and the government in order to monitor and evaluate outcomes.

### **2.4.3 Curriculum**

Curriculum challenges remain a big barrier in meeting learner diversity in Kenya (Williams, 2014). The Kenyan curriculum as a tool that facilitates inclusion lacks the design to meet learner diversity (UNICEF, 2000) This is because most of the curricula content is inaccessible, demotivating and to be covered within a rigid time frame. Assessment methods in the curriculum are centralised around national examinations which leave learner with disabilities unable to cope (Njoka, et al., 2012). This leads to inability to transit to secondary education due to low grades thus cutting them out of their educational rights. For instance, in his study Robinson (2011) likened the present educational arrangement in the U.S. A. to a workshop with

the desired yield being children who succeed in standardized tests which translates to the Kenyan context. The argument here is that high scores in tests have become the measure of determining participation in society (Bunch, 2005). Regrettably, from experience in the field, tests have become the barometer of livelihood in Kenya. Therefore, it is fair to argue that such systems that are embedded on national standardized tests have no capacity to support an all-inclusive education (Robinson, 2011).

#### **2.4.4 Cultural beliefs and attitudes**

The greatest obstacles to inclusive education are caused by society in the form of cultural prejudices leading to negative attitudes and discrimination thus affecting learning (Mwangi & Orodho, 2014). Negative attitudes attribute to social discrimination, traditional prejudices, lacking awareness. Some regions still uphold traditional belief that educating a disabled person is of no importance. This is caused by the individual physical appearance rather than shortcomings in the education system (UNICEF, 2013). Additionally in many Kenyan communities children born with disabilities are associated with bad luck, punishment from gods and thus 'normal' persons would prefer staying away from them for fear of being harmed. These beliefs even run deep down to some teachers who have had no experience handling children with disabilities.

#### **2.4.5 Physical environment**

Environmental factors comprise a broader set of issues rather than just information and physical access (WHO, 2011). The environment has a massive influence on the experiences and level of disability. Inaccessible environments generate disability by constructing barriers to inclusion and participation. For instance, lack of ramps and elevators for wheelchair users, lack of sign language interpreters for deaf children and lack of reading software for visually impaired persons are a big challenge to inclusion. A majority of learning institutions are inaccessible to learners with diverse disabilities in Kenya which is a big barrier to inclusion (UNICEF, 2013).

In Kenya's poorer, particularly rural regions, educational centres are significantly long distances and inaccessible. Institution buildings are characterised by narrow doorways, lack of pavements and rumps thus unsafe for children with physical and visual impairments. Additionally, most of the schools lack the capacity to help respond to the environmental needs (Njoka, et al., 2012).

However, the environment can be modified to improve accommodation of children who have disabilities. Such changes may be done through policy changes founded on technological advancement in the fields of transport, communication, health, education and housing (WHO, 2011).

## **2.5 Supports for inclusive classroom practice**

It is common knowledge that an inclusive classroom is any teacher's nightmare. It is therefore critical to equip teachers with all the supports that they may require to handle this challenging situation. Furthermore, any government that needs to provide equity in education would endeavor to provide well trained personnel who have all the strategies and resources in the inclusive classroom at their disposal. This will ensure that the child gets all the services they need for their social and educational development.

Children with special educational needs come with challenges that teachers cannot be left to handle alone. Some require a pool of experts aimed at ensuring a child gets the most basic health, social and emotional services they may require (Farrel, 2003). Hence, the need of a well constituted multi-disciplinary team. The basic education act 2013 chapter VI, 46 (1a) advances the need of the county education board and the county governments to provide for education assessment and research centers and special services in identified clinics within the county (KLR, 2013).

Thus the importance of other professionals as outlined by the law should be felt by the teachers in addressing classroom diversity. These professionals should include educational psychologists, social workers, medical doctors, nurses, occupational therapists, speech and language therapists, child protection officers and assistant teachers (Farrel, 2003). However, it is important that these expert teams draw clear goals and work together in programs that aim to realize inclusion.

Children in an inclusive classroom cannot be handled in the same way as a regular class. Thus, traditional teaching approaches need to be modified into differentiated learning experiences that are aimed at identifying the potential of learners and shaping their competencies (Gennaro, Pace, Zollo, & Aiello, 2014). This can be done by tailoring teaching methods and curriculum content to address individual children characteristics (Voltz, Brazil, & Ford, 2010). Therefore, teachers ought to rise up to the duty of innovating methods that target individual needs. Moreover, the

use of inclusive technology enhanced learning has also been applauded for its ability to offer support for diverse needs offering a reprieve for the child's social, cognitive and physical potentials. Its strength lies in the categorization based on support they offer and ability to have software that involve individual need and parent support programmes (Passey, 2014).

Teaching and learning resources refer to all activities, equipment, situations that make it easy for a child to learn (Hiuhu, 2002). Before making a choice of resources it is important for a teacher to understand the various needs of all her learners and the learning activity to be undertaken. Moreover, learners tend to learn best when all their senses are used in acquisition of knowledge (Frederickson & Cline, 2009).thus the choice of materials for classroom teaching becomes an important tool in inclusive setting.

Besides teaching aids, teachers need to be aware of adapted assistive devices for different groups of children with diverse needs. This will help in giving resourceful advice needed in purchase of these resources (Hiuhu, 2002). However, one major concern to successful inclusion relates to resource availability. Sharma, Forlin, and Loreman (2007), in a research conducted amongst 603 pre-service teachers in Canada, Singapore, Australia, and Hong Kong established that shortage of resources appeared as the most rated worry for the study participants. Their study concluded that information about resources supporting inclusion needed prioritisation and appropriate dissemination to teachers.

## **2.6 Meeting challenges to inclusive practice**

Inclusion comes with a myriad of challenges especially in developing countries as discussed above. However, teachers should desist from using challenges to form perceptions that may fail practice but instead look for ways in which they can wade through these challenges to achieve best results possible.

There is no single individual endowed with all the capacities needed to handle an inclusive classroom. Inclusion conceptually denotes an interactive process where parents, teachers, school personnel, administrators and children work harmoniously and share their knowledge and expertise so as to define needs, plan, assess, implement and make follow up so as to achieve development to the full (Dettmer, Thurston, Knackendoffel, & Dyck, 2009). Thus, a consultative process will help develop skills to solve problems and generalize acquired skill to

solve other problems. Of great importance is how teachers are able to communicate often and coordinate plans. Dettmer et al., (2009) assert that current advancements in technology have created a mirage of opportunities for collaboration and networking. These aspects can be seen in activities like team teaching, subject panel, IEP panels that make work easier and nature a motivating environment.

It is worth noting that inclusive settings thrive on the ability of the teacher to adapt the curriculum, content, methods, resources and environment so that children with special educational needs feel part of the greater classroom (Westwood, 2001). These adaptations are planned and implemented depending on the disability that learners have. Most of these strategies depend on accurate assessment of a child's future learning needs and having a focus target (Byers & Rose, 2004). However, a critical look should be given to; content, level, access, instruction methods and resources so as to offer a differentiated support. Crowley (1996) asserts that, inclusion is easy if teachers are equipped with the knowledge and skills to select, adapt instructions, methods, environment and curriculum besides having the right attitude and confidence to deliver (Crowley, 1996). This assertion is refuted by Westwood (2001) who alludes to the difficulties involved in adapting the curriculum, modification of resources and adjusting teaching strategies to suit learners in a particular lesson. However, adaptation is seen as an essential ingredient to inclusion if success is to be seen (Kyriacou, 1997). In addition, it is equally important to help teachers develop skills in teaching same content effectively to large classes without much fragmentation but a differentiated amount of assistance. Thus, it would be more appropriate if high quality instructional materials are developed to serve the diversity in classrooms (Good & Brophy, 2000).

Teachers need to be aware of the role played by the environment in learning. Making physical alterations is not the only way to improve access to services (Steinfeld & Maisel, 2012). Other measures such as disability awareness, staff training or even allowing more time to children with special educational needs will be required to create a good learning environment. Since children know what they need, it is important to take their views so as to assist in making reasonable adjustments. A universal design should be adopted with the aim of discarding discriminations that arise from disability (Sawyer & Keith, 2014). These negative perceptions should be actively fought and positivism implanted so as to induce self-esteem in children with special educational needs. Activities that promote participation of children with disabilities should be organized so as to enable children explore their strengths and feel as part of the society. Inclusive schools

therefore need to be consistent in management approaches aimed at meeting individual challenges and promoting participation in the society (Hehir & Katzman, 2012).

## **2.7 Teacher perception studies to inclusion**

Perceptions refer to the views held by a person or a group of people depending on how they conceptualize a situation. Teacher perceptions towards inclusion may not necessarily be influenced by providing training as argued out in previous research (Avramidis, Bayliss, & Burden, 2000). Alternatively, teachers need an opportunity to reflect on proposals for change that touch on their lives. Thus, it is awful to subject teachers to a myriad of changes in which their views have not been taken into consideration (Mittler, 2000). Mwangi & Arodho (2014) in their study of Kenyan teacher perceptions found out that teacher preparedness posed a threat to inclusive education. The study observed that most teachers were in agreement of their inability to handle an inclusive classroom due to lack of willingness to attend to children with special educational needs.

However, for inclusive education to succeed, the right knowledge and skills need to be transferred to teachers so as to handle learners with diverse abilities (Njoka, et al., 2012). Hence the urgent need to change training and leadership programs that are currently disjointed to incorporate disability studies has been highlighted in many forums. Additionally, other factors such as class load are seen to pile on teacher setbacks. Njoka, et al. (2012) observed that, a high pupil-teacher ratio of more than 45:1 in Kenyan public primary schools posed a big challenge to inclusive education. The indications were that, teachers were already stretched by large classes and developed negative attitudes as a result of the extra work that came with inclusion.

Avramidis et al. (2000) asserts that the types of student educational need and the degree to which teachers can be involved in the process was seen to affect teacher perceptions. They recounted how mainstream teachers had preference for children who had characteristics that did not entail extra instructional and management skills. Thus, teachers in inclusive settings had the penchant to discard children who exhibited significant disabilities. Additionally, a relationship has been drawn in previous studies between the severity of special educational need and teacher acceptance (Barnatt & Kabzems, 1992).

However, knowledge and understanding of special educational needs and its impact on the child and the general class need to be the focus in promoting inclusion. In his study on inclusion of children with special educational need in Ghana, Gyimah et al. (2009) noted that 67% of the teachers had the relevant knowledge and understanding to teach in an inclusive school and this helped foster a positive perception towards inclusion but other condition lowered acceptance of children to inclusive classrooms (Gyimah, Sugden, & Pearson, 2009).

Thus, in reviewing the literature it is important to note the relationship between knowledge and understanding of inclusion to teacher perceptions and how that holds together the future of good inclusive practices.

# 3 METHODOLOGY

This section will highlight the methods used in the study by describing the design used, sampling procedure, data collection and analysis. Explanations will be given on choice of method used by highlighting its strengths and weaknesses. The issues of reliability and validity of the study outcomes will be discussed with a view pin pointing how they have been achieved. In addition, ethical issues will also be discussed highlighting on the need to protect the participants and avoid compromising the results of the study.

## 3.1 Research design

The preferred design for this study is a Qualitative research approach. A qualitative research method in this context means engaging participants using interviews so as to get a rich, insightful outcome through a conversational engagement (Patton M. , 2015). This method will not only help me to capture the general reality of the study but will also give me the choice of condensing the collected data so as to remain focused to the main thinking and to represent it accurately (Flick, 2009). This will be done by critically tapping on my ability to replicate feelings, thoughts and motives behind the participant's beliefs and opinions (Patton M. , 2002), thus, facilitating a clearer interpretation of the participant's experiences (Creswell & Miller, 2000).

This method gives me an opportunity of not being just an invisible neutral but one who is taking part in making the participants reflect into their lives thus leading into new insights about situations around them. Additionally, the flexible nature adopted by the study in engaging the ever changing world of inclusion will give the participant the moral commission to speak for the underprivileged (Flick, 2009). Of great importance is the openness in discussing issues that will allow the understanding of reason and production of knowledge with the intention to change the issue being studied or to produce practically relevant information that promotes solutions to practical problems (Kvale, 2006).

## 3.2 Sampling

As a significant phase of my study sampling was meant to inform the value of implications that would arise from the study outcomes (Creswell & Miller, 2000). I used purposeful sampling for the study which in this context implied looking for information rich participants who would give



me an in-depth understanding about the issues under discussion. In this case I chose practicing inclusive school teachers. However, aware that purposeful sampling may lead to biasness emanating from the need by professionals to protect their grounds (Golofshani, 2003), schools and participants known to me were not involved in this study. This, I believed helped purge shared opinions and reservations the study topic elicits and also avoided putting such participants in awkward positions during the interviews. All the sampled schools and participants were given pseudonyms to hide their identities.

### **3.2.1 Sampling criteria**

Counties were selected to take part in the study. The criterion was: nearness to my physical location, availability of schools practicing inclusive education successfully and high ranking in national examinations. Two out of four counties near my physical location met this criterion and were selected.

From the two county school registries, four schools were selected to take part in the study. The criteria was: two urban and two rural primary schools practicing inclusive education, highest ranking in national examinations, successful implementation of inclusive education, large population of children with special educational needs and away from my home district. Out of 57 schools 4 schools that met the given criteria were selected.

From the selected school's teacher registry, five participants were selected for the study. The criteria was: trained in teaching inclusive schools, having over five years in inclusive practice, high ranking classroom achievement, unknown to me. Two teachers out of nine in the urban setting schools met the criteria and were chosen while two teachers out of six who met the criteria in rural schools were also chosen. The fifth participant a male teacher was picked from the rural school to improve the gender gap. Five out of fourteen participants were selected.

### **3.2.2 Sample population**

The four schools selected for the study were pseudo named A, B, C and D. The Five inclusive primary school teachers chosen from four schools formed the study sample population. All had background training in special needs education and over five year experience teaching in inclusive classrooms. The sample population was composed of three female teachers and two male teachers. The chosen participants were allocated Pseudonyms as Anna, Mary, George, James and Nancy and expressed willingness to participate in the study.

#### School (A):

This is a populated primary school in the rural area with the largest number of trained special education teachers. It has a large population of children with disabilities mostly transferred from the other schools within the zone.

George: A male teacher with 14 years of experience as inclusive classroom teacher currently working in school (A). Has a diploma in special needs education and has Kenya sign language and basic braille skills. He has a total of 15 years in a mainstream school before undergoing training. He teaches pupils in upper primary classes and is in charge of inclusive program in the school.

Anna: A female teacher with 8 years' experience in inclusive classrooms teaching in school (A). She is currently the senior teacher in the school and handles lower primary 7-8 year old pupils. She is a graduate teacher in special needs education and quite experienced in Kenya sign language and braille. She has taught for 10 years in general classrooms before her training.

#### School (B)

This is a primary school in the rural area currently facing acute understaffing with only seven government employed teachers. Two of the teachers are trained to handle inclusive class rooms.

Nancy: A female teacher with 15 years of experience in teaching, six years in the inclusive classroom currently working in school (B). She has diploma training in special needs education but she is undergoing undergraduate training in special needs education. She is trying to cope with using sign language and braille skills and teaching ages 10-12 in the mid upper classes.

#### School (C):

This is a populous inclusive primary school in the urban area. It currently operates a special unit as well. It is a well-equipped school with a large population of children with special educational needs.

James: A male teacher with 6 years of experience in teaching inclusive classrooms currently teaching in school (C). He has previously worked for 4 years in regular schools. Have some knowledge on braille and sign language though not an expert in the area. His main interest is the mentally challenged pupils. He has a master's degree in special and inclusive education. He advocates the use of universal design for learning and inclusive technology enhanced learning as

a way of meeting learner diversity. He is quite knowledgeable in the field of inclusive education. He handles all upper classes in different subjects.

School (D):

A primary school in an urban setting with a large population of children with special educational needs and three trained teachers of children with special educational needs

Mary: A female teacher with many years of teaching currently working in school (D). She has a certificate in special education and is quite an expert in sign language. Mary has been in inclusive classroom for 14 years now unfortunately she has only two years before she retires. She handles seven year old lower school pupils.

### **3.3 Data collection methods**

This section will discuss in detail the choice of instrument selected to carry out the study highlighting why it was the researchers choice, its merits and how it aims to comprehensively address the study topic. Focus will be given to the ability of the tool to observe ethical guidelines and address issues of validity and reliability (Creswell & Miller, 2000). The procedure of undertaking the interview and the interview proceedings will be discussed as of the research requirements and to the expectations of the participants. This discussion will focus on what will happen before, during, and after the interview.

#### **3.3.1 Instruments**

A Semi-structured interview was my preferred instrument for data collection. In this context it meant preparing questions that would leave space for flexibility and emergent opinions (Galleta, 2013). This choice of instrument would help me guide a conversation that would address some specific dimensions while at the same time giving room for the participant to give meaning to the study questions. It would also allow a back and forth dialogue (Kvale, 2006) thus providing an opportunity to react to comments, change wording of questions, interjections for probes and clarifications (Rubin & Rubin, 2012).

The semi structured interview guide with pre-prepared set of questions was piloted with two teachers who did not participate in the actual study and fine-tuned to make it effective (see

Appendix B). This helped improve its rationality and made it more flexible thus helping to stimulate recall and re-awaken the subconscious insights of the participants (Patton M. , 2002).

However, during the actual interviews, questions were varied according to the demands of the situation. The idea was to have an in-depth discussion because its unique position of going beyond the principle objective to provide a rich understanding of the motivation that drives certain perceptions. This gave me the unique advantage of closeness to the interviewee leading to increased honesty in the collected data and reduced biasness (Kvale, 2006).

### **3.3.2 Procedure**

I sought the approval of my research proposal from the University of Oslo. Thereafter, I pursued for the relevant permissions to conduct the study from various research bodies (see Appendix D). Ethical approval from the Norwegian research board was sought and granted having met the requirements of ethics as required by Norwegian law. Permission to conduct the research in Kenya was sought from the ministry of education offices research department, NACOSTI, as required by law (MOE, 2009). The permit copies were submitted to the county directors of education who gave the permission to interview teachers. I then began the process of selecting participants from the registry that befitted my criteria. The heads of the institutions were informed of the research and asked to help me connect to the teachers already selected from the registry. I met the selected participants and briefed them on the purpose of the study and gave them the chance and time to express their willingness to voluntarily participate. The participants then read and signed the ethical guidelines as willing participants of the study.

### **3.3.3 Conducting the interviews**

I chose to conduct one on one interview because it would offer an active interaction between me and the participant. The focus was to get responses aimed at addressing the research question and also take note of the participant's behaviour and feelings critical to the study (Roller & Lavrakas, 2015). Participants had already been briefed on the kind of questions they expected prior to commencement so as to be reflective of their position. The interviews were recorded with an audio recorder so as to assist me during the transcription stage and offer me an opportunity to critically reflect on the participants words.

Prior to the interview I connected with the participants to discuss an appropriate interview date, time and place according to their convenience. The interview location choices were those that

were free from distraction and would guarantee relative privacy to talk freely and assure participant comfort. A day preceding every interview participants were contacted as a courtesy reminder and confirmation of the meeting.

On the interview day, I always arrived early to attend to logistical issues of the planned venues and to give myself sufficient time to pre-prepare for the sessions. I thanked my participant for coming and saving time for the interview before confirming the time the participant was willing to offer. I asked the participant for permission to use and turn on my audio recorder; this is because some participants may hold reservations to audio recording. I then proceeded to get the background information of the participant as a warming up exercise before the main part of the interview.

During the interview, I adopted the role of an active listener so as to provide a forum for the participant's voice to be heard. I recorded on my diary key words, phrases, expressions from the participant and wrote follow-up questions and probes (Rubin & Rubin, 2012). If the nature of a question I asked heightened tension, I would offer reassurance through encouragement. I also asked additional questions and probes to seek elaboration or elucidate responses and allow additional input so as to get an in-depth understanding of the subject under discussion.

After the interviews, I always thanked the participants while the recorder still played. This was in the hope that some information that had been forgotten would come up. Afterwards, I requested the participants for time to read through the notes I had taken during the interview for confirmation on whether they were a reflection of own words.

### **3.4 Data analysis**

In this study, I used a thematic analysis of the data. In this context it meant analytically examining small texts and phrases in the data on participants' experiences so as to get a clear understanding of their perceptions (Silverman, 2011). This involved carrying out the exercise of pin pointing, examining and recording patterns emerging from the data and placing them under pre-determined themes. Themes in this case refer to those patterns across the data sets associated to my specific research question and key to describing the phenomenon in detail. The use of thematic analysis in this study holds the advantage of being theoretically flexible in that, it can be used to respond to different questions linked to the participants experiences (Gibson &

Andrew, 2009). I felt this method as the most appropriate due to the emphasis it gives to the organization, and the rich description of data. This method goes beyond the idea of simply counting words or phrases in the transcribed text, to identifying the implied and the explicit concepts within the data. For this study to give the best results possible, some key stages were employed; transcription, familiarization, coding and presentation of data.

### **3.4.1 Transcription of data**

In this study, I did a word to word transcription from voice to text to guide in particularly identifying aspects of data that could be used for analytic purposes (Gibson & Andrew, 2009). I personally did this immediately after the interview and before the next interview to avoid accumulation of work aware of the amount of text involved. All the information recorded in the field note book during the interview including observations was merged throughout the transcription process. I cross checked and proof read the transcriptions for accuracy against the audio recordings and later send a copy to each participant to read and confirm if the transcription was a reflection of own words.

### **3.4.2 Familiarization with data**

Data familiarization involved reading though the transcripts again and again and sometimes listening to the audio recordings again so as to understand what a participant really meant. The intention was to reflect and question the records in relevance to my research objectives. This also allowed me to see the data in different dimensions and take note of things I had not noticed earlier. Anything that came up as new or interesting was recorded. The aim was to get up off the data and widen my consideration of some aspects of the collected data which could be relevant to the study (Richards, 2005).

### **3.4.3 Generating codes**

I used both qualitative topic coding and analytical coding to generate categories in this study. Topic coding in this context meant allocating relevant clauses and phrases with little interpretation to already pre-determined topics in a data reduction effort. These helped me narrow down all the information gathered from the participants to comparing their experiences under these topics (Richards, 2005). Afterwards, I used analytical coding which in this study meant filtering through the data in search for relevant words and phrases that were striking and considering their meaning in context thus creating categories expressing new ideas about the

data but within their topics. This was done throughout the transcriptions with the aim of generating more such categories. The generated categories retained a copy of the original data to ensure ease in access when revisiting the data (Richards, 2005).

However, categories were scrutinized, matched, and merged into subthemes based on their interrelationship by way of content analysis and comparative analysis. Content analysis in this context meant that expressions, statements, phrases or words that frequently appeared and were seen to reflect on the focus of the research question were grouped together (Silverman, 2011). A comparative analysis in this context meant taking a set of data and relating it with another similar set so as to conceptualize likely relationships among the different sets of data (Thorne, 2000).

#### **3.4.4 Presentation**

I presented the data collected by; identifying, combining and grouping words that were similar so as to give a unified understanding. The themes, subthemes and categories were all recorded in a combined table (see Appendix A). Data sets were used to illustrate the participant's description of ideas so as to help in interpreting what the participant actually meant. This was done by a critical look at the study trail to see whether the ideas in the argument remained or had been overtaken by the data (Byers & Rose, 2004). Thus, I identified rich accounts of the data that answered the research questions and presented as participants descriptions. I also used small texts from the data to substantiate my discussion and as evidence to support my interpretations.

### **3.5 Validity and reliability**

Validity and reliability in this study largely points to accuracy in findings as reflected by the data. Creswell & Miller (2000) argues that in a qualitative research validity depends on the researcher's perceptions of the choice of study method while reliability can be defined as the degree to which the results are dependable over time (Joppe, 2000). It should be noted that this two terms are difficult to ascertain in a qualitative study. However, this study adopts redefinitions in order to fit in to the realms of a qualitative research by using terms like consistency, truth value and neutrality.

### **3.5.1 Consistency**

In this study the aspect of consistency refers to the accuracy in which codes are interpreted the same way across time or maintain clarity and transparency that can be interpreted by a different researcher the same way (Richards, 2005). To achieve this, I did a coder consistency test twice on the data to discover similarities and differences across the generated categories. This was realized by following the steps outlined in data analysis verifiable through examination of the raw data and presentation of the findings (Campbell, 1996).

### **3.5.2 Truth value**

While this study adopted the researchers choice of methodological biasness, it clearly articulates the participants' reflection of own perspective hence raising its truth value. Additionally, I acknowledge biasness in the sampling process for the sole reason of safeguarding satisfactory relevance of the study (Creswell & Miller, 2000). The use of Semi structured audio recorded interviews in addition to maintaining a research diary where all challenges and issues have been documented adds on to the truth value of the collected data. The use of rich and thick verbatim excerpts from the participants during presentation will assist the reader make informed verdict on whether the information presented is true to the participants' account.

### **3.5.3 Neutrality**

This study is built on engaging with participants accounts while maintaining a neutral stand on the issues under study. Although the research method and analytical procedure is tied to my theoretical position and perspective, a thick description of the participants' account was given precedence and is not in any way subject to manipulation by the researcher's perspective (Flick, 2009). Thus, I did not in any way give my opinions during interview discussion but elicited responses from the participants as much as possible.

## **3.6 Ethical considerations**

Ethics refer to a set of statements which describe how one is expected to behave in a certain situation (Rubin & Rubin, 2012). Flick (2009) asserts that consciousness in regard to ethical issues and concerns in research has grown significantly in qualitative research. This has been



pushed forward from different angles as a result of people reportedly suffering due to participation in research related topics. It is against this background that this research was carried out within the ethical respect for the person, document value, and quality of the research and for its knowledge value (Gardner, 2011).

### **3.6.1 Informed consent**

In this study, informed consent meant that any person who was involved as a participant was notified of the aims of the study and given the benefit of accepting or declining to participate. This involved a proper explanation as to the aims of the study, adequate time to make participatory decision and thereafter signing a written consent form to confirm such acceptance. However, the participants were also well informed of their right to withdraw from the study if they so felt they should (Gardner, 2011). Additionally, deception of participants by use of false information to coerce them to participate in the study was avoided. Further, permission was sought from the participants for audio recording during the interview session.

### **3.6.2 Participants' privacy**

This study guaranteed and maintained confidentiality during the whole process. Any participant taking part in this research had their privacy guaranteed by making sure that no detectable information about an individual or an institution was exposed either in writing or any other form without their permission (Flick, 2009). This was upheld by avoiding use of real identities from the interviews to the data presentation process and instead allocated pseudonyms to both the participants and the participating institutions. Additionally, any personal identifiable data was not and will not be shared with any national or international institutions.

### **3.6.3 Information security**

Data that I collected will be kept under lock and key to a server belonging to the University of Oslo. This will be done by assigning protected password to the computer site to ensure security of information is guaranteed (Gibson & Andrew, 2009). Subsequently, any other data will be destroyed after achieving its designated educational goal. As a researcher I avoided creating situation that would compromise the information I got from the participants (Creswell & Miller, 2000). I also avoided being excessively intrusive in relation to personal information which would make the participants feel insecure.

### **3.6.4 Fair and dignified treatment**

In this study I undertook to treat participants fairly and with dignity regardless of their social status having in mind that they were my special guests (Gardner, 2011). For instance, before the interview I had managed to build friendship and a rapport so as create a cordial environment. This had the benefit of getting into the interview with the attitude of courtesy and respect so as to create the atmosphere of security, equity and comfort during the interview process. I adopted appropriate speaking tones for the interview, played the role of an active listener and avoided passing judgments on issues under discussion that would embarrass or intimidate the participants.

# 4 DATA PRESENTATION AND DISCUSSION

This section will discuss the results obtained from collected data so as to shed light on the perceptions teachers in Kenya hold on inclusion and inclusive education provisions. Conversely, the rural and urban setting choices, and the themes under discussion and those that emerge from the data are valuable indicators of the possible insights held by teachers. This chapter also engages the study outcomes by discussions in reference to issues that arose from the data as reflected in literature and in reference research sub questions. The research is built in the premise of establishing teachers perceptions of inclusion in general. However, teachers' views were more distinct in some themes and therefore, only such were deemed more relevant for discussion.

## 4.1 Knowledge and Understanding of inclusion

For inclusion to succeed it is important that its implementers understand what it really means. This will enable them make informed choices when dealing with diversity and during classroom practice. Moreover, the manner in which one understands inclusion is set to have consequences in the implementation process.

The dilemma of defining inclusion has been replicated in this study with participants giving diverse descriptions. When asked what inclusion meant to them, the participants said

*Table 1 : Knowledge and understanding of inclusion*

THEHE/SUBTHEMES	CATEGORIES	
UNDERSTANDING INCLUSION/INCLUSIVE EDUCATION	Ann	Bringing everyone on board, education of children with disabilities, changing the environment.

<ul style="list-style-type: none"> <li>• Bringing everyone on board</li> <li>• Mainstreaming</li> <li>• Adjusting environment</li> <li>• Active participation</li> </ul>	Mary	Bringing disabled children to the mainstream, to participate actively, children with special educational needs, adjusting the environment
	George	Active participation in the society, transfer children with special educational needs into main stream school, adapting the environment.
	James	Adjusting the environment, participation in society, bringing everyone to be part, including children with special educational needs into mainstream classes.
	Nancy	Academic attainment, children with disabilities.

#### 4.1.1 Bringing everyone on board

Inclusion is defined in connection to bringing every individual to be part of the society. This means some people are secluded and their presence not felt in the society. Thus, it is this secluded individuals who need to be brought to be part of the society. It is not tied to any group other than every member of the community. Asked what inclusion meant Anna and James had similarities in their responses pointing to bringing everyone on board.

*Anna: 'inclusion means bringing everyone to be part of the community. Those people who were previously treated as outcasts can now join the rest in the community'.*

*James: 'inclusion means bringing everyone who is segregated in one way back to be part of the society to be part of its activities'.*

The descriptions by Anna and James are quite an expected characterisation of inclusion sprouting from their geographical context. The two refer to a segregated group that is treated differently in the society. Although the segregated group is not mentioned, interrogating these responses points to a strong evidence of exclusion of the persons with disability. When Anna in line 2 refers to '*treated as outcasts*' then I think she implies there is kind of stereotyping this particular group undergo owing to the definition of outcast in the African society as 'someone rejected by community'. James also talks of '*people who are segregated*' which would imply isolation with the intention to deny what the rest of the society enjoys. These perceptions by

James and Anna seem to resonate with the argument that disability is a socially constructed label by the society (Shakespeare, 2006).

### **4.1.2 Mainstreaming**

Mainstreaming means that children move between both the general classroom setting and special education setting depending on how they achieve academically without significant support (Halvorsen & Neary, 2008). It is apparent from the discussion with participants that Anna and Mary refer to mainstream classes in their definitions in above and regular schooling as the suggested placement of those with special educational needs. Thus, they see inclusion in the facet of mainstreaming learners with special education needs.

*George: 'Inclusive education means transferring all the children with special educational needs to the regular classrooms where they are taught with the rest of the learners'.*

*James: 'Inclusion means admitting children with disabilities to the local mainstream schools. These children are taught with the others but special programmes are prepared to help them catch up with the rest'.*

This response as replicated by George and James is interesting because it points to mainstreaming. Their case is understandable because there has never been a clear distinction between inclusion and mainstreaming. However, it is even more interesting when George talks of *transfer* in line 1. I tend to think he implies a movement from a secluded setting to a more inclusive setting. It is strange though to see how the participants literally translate inclusion to mean mainstreaming.

### **4.1.3 Adjusting the environment**

Inclusion is only possible where the environment is comfortable to every child in a class. Sometimes adjusting the environment may be a factor beyond teacher's ability; however, they have a role in making it as optimal as possible. For instance, the class seating arrangement, group sizes, background noises, teacher's position, and use of available equipment to support instructions are things within teachers reach (Grace & Gravestock, 2009). Three participants gave a description that befits adjusting the learning environment.

Mary: *'Inclusion means making some changes to the environment so as to accommodate the disabled children to the mainstream classes'*.

George: *'inclusion means admitting children with disability to regular school and adjusting the school environment so that they can share and learn with the others'*.

Anna: *Inclusion means making reasonable adjustments in the school so as to accommodate children with special educational needs. This can be the infrastructure or the school community.*

The perception of environment by the three participants is that of adapting the physical environment in terms of infrastructure development. However, Anna points in line 3, *'or the school community'* I tend to think she implies the people who are also part of environment requiring adjustment so as to accommodate everyone. The three participants, who in their reference to what inclusion entails, talks of adjusting environment fails to see beyond the physical environment. Although, it is not clear what Anna refers to in line 3. I think the participants fail to see the social environment which is very important for children with special educational needs.

#### **4.1.4 Active participation**

Inclusion is closely connected to how people are nurtured to take up roles in their society. Participation gives one a reason to be identified with the outcomes that come out of an interactive working environment. Thus, teachers should look for specifications that will enable effective participation of learners. This can be achieved by planning sufficient time for tasks, creating opportunities to develop skills and identifying aspects of study that may present difficulties to children (Farrel, 2003).

Mary: *'They now participate in dances, sports and music. We encourage them to join creative art institutions after sometime to nurture some life skills that can enable a decent living and active participation in their community's later on in life.'*

George: *'Since the children joined school their participation in activities with the rest has gradually increased'*.

I think what Mary depicts the kind of expectations that come out of an inclusion based training aimed at preparing one to acquire some life skill which will enable an active contribution to

their community. I contemplate by referring to '*join creative arts institutions after sometime*' in line 2, Mary implies that, it may not be necessary to go through the whole torturous academic curriculum but it can also be a pointer to another denial of the rights to achieve. This is in view of the fact that if supported children with special educational needs can also achieve high academic attainments. However, I tend to think Mary refers to those who cannot manage academically as requiring a training option as a way of opening up an active participation in the community. Nevertheless, this participation is nurtured early in life by involvement in all school activities that every other child participates as pointed by George, '*since they joined this school*'. Which I think would refer to opening up a participatory life that owes its grounds on joining the regular school.

Thus, the study finds it quite encouraging that Mary and George gives a strong precedence to participation as social inclusion of everyone into community affairs. This reflects a high level of understanding of what inclusion in reality entails. It is encouraging to note the knowledge of these mentoring activities aimed at promoting active participation early in life as narrated by Mary in line 1.

#### **4.1.5 Including Children with special educational needs**

It makes sense when inclusion is mentioned alongside including children with special educational needs into the society they belong. Thus, a practitioner who reflects upon their '*personal theory*' regarding inclusion as connected to special educational needs will thus be in a better position to inspire an inclusive school setting (Farrel, 2003). When probed further on what they knew about inclusion, I found the responses given by these 3 participants interesting.

Nancy: '*Inclusive education is making some reasonable adjustments in the environment, curriculum so as to accommodate children with disabilities*'.

Mary: '*Inclusive education is bringing all those children with disabilities into the regular school. Here they interact with the rest and are able to learn with them in the same classes*'.

Anna: '*inclusive education is teaching all children regardless of their differences in one class. That means children with disabilities are not secluded to their own schools*'.

Looking at the responses, it is interesting to note the strong connection between inclusive education and children with special educational needs. To the three participants, inclusion is

about special educational needs with the society looking for ways of accommodating them. However, a close look will reveal that while we generalise special educational needs Anna, Mary and Nancy seems to refer to, ‘*children with disabilities*’. Coincidentally, the three are female teachers. Although I cannot make a connection between their responses and gender I think they are right in their own ways. Inclusion has always been about people with disabilities and their rights. However, it is important for the participants to take note of changes done in legislations to include marginalised groups as having special educational needs (Liasidou A. , 2016).

## 4.2 Knowledge of policy

It is important that educators become aware of policies that govern their work. This is because this enables them find ways of adjust existing structures to accommodate diversity (Vickerman, 2007). It is through policy knowledge and awareness that a significant practice shift from isolated schooling can be achieved so as to acknowledge equal rights and entitlement to mainstream education (Hodkinson & Vickerman, 2009). When interviewed on their knowledge of policies the participants had this to say.

Table 2 : Teacher’s Knowledge of policy

THEMES/SUBTHEMES	CATEGORIES	
KNOWLEDGE OF INCLUSION POLICY <ul style="list-style-type: none"> <li>• International and national perspective</li> <li>• Policy formulation</li> <li>• Policy implementation</li> </ul>	Anna  Mary  George  James  Nancy	Aware of Salamanca statement, Kenya disability act 2013, no policy implementation.  Aware of Salamanca statement, not aware of other laws.  I know the Salamanca statement (1994), Teachers are not involved in formulation therefore not aware, laws not implemented.  I am conversant with the Salamanca statement, UNCRPD, and Disability act 2013. No implementation of laws.  Disability act 2013, no implementations. Teachers not involved in formulations



## 4.2.1 International and national perspectives

This section looks at both the Salamanca statement(1994) and the Kenya disability act (2013) Inclusion should internationally be considered as the norm rather than the exception, but a worrying trend globally threatens the realisation of this (UNESCO, 1994). Although state countries were at the fore front of signing international declarations the same forces have taken long to change their legislations to be at par with their declarations. On legislation, the five participants allege knowledge of Salamanca statement (1994), but when probed further they are found not entirely conversant with its content details.

George: *'I know about the Salamanca that supports inclusion of children with disabilities to regular schools,'*

Anna: *'I know resolutions on inclusion like the Salamanca statement that brought about the inclusion debates.'*

Mary: *'Kenya is a signatory of the Salamanca statement but is slow in implementation of the resolutions'.*

James: *'the Salamanca statement is instrumental in bringing about the changes that we see in schools today'.*

Nancy. *'I know the Salamanca statement. It brought about inclusion and defined each stake holder's roles but some have absconded in their duties'.*

Thus, from the above deliberations there is a clear understanding among the participants that the Salamanca statement forms the foundation of inclusion. Reflecting on the Salamanca statement (1994) and practice, is critical for teachers to rely on these in order to realise their goals. The teacher's role is highlighted in the adopted frame work for action, which calls for the accommodation of all children in regular schools despite their needs (UNESCO, 1994). Thus, teachers should take part in influencing neighbourhood schools to make reasonable adjustments to accommodate individual needs because as argued, the regular schools is the most effective means of overcoming discriminatory attitudes and building inclusive societies.

The Kenya education act (2013) is the latest legislation that puts together the international obligations of which Kenya is a signatory and the requirements of the Kenya constitution (2010). Chapter six of the constitution specifically deals with special educational needs and

inclusion giving clear guidelines. On the national policy, am surprised that only 3 participants are aware about Kenyan special needs education policies

Anna says, *'I am aware of it but I am not conversant with its content.'*

James: *yes, I have read it. Its good but nothing is happening.*

Nancy: *it is a good piece of legislation. If followed I think we can move to the right direction.*

Of George and Mary, I possibly see participants who are passive or out of touch with the reality that is the national policies. The same claim *'I am honestly not aware of the current policies'* is a dangerous and depicts ignorance on the part of the participants. Thus, there seems to be a disparity between the participants and the national policies with only two proclaiming knowledge of the content of the national guidelines that form the basis of the countries successful inclusion.

#### **4.2.2 Policy formulation**

The development of schools is dependent on establishing priorities closely connected to work. Each country is unique in its own way and thus needs to develop working practices that may be a bit different from other countries. Since countries have opened up to inclusion, a self-review will play an important role in enabling school readiness to be more responsive to children with special educational needs (Byers & Rose, 2004). This review should constitute all stake holders in the community in the spirit of inclusivity. But this role seems to have been usurped by a few professionals and politicians who sometimes ignore the important role played by the implementers. This is clearly evident in this study.

Anna says, *'Teachers should be called to give their views and inputs in all policy matters only the leadership is consulted yet some have scanty knowledge on inclusion'*

I understand these words from Anna could imply never having had the opportunity to air her views on policy. But according to Anna there seems to be a recipient to information who does not disseminate it or forms a barrier to participation she says, *'only the leadership is consulted'* thus this implies a possible tug of war on who should participate in policy making process.

James says *'I think it would be wise to call for teachers of SEN forums and listen to diverse opinions from teachers experiences'*,

This suggestion by James confirms the same fears that somebody else other than the grassroots implementer is consulted. This is the view held by Nancy who seems to offer a solution;

Nancy: *'This is the time the government looked into the majority views in policy formulations apart from a few professionals'*.

From this discussion it is interesting to note that there is disconnect between the policy makers and the implementers in that the draft documents do not consult the masses. Looking at the participants words, it you see a voice that suggests some frustration or hopeless where ignorance seems to characterise policy frustrations. This anger may lead to non-implementation of national legislation and could be the reason that the participants distance themselves from legislation. This has been mentioned by 3 of the participants who decry a non-inclusive consultative process in making important policy decisions. I think this may point to a broad picture of what happens on the ground and may be a source of discontent. However, as Farrell, (2003) argues, Policy is not just a matter of having the correct document but entails developing it in a way that guarantees understanding and endorsement by implementer so as to subscribe to it more readily, understand it more fully and use it productively.

### **4.2.3 Policy implementation**

The connection between policy and practice has always been significant towards achievement of inclusion goals. Consistency in practice is achieved through reference to the aim and objectives of policies (Bunch, 2005). There is a strong presumption that policy is the driving force to practice and this has led to the current debates about poor policy implementation as a reason for poor practice. However, the view that practice is entirely dependent upon policy is a fabricated one (Byers & Rose, 2004). This belief is replicated in 3 of the participants' responses where the blame of policy implementation is attributed to government failure. Bizarrely though, the government's role is only that of enforcement.

George says, *'There has never been active implementation of policies despite the government talking of good policies'*.

Looking at George's statement one notices how he is detaching himself from implementation or possibly a case of not understanding what policy is all about. When he says in line 1, *'there has never been'*, I tend to see an overstatement, then the next question ought to be...implementation

by whom? And thus the question of whether the participants are informed of their role in policy implementation arises.

However, before blaming George, I also draw some interest at his next statement when probed further on policy issues;

George: *'I have heard of a bill now in parliament on inclusion 2015'. There is quite poor performance in schools related to non-implementation of policies. The government should implement the previous good documents instead of making new ones'.*

I tend to think George's argument is valid and is connected to non-consultative process evidence by the statement in line 1. *'I heard of a bill....'* I would have been happier if the response would have been something close to, *'we have just made a submission to the inclusive education bill 2015,'* which represents some degree of entitlement which is not the case here. However, I tend to differ with him on the relationship between policy and performance which may not be the case here. On new policies I aptly think George may not be conversant with the dynamism embodies inclusion and the need to regularly revisit policies.

But then again it is the response by Nancy that really gets throws be off balance;

Nancy: *'Most of the policies are unknown; in terms of content and what ought to be done by the implementers.'*

I take this response to imply that somebody else has also left his duties. The lack the capacity to understand legal language clearly by teachers calls for someone knowledgeable to interpret to them, its content and implications (Mwangi & Orodho, 2014). It is common knowledge that this role belongs to the government. I tend to empathise with the participants when they shift the blame elsewhere as reflected when James laments,

James: *'Kenya is a signatory of all UN conventions. Its constitution binds the country to the agreements but do we really notice any substantial gains?'*

Arguably James is conversant with policy matters and reference to the constitution here ties governance with some degree of the implementation process.

However, with arguments as noted above, it is interesting to see how the implementation of policies pegged to this tradition of blame game would lead to improved practice. Consequently,

teachers need to be aware that, even though knowledge and understanding of policies helps them judge when they need assistance and how to seek it so as to meet professional standards, practice is the ultimate driving force in education (Farrel, 2003).

It is evident that even countries deemed superior in good legislation like Norway and England find difficulties around policy implementation. The matter lies in how well practice is synced with policy to give the best education to children with special educational needs (Byers & Rose, 2004)

### 4.3 Supports for inclusive classroom practice

It is important that appropriate supports are availed to teachers if inclusive education is to succeed. This supports come in the form of appropriate professional assistance, teaching and learning resources and having the right strategies to impart knowledge and skills to a diverse classroom. The participants gave this responses when were asked about the supports that they require

Table 3 : Supports for inclusive practice

THEMES/SUBTHEMES		CATEGORIES
<p>SUPPORTS</p> <ul style="list-style-type: none"> <li>• Professional support</li> <li>• Teaching and learning resources.</li> </ul>	Anna	We require to work with professionals, We lack most resources
	Mary	We lack health care experts in SEN, we have inadequate resources.
	George	Parents have to look for professionals like therapists, resources not enough, collaboration with health workers is lacking.
	James	Very few health professional, long waiting times, few T/L resources in schools, we need to work together.
	Nancy	Few trained teachers and health professionals, limited resources. Peer support, teacher collaboration

### 4.3.1 Professional support

In teaching learners with special educational needs in an inclusive classroom consideration should be made to the human resources who should offer support to learners with special educational needs (Hiuhu, 2002). These human resources are not limited to the trained teacher, teacher aides, audiologists, therapists, nurses, doctors and others. Each of these professionals play an important role in the child's cognitive and physical development that a consideration to have them within the inclusive set up is important.

In this study, participants lament the lack of these key professionals,

*Anna: 'We require the services of professionals in handling some Special educational needs but where do we get them from?'*

*Mary: 'in health care we lack experts in the disability field and we don't actually get the support we need from the local health facilities.'*

From Anna's response we note some form of desperation which may even compound the problem. Mary talks of both the lack of expertise specifically in disability field and the frustrations undergone in accessing support from the health professionals. These could be attributed to few professionals serving a large clientele or the unwillingness to support due to lack of the required expertise in a particular area.

But exploring further into this, participant George shares the same sentiments that could actually be the main cause of the frustration;

*George: 'For instance it's upon us and parents to look for therapists, speech experts, doctors and nurses where the children have to go.'*

This is quite a positive step of accepting the responsibility as a trained teacher to work with parents and help get services for the learners but he also mulls;

*George: 'This is very expensive and in most cases teachers give up and the parents are left on their own. It is even worse for poor families who cannot afford some services like therapy or where specialist personnel are far.'*

Thus, this statement coming from George describes what really could be the biggest challenge to inclusive settings 'cost of getting services'. The case of cost in terms of services is the utmost

cause of despair for teachers as George explains and could explain why they refer children with severe disabilities to special institutions.

Nancy: *'There is need for a multi sectorial approach,' to solving the issues however I doubt the presence of a legal frame work to guide this'.*

This same problem is echoed by James who decries the difficulties in getting a working programme with therapists due to their limited number, *'Getting into their programme is difficulty, the waiting lists are long, and they are very few,'*

The health sector is not the only sector facing this shortage but the participants cite lack of trained special education teachers. Anna notes, *'If all the teachers underwent special educational needs training then inclusion would be easier.'* This sentiment is in agreement by the other participants who decry the number of trained teachers in their schools, for instance, Mary says, *'The situation is pathetic now as we are only 3 teachers here, the rest are not trained'.* As suggested by the participants, then full implementation of inclusion would be very difficult if the personnel whose practice is expected to drive it are a few. Thus, there seems to be a big problem to implementing inclusive education with such a few trained teachers and the number still decreasing because of what George cites as, *'migrating to more lucrative fields.'*

However, with few professionals the need to train personnel who can multi-task so as to make inclusion possible arises (Hiuhu, 2002). For instance a well-trained teacher can do the task of a language interpreter and braille transcriber at the same time.

This study depicts human resource as an important factor in the inclusion process. It is therefore interesting to note the participants' frustration when it comes to provision of key services without the help expected from professionals.

### **4.3.2 Teaching and learning resources**

A good inclusive setting should be supported by educational resources that make learning practical for children with special educational needs. These materials should help to reduce barriers and create a least restrictive environment for learning. Provision of educational resources should thus take into consideration the individual learning needs (Hiuhu, 2002). For instance, while choosing a resource for a learner with visual problems prior knowledge and experience in identifying the specific need will be useful. This is because the choice of resource should be aimed at meeting the specific learning objectives. Educational resources should

provide significant gains in formal learning by improving the learners' abilities in retention, memory, reasoning interest, personal growth and development.

One of the participants Anna decries the sorry state of some of the materials;

*Anna: 'the materials we have in store they are now old and outdated, Changes are happening fast, the computers we have are old and not even adapted for children with visual or residual hearing.'*

Looking at what Anna says educational resources ought to be updated so as to provide an opportunity for active participation and reduce barriers to learning by substituting experiences. Thus, a good resource ought to be simple, relevant and motivating. However it is good that the participants in this study acknowledge use of teaching and learning resources to help children acquire knowledge and skills. For instance George confirms use of resources to aid learning,

*George: 'we provide materials like hearing aids, pen holders, glasses. Then instructional aids come in like; Counters maps, tactual devices, braille machines a few computers, drawings, balls and many others depending on the subject being taught'.*

It is also a step in the right direction to see that teachers like the use of concrete and tactile devices that are highly recommended for learners with special educational needs. The use of adapted aids like pen holders for the physically disabled confirms teachers' knowledge on choice of materials.

Although some materials are available Nancy decries a big shortage in these materials,

*Nancy: 'The school has a few resources. Currently the government just provided a few computers'.*

However, looking at the material needs mentioned by participants it is easy to pick out that they don't handle learners with severe difficulties thus the inclination to a more general classroom teaching and learning resources. Moreover, it is good to note that the participants show interest in use of technology based resources which indicate the level of reception for technology in enhancing learning as James admits, *'If I would get a projector, a smart board and relevant software I would be happy,'* however George confirms the reasoning some leaders hold on purchasing materials for some forms of disabilities, *'They say furnishing schools with equipment for severe disability is expensive.'* such premonitions are not only retrogressive but



lack any legal backing whatsoever given every child’s rights to education as outlined in UNCRPD (2006)

Thus, this study therefore finds that teachers are quite aware of the kind of resources they would need to handle an inclusive classroom regardless of the large shortfalls. However, the stake holders have failed in their role of providing these basic resources.

## 4.4 Teaching and learning strategies

While, suitable instructional resources would offer support throughout the learning development and are more likely to make a major difference in the academic achievement of children, children with special educational needs have unique problems and may pose distinctive challenges. Therefore, it is important for teachers to have knowledge and understanding of the diverse needs and background information of all children that would impact negatively on their classroom performance. Such information will enable teachers to look for suitable teaching and learning strategies to engage children with special educational needs (Berry, 2011).

Table 4 : Teaching and Learning strategies

THEMES/SUBTHEMES		CATEGORIES
TEACHING AND LEARNING STRATEGIES <ul style="list-style-type: none"> <li>• Differentiated learning approach</li> <li>• Cooperative learning (small groups)</li> </ul>	Anna	I use group activities, whole class teaching, discussion
	Mary	I use small groups for activities, I prepare IEPs for weak children
	George	I differentiate learning and prepare IEPs, one on one with children
	James	Guide teachers to prepare IEPs, I do remedial for weak pupils.
	Nancy	I differentiate learning, prepare IEPs, use small groups

#### 4.4.1 Differentiated learning approaches

Intervention efforts focussing on an individual child's strengths, interests and emerging skills are likely to make a child prosper. Thus, Individualized education programmes (IEPs) prepared with the goals and objectives at the heart of child's individual need are useful and enhance learning development (Heward, 2013). Clear instructions in learning and organizational habits may be required. However, the goals should be developed from a comprehensive assessment process and linked to intervention and evaluation for it to contribute to the individualization of services and improved outcomes for young children (Byers & Rose, 2004). The question arises whether the assessment allows for further involvement of other stakeholders and whether education can ensure that all children receive equitable opportunities and improved learning outcomes.

Two Participants in this study seem to hold a liking for use of individualized education programmes (IEPs) as a method of meeting learning challenges. For instance, these are the responses when asked about how they help children:

George: *'I prepare individualised education programmes for learners.'*

Nancy: *'I always try to guide and assist in lesson preparation and individualised education programmes that the teachers use'*

It is a big step to see the acknowledgement that teachers really are interested in meeting the individual learning needs. This is because most IEPs are prepared in such a way as to meet short term learning progress rather than that which takes months or years. (Byers & Rose, 2004). They give teachers an opportunity to readjust the programme if it is not yielding the required results. It is also important to note how the teacher of SEN helps in development of these programmes to ensure success.

In inclusive classrooms a differentiated teaching approach calls for the understanding that every child learns at their own pace using different methods and gives diverse outcomes. Thus it is important to look into any modification a child may need in order to give positive outcomes (Byers & Rose, 2004). Therefore the teacher looks into consideration of the learner potential based what they should learn how to deliver it and the length of time it takes. Consequently, response can be varied on the basis of their ability. Hence a teacher should allow for these variations. This enables a learner to develop self-esteem and an opportunity to engage in

activities they are interested in (Mwangi K. , 2002). Three teachers in this study acknowledge the use of a differentiated curriculum:

James says, ‘ *I also use a differentiated approach to content delivery that targets individual learning needs.* ’

George says, ‘ *I do try to differentiate the learning as much as possible in my class.* ’

Nancy says ‘ *A differentiated curriculum approach can offer a solution to diversity in the class.* ’

This responses show the faith this teachers hold for this approach but they lament of the large class loads, ‘ *it has not been easy to do a differentiated teaching approach especially without a teacher assistant,* ’ Nancy.

#### **4.4.2 Cooperative learning**

This usually involves groups of children working together on an assignment, sometimes outside of classroom settings. It is very important to consider the children’s ability, resources and expected outcome when setting group work tasks (Mwangi K. , 2002). When planning, smaller groups may be appropriate and the quantity of work should consider your formal teaching time table. However bigger groups in some activities will provide the synergy as involves more diversities and perspectives (Halvorsen & Neary, 2008). Participants have expressed their liking to use the group activities in the study to help in improving the social skills of the learner and at the same time aid in acquisition of knowledge and skills.

Mary: ‘ *I like them to stick together and work together in small organised groups. In this way the children learn a lot about sharing and working together.* ’

Mary has a liking for small groups of learning which ideally is easier to guide and handle than a large group. It also offers an opportunity for every learner to participate (Mwangi K. , 2002).

The use of groups for the purpose of social interactions is also expressed by James

James: ‘ *I use interactive group programmes that are aimed at promoting the children’s social interaction with the rest.* ’

Whereas James looks for social development in groups, Nancy is optimistic that group activities are best suited to handle the large inclusive classroom where there is shortage in teaching and learning resources,

Nancy: *'I like using group activities when I have limited resources and wants learners to work and discuss.'*

However, It should be noted that group activities need close supervision to ensure participation and guidance when necessary (Kalambouka, Farrel, Dyson, & Kaplan, 2007).

However the participants did not know availability of the current teaching approaches; universal design for learning and inclusive technology enhanced learning. This two approaches help to give special attention to the need other than the holistic aspect of the learner. When asked about their knowledge;

Anna says, *'I have never heard about the two approaches, maybe I will check them up.'*

Similar responses as Anna's are given by George, Mary and Nancy, *'I don't know about the methods.'* However, James admits knowledge of the methods from his master's programme research but acknowledges never having used them,

James: *"I learnt about the approaches at university but currently am not using them,'* he decries that, *'inclusive technology enhanced learning requires some software that I don't have. Luckily the government is working to introduce e-learning through the laptop project.'*

Nevertheless, he expresses optimism that change is coming soon with the government starting the laptop project.

The study finds that the participants are limited on strategies to use in inclusive classrooms. There is an inclination to the traditional teaching approaches that may not be helpful to a diverse classroom. There is also a deficiency in extra reinforcement strategies that can supplement learning; however, one participant says she offers remedial programmes to supplement learning for children with special educational needs (Halvorsen & Neary, 2008)

## 4.5 Meeting challenges to inclusive practices

Overcoming barriers to learning for children with special educational needs is a key principle of inclusion. Challenges are a source of disappointment to many teachers in inclusive classrooms Therefore; teachers ought to take specific actions that are aimed at providing access to learning (Hehir & Katzman, 2012).

When asked how they address the challenges in inclusive classrooms, the participants gave these responses.

Table 5 : Meeting challenges in inclusive classrooms

THEMES/SUBTHEMES		CATEGORIES
<p>MEETING CHALLENGES TO INCLUSIVE PRACTICE</p> <ul style="list-style-type: none"> <li>• Adaptations</li> <li>• Creating inclusive environments</li> <li>• collaboration</li> </ul>	<p>Anna</p> <p>Mary</p> <p>George</p> <p>James</p> <p>Nancy</p>	<p>Improvise resources, labelling of the disabled, team teach, cluster meetings</p> <p>Advocate for friendly schools, rigid curriculum, hiding of the disabled, do mass education, organise events for the SEN</p> <p>Educate community in parents meetings , cut pavements to various area of interest, Raised holes built in latrines, we provide feeding programme for marginalised, improvise resources</p> <p>We team teach, we prepare IEPs together, make pavements, adjusted the doors, rigid curriculum, isolation, work with stake holders.</p> <p>Improve infrastructure slowly, modify aspects of curriculum, work together, give appropriate content, improvise resources</p>

## 4.5.1 Adaptations

Since inclusive education is a new and emergent approach to addressing the diverse needs of children within the natural school settings, creativity and open mindedness is necessary among teachers (Stainback & Stainback, 1992). Those conversant with inclusion recognise universal answers that address concerns in all settings. Teachers depend on the idea of general ability in their classroom teaching. This is done by varying materials, tasks, questions and explanations according to the perceived needs of the children in order to meet challenges (Nind, Rix, Sheehy, & Simmons, 2003). However, there are concerns that teachers do not differentiate adequately leading to more problems in inclusive settings.

Asked about the how they meet the challenges of curriculum, the participants gave the following responses which are broad and reflective of the views they hold on the curriculum;

*Anna: 'We have a very rigid curriculum that assumes all children are the same. Even the time allocation to subjects is 35 minutes and cannot be changed. I try to modify the content to suit the learners'.*

*Mary: 'The curriculum that we have is rigid and its main focus is academic. This makes the ground uneven for SEN in terms of competing for opportunities academically. I try to make simple arrangements for weak learners but related to study topic'.*

*George: 'A flexible curriculum should be availed to improve classroom practice, we expect a change in the curriculum to one which favours all learners.... it is long overdue. But I try to prepare different activities to my learners.'*

*James: 'The current curriculum is a big barrier to inclusion but I do modify the activities to suit individual learners'.*

*Nancy: 'That's true we need a curriculum that is alive to learning needs of every child. The current one is so rigid and stuck with so many lessons and less time for those with difficulties.'*

It is quite interesting to note how teachers are endowed with the diversity to adjust the curriculum to the learners needs despite the admission of the shortcoming related to the curriculum. Use of multiple adaptations will come handy to solving the many challenges that characterize rigid curriculums.

A critical look at the descriptions points to the participant's apprehension on the rigidity of the curriculum. Their desperations are valid because, studies on inclusion suggest that rigid curriculum do not address every individual's learning need (Booth & Ainscow, 2011). Closely related to this desperation, the Kenya Institute of Curriculum Studies (KICD) did an evaluation of the curriculum and revealed gaps that led to non-attainment of its goals (MOE, 2009). These gaps included inability to facilitate learning, flexibility for diverse needs and rigid entry and re-entry points. Accordingly, Sessional paper no. 2 of 2015 affirmed the need of a curriculum that is competence based, assuring outcome and progression for learners with diverse needs and abilities. This is in tandem with the views one of Nancy, who says;

Nancy: *'The curriculum should take into consideration the age of learners, sometimes we have to give work supposedly for a lower class to cater for diversity'*.

George: *'A flexible time table should be availed to improve classroom practice, we spend time trying to re plan content to suit our learners'*.

Conversely, there are solutions; the SNE policy (2009) is aggressive in implementing some valuable interventions even as focus continues being given to educational attainment thus holding back inclusive education. However, the participants are clear on what they want, an overhaul of the curriculum.

However, even countries even in the developed world grapple with problems associated with curriculum that seem to be market driven to produce the best in the society (Heward, 2013). Therefore, teachers need to look for ways of adapting the curriculum to suit the learning needs of children. This should take into consideration unmet demands, goals and the implementation strategies.

Conversantly, the provision of enough materials has been a big challenge to inclusion and even countries with developed economies have not adequately addressed this. Thus, there is a need to look for a way of reducing this gap so as to reach every child. Asked about how they face resource challenges the participants said;

James says, *'I improvise teaching resources from the locally available materials to help bridge the big gap in my class,'*

Anna: *'I spend quite some time trying to make materials for my class but how many can I make given the large population.'*

Mary: *'I try to improvise it is possible and can succeed if parents accept to take the role as first improvisers of resources.'*

George: *'when I come across some resources I may need, I spend my money to buy. I also ask pupils to come with resources that are locally available.'*

Looking at these responses one observes the teachers' efforts in trying to reach every learner. Improvisation is seen as the only option in addressing the challenge. Interestingly, George goes ahead to even spend so as to realise his goals. He also involves children in resource mobilization which could promote participation and nurture responsibility. This is a big commitment and a pointer to what inclusion is all about.

The study found out that, the five participants were aware of the shortcomings in the current curriculum dispensation and thus have been using adapted strategies to meet the children's learning needs. Participants call for a curriculum that offers flexibility and takes into consideration equity and educational rights of every learner as outlined in UNCRPD (2006) and the constitution of Kenya, 2010. The study findings also reflected on the teachers' efforts in improvising teaching and learning materials to meet learning demands.

#### **4.5.2 Creating inclusive environment**

The school environment is instrumental in addressing problems that may lead to more disabling barrier in acquisition of knowledge and skills in inclusive setting. This barriers range from the physical infrastructure; fields, class size, doorways, ramps, pavements, lighting, noise and the people around the learner (Ngugi, 2002). It is thus important to ensure physical modification of these facilities so as to ensure smooth inclusive transition of learners especially those with severe disabilities. In view of this, the government of Kenya has from 2003 been allocating funds to ensure upgrading of the facilities to conform to inclusion demands (MOE, 2009).

Asked about the impact of the environment the participants had this to say;

Anna: *'The physical environment is a big challenge especially to some disabilities for instance the visually impaired and that is one of the reason we refer them to special schools. The learners' with physical challenges also have a hard time attending to some lessons like physical education. You saw how rocky the ground in our school.'*



Looking at Anna's thickly worded response, the physical environment is so dilapidated that it rules out admissibility of some of the disabilities especially those with visual and physical disabilities. The same is shared by

*George: 'The terrain in the school is not so good. Like the field is not levelled so outdoor activities are quite challenging especially for children with physical disabilities. But we do look for activities that can suit the little good section of the field.'*

I think George's sentiments are discouraging coming from an institution where stakeholders and government funds have been allocated. May be cases of misappropriation or inadequate funding should be looked into. The same sentiments are repeated by Mary who decries of the state of different facilities in the school.

*Mary: 'The facilities are not friendly to SEN; classroom spacing, the chairs, the doors and the pavements to different facilities, even the latrines is a challenge but they built raised holes for the disabled.'*

I tend to think Mary means the facilities are present but in a bad shape thus requiring renovation to make them more adaptable.

But James is lucky to have better facilities; I think this is connected to the schools location in the urban centre.

*James: 'Fortunately we have large spaced classrooms; we got money to build ramps and pavement. This makes organising our classrooms for discussions easy and also activity based learning.'*

Comparing the responses by Anna, who is rural based, and Mary and James there is evidence of uneven development of infrastructure between the rural and urban centres. I think this might be the reason that makes parents want to send their children with disabilities to this urban school.

Negative attitudes still pose a threat to inclusive environments and teacher always find themselves dealing with its challenges. Superstitions especially in the Kenyan community have led to children being hidden at their home denying them access to education. These attitudes usually arise from ignorance and fear of the unknown. The attitudinal effects are reflected across parents, policy makers and teachers (Ngugi, 2002). This manifest in parents by hiding children with special educational needs (SEN), prioritizing education of the other children, low expectations from SEN. While teachers fear lowering of class average score, mystification that

SEN need to be handled by specialist teachers, policy makers may think inclusion is a waste of resources (Ngugi, 2002). When asked about how they deal with the impacts of attitude, the participants admit the many awareness meeting they hold for the community, teachers and pupils.

George says, *'Negative attitudes are a reality especially with SEN untrained teachers. This is understandable due to the frustrations they undergo, but we all the time encourage them to be positive.'*

James says, *'At first, they are isolated by the rest of the learners, but with time there is a lot of social development happening especially after several meetings to educate them on acceptance.'*

From the statement above I do realize that negative attitudes still do exist in the community among the teachers, parents, educators and pupils disguised in many forms. Thus as Mary puts it is common to hear among teachers, *'this learners are killing the mean score.'* This kind of prejudice is what we raise in meetings with teachers to help change their attitudes. Moreover, this label tag is also common in the society and it sounds all right when referring to the children with disability as *'vivete'* meaning *'the disabled one'* which is a stereotype,

Nancy: *'I show clips of persons with disability who have excelled in the community to help form a different view,'*

Thus, this study finds participants quite knowledgeable in creating inclusive atmospheres in mainstream schools that can help promote inclusion.

### **4.5.3 Collaboration**

The idea of a collaborative school where school personnel in general education, special education related services, parents, and student work together in sharing their diverse knowledge and expertise is very important. This is because it helps define needs, implementation, and plans assessments that help children with special education needs in inclusive classroom (Dettmer, Thurston, Knackendoffel, & Dyck, 2009).

Anna in 4.1.1 line 1 seems to view the parent role as having been reduced to only *'bringing the child to school'* presumably for the purposes of identification and admission indicates an abdication of roles in the part of parents. This is the kind of danger that hails the regular school,

where the roles of parents has been diminishing with the advent of free basic education (Mittler, 2000). Such kind of trend poses danger to any gains made towards inclusive education which calls for participation of all stake holders. The participants had this to say on collaboration.

*Anna: 'we only have two trained teachers and I help the untrained teachers handle their inclusive classes and making individual education plans'.*

Anna's description below points to a teacher-teacher collaboration not based on the mutual understanding to cooperate but by a problem, so one doubts how long such collaboration would last. A true collaboration would denote mutual respect founded on the willingness to learn from one another for a collective purpose, decision making and sharing information.

*James: 'You may be knowledgeable in one particular skill and not the other, you need to prepare as a group for uniformed instructions'.*

I think the description by James is goal oriented, although, he still has the challenge of trained teacher shortage that does not form the foundation of his view on collaboration. Possibly this can be attributed to his knowledge and achievements, but I do view it as quite an impressive move. Participant George's idea of subject panels is also a healthy one where he sees it as an instrument of bringing,

However, Participant George acknowledges the need for development stake holders, *'we have been able to get a lot of support from Non-governmental organisations'* this is important collaboration that would help address the material provision gaps. Such partnerships as described by George are good because they go a long way to reducing challenges that come with inclusion.

*George: 'Yes, we work with the communities and the government. Of late we have been able to get a lot of support from Non-governmental organisations'. Harmony in teaching and generally improve performance.' I consult in cases that require extra support services and ask for help in classroom teaching in case of difficulties.'*

Essentially, this would be a strong pillar that would characterise what inclusion calls as, 'working together' by all stake holders (Dettmer, Thurston, Knackendoffel, & Dyck, 2009).

I think apart from James and George the others lack a clear goal on what collaboration should entail in terms of; sharing resources, nurturing an institutional team work, creating links and taking valuable actions for the sake of children. Thus, it is critical to work more with all stake

holders in an inclusive setting because this breaks barriers that pose a danger to partnerships (Dettmer, Thurston, Knackendoffel, & Dyck, 2009).

# 5 SUMMARY AND CONCLUSION

This chapter will seek to draw together all aspects of the study by giving a summary of the study findings by evaluating whether the research questions and sub questions have been answered and laying out bare what study the found out. Accordingly, the dissertation will be bound together by restating the objectives of the study upon which a general conclusion will be made. The section will also discuss the implications of the study for further practice and how it could be applied to help shed light on ways of addressing information gaps among teachers. Later on, the limitations of the study will be discussed in view of their weaknesses in the study and for future improvement.

## 5.1 Research question

*What are the teachers' perceptions towards inclusion of children with special educational needs into the mainstream classrooms?*

Based on the deliberations and insights from the participants, this study finds that teachers who are already trained to handle inclusive schools cast doubts on the implementation of full inclusion of children with special educational needs into mainstream classrooms. As far as the participants are concerned there is an assumption that they need to acquire extra knowledge and skills in order to facilitate inclusion. However, this study finds that the problem goes beyond training, to addressing genuine concerns about the ability of teachers to cope with a whole range of new demands. This demands are attributed to lack of relevant knowledge in key inclusion areas notably; the understanding of inclusion and supports as revealed by the study.

### 5.1.1 Research sub question one

*What is the teacher's knowledge and understanding of inclusion and inclusion policies?*

While the study was overwhelmed by the diversity in defining inclusion which is characteristic of the dilemmas, it was easy to notice that faint understanding of inclusion that the participants have. This is evidenced by the diverse descriptions provided by the participants in trying to figure out a clear meaning. Consequently, words like; bringing everyone on board, adjusting the environment for children with disabilities, educating children with disabilities in regular schools,

featured prominently in the descriptions given. Thus, the study finds the participant's versions of inclusion as greatly inclined to admissibility of children with special educational needs into mainstream schools. As a consequence, there is need for teachers to review their definitions to the most recent meaning which refers to making the most appropriate adaptations so as to provide quality and equitable education to all learners regardless of their difficulties.

On inclusion policies, this study explored what the participants knew about both the global and national policies. From the results, it is indicative that teachers know very little about the contents of both the global and national policies. For instance, although all the participants have the knowledge of the Salamanca statement (1994) they have scanty details of its content. Shockingly, the study also finds the participants having very limited knowledge of their national special education policies with most of them mentioning only, the Kenya disability act 2003 which has since been replaced. Looking at their responses and training years it is easy to draw a conclusion that this was learnt in college.

Therefore, drawing from the discussions, this study concludes that teachers lack vital information on inclusion and inclusion policies which could be detrimental to practice and may affect the quality and equity in education.

### **5.1.2 Research sub question two**

*What supports do teachers require in inclusive classroom practice?*

While this study found the participants aware of some supports needed to promote inclusion and improve the provision of quality and equitable education, lack of the capacity to effectively handle learners in inclusive classroom was linked to lack of expert support, resources and relevant strategies.

On professional supports the participants cited physiotherapists, medics, nurses, psychologists among others as important in successful inclusion (Stainback & Stainback, 1992). While the participants decry lack of these professionals, this study cites frustration on the part of the teachers resulting from lack of a clear working framework between the professionals. This is a big problem given that inclusion depends on collaborative programmes among all stakeholders so as to promote quality and equity in education.

Concerning teaching and learning resources, this study finds that all the participants are informed on the importance of resources to enhance learning in an inclusive class. However,

most of the resources teachers indicate, do not entail assistive devices which are very vital in an inclusive classroom setting. Thus, there is a need to adapt resources to help impart knowledge and promote active participation in all school activities (Buli-Holmberg & Jeyaprabhan, 2016).

With reference to teaching and learning strategies, participants in this study allude to use of four distinct approaches to reach their learners; cooperative learning in small groups, differentiated activity methods and individual education plans. Although these strategies are good, teachers need to embrace modern approaches that could also help deal with the large class loads that characterise inclusive settings in Kenya. Whereas the participants acknowledge having basic computer literacy skills they lack knowledge about modern approaches such as the Inclusive Technology Enhanced Learning (ITEL) which could be a game changer in inclusive classroom practices (Passey, 2014). Further, new approaches like the Universal Design for Learning (UDL) which offer the flexibility that a child with special educational needs really require to promote leaning is unknown to teachers.

This study thus concludes that teachers' are deficient in knowledge regarding modern approaches to teaching and learning which may help improve provision of quality and equity to all learners in inclusive classrooms.

### **5.1.3 Research sub question three**

*How do teachers meet the challenges of inclusive classroom practice?*

Although this study looked in to the barriers that affect successful inclusion in Kenya its main focus was how teachers are able to meet these challenges and sustain inclusive practices. While the participants in this study deny existence of such barriers, they acknowledge existence of measures to promote inclusion such as adaptation, creating inclusive environment and collaboration.

The participants cite adaptation as a way of dealing with the many challenges facing inclusion. By use of a differentiated units of work tailor made for children with specific disabilities and reinforced by IEPs teachers are seen by teachers as ways mitigating challenges related to curriculum. Key to these is the mention of areas that need to be differentiated as evidenced in the data such as: content, interests, age level, access to materials and teaching methods. Teachers also allude to improvising teaching and learning aids in order to meet shortage and reach all learners which calls for creativity and commitment.

The participants also see the creation of inclusive environments as key to successful inclusion. They mention the need to adjust both the schools social and physical environments so as to create the least restrictive environment possible for the benefit of children. Hence, use of mass education to parents, teachers and the general children body as a way of creating an environment that counter the attitudinal challenges that exist has been recommended. For instance, teachers make reference to the kind of attitudes that their societies exhibit which are characterised by use of labels such as '*vivete*' meaning 'the disabled one' dominating the scene. Another participant mentioned the label some teachers give to academically weak students as '*mean killers*' of the class average score as very demeaning. Additionally, the mention of parents hiding children with disabilities is even more pathetic and inhumane. The participants thus see awareness meetings as a way of helping the community understand issues around disabilities.

Participants also cite collaboration as a way of meeting the challenges that come with inclusion. There is evidence from the study pointing to collaboration among teachers. This is a good move given only a few teachers are trained to handle inclusive classrooms. One participant acknowledges use of team teaching practices where teachers help counter problems in class. On teacher-parent supports, the participants admit the abstinence of parents in pedagogical issues hence leaving everything to the teacher. There is also acknowledgement of peer support in school activities attributed to working in groups. This is very much needed in educational programmes and may assist teachers in imparting knowledge and skills.

Thus, this study finds teachers highly knowledgeable and innovative in meeting challenges that come with inclusion. While some of the challenges may not be met by the teachers input only, it is evident that teachers try their level best so as to make learning meaningful to all children in inclusive classroom settings.

## **5.2 Implications of the study**

The findings of this study goes a long way to informing the government key programme areas that need to be considered so as to update teachers with the relevant knowledge critical to implementation of successful inclusive programmes. This could involve organising awareness meetings that target updating teachers on policy developments and changes in practice.



This study will also serve to reawaken the already trained teachers of special educational needs to the dynamics that characterise inclusion. Thus, the need to frequently look for new knowledge rather than live with the knowledge acquired during training years this will help conform to the growing demands of quality and equity in inclusive education. In regard to this the study highlights the need to gradually change from traditional teaching strategies to new approaches that promote better; knowledge and skill attainments for children with special educational needs.

The study calls for further investigation into the impact of relevant knowledge on the key issues under investigation using other methods and tools to clearly on the way teachers view inclusion of children with special educations.

### **5.3 Limitations of the study**

Although this study may provide insights into teacher's perceptions in relation to inclusive practices, its conclusion should be interpreted with cautions that come with use of interviews as a research tool. This is because the responses may have been driven by the desire for the participants to give socially acceptable responses to protect their profession and which may not accurately reflect their beliefs on inclusion.

The study did not give a comparison of the settings under which the participants were drawn. This was because the study was primarily focused on getting a general teacher perception regardless of setting. However, a richer understanding of the issues would have come up during comparisons given the resource gaps in the two settings in Kenya.

Being the first time to carry out an interview of this nature, I found it relatively difficulty to look for extra questions, probes and even reframing my questions to be understood well by the participants as a result of English language problems on the part of the participants. So, this in one way or the other may have failed to deliver the overtly in-depth expectations of the reader.

# REFERENCES

- Avramidis, E., Bayliss, P. D., & Burden, R. (2000). Student teachers attitudes towards inclusion of children with special educational needs in the ordinary school. *Teaching and Teacher Education, 16*(3), 277-293.
- Barnatt, S. N., & Kabzems, V. (1992). Zimbabwe teachers attitudes towards integration of pupils with disability into regular classrooms. *International Journal of Disability Development and Education, 39*(2), 135-146.
- Barton, L., & Armstrong, F. (2007). *Policy, Experience and Change: Cross Cultural Reflections on Inclusive Education* (Vol. 4). London: Springer.
- Booth, T., & Ainscow, M. (2011). *Index for Inclusion: Developing Learning and Participation in Schools* (3rd ed.). Bristol: Centre for Studies on Inclusive Education.
- Buli-Holmberg, J., & Jeyaprabhan, S. (2016). Effective practice in inclusive and special needs education. *International Journal of Special Education, 31*(1), 117-134.
- Bunch, G. (2005). *Ten Keys to Inclusion*. Delhi: Marsha Forest Centre.
- Byers, R., & Rose, R. (2004). *Planning the Curriculum for Pupils with Special Educational Needs* (2nd ed.). London: David Fulton.
- Creswell, J., & Miller, D. (2000). Determinining validity in qualitative research. *Inquiry Theory into Practice, 39*(3), 124-131.
- Crowley, J. (1996). *Inclusive Practices*. Sydney: Harcourt Brace.
- Daniels, H. (2000). *Special Education Re-formed: Beyond Rhetoric?* London: Falmer Press.
- Dare, A., & O'Donovan, M. (2002). *Good Practice in Caring for Young Children with Special Needs*. London: Nelson.
- Dettmer, P., Thurston, P. L., Knackendoffel, A., & Dyck, J. N. (2009). *Collaboration , Consultation and Teamwork for Students with Special Needs* (6th ed.). Colombus: Pearson.
- DFE & DH, (. o. (2015). *SEN/D code of practice 2015: 0-25 yrs*. Retrieved 9 22, 2016, from <Http://www.gov.uk/government>
- Farrel, M. (2003). *Understanding Special Educational Needs: A guide for students and teachers*. London: RoutledgeFalmer.
- Flick, U. (2009). *An Introduction to Qualitative Research* (4th ed.). London: Sage.
- Florian, L. (1998). An examination of practical problems associated with the implementation of policies. *Support for Learning, 13*(3), 105-108.

- Frederickson, N., & Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity* (2nd ed.). London: Open University Press.
- Gal, E., Schreur, N., & Engel, Y. B. (2010). Inclusion of children with disabilities: Teacher attitudes and requirements for environmental accommodations. *International Journal of Special Education*, 25(2), 89-99.
- Galleta, A. (2013). *Mastering the Semi-Structured Interview and Beyond*. New York: New York University Press.
- Gardner, J. (2011). Education research: what (a) to do about impact. *British Education Research Journal*, 37(4), 543-561.
- Gennaro, D., Pace, E., Zollo, L., & Aiello, P. (2014). Teacher capacity building through critical reflective practice for the promotion of inclusive education. *Problems of Education in the 21st Century*, 60, 54-67.
- Gibson, W., & Andrew, B. (2009). *Working with Qualitative Data*. London: Sage.
- GOK. (2007). *Kenya Vision 2030*. Retrieved 05 27, 2016, from [www.vision2030.go.ke](http://www.vision2030.go.ke)
- GOK. (2010). *The Constitution of Kenya, 2010*. Nairobi: Government printers.
- Golofshani, N. (2003, Dec 4). Understanding reliability and validity in qualitative research. *The Qualitative Report*, Volume 8, pp. 597-607. Retrieved from <http://www.nova.edu/ssw/QR/QR8-4/golofshani.pdf>
- Good, T., & Brophy, J. (2000). *Looking in Classrooms* (8th ed.). New York: Longman.
- Grace, S., & Gravestock, P. (2009). *Inclusion and Diversity*. New York: Routledge.
- Grue, J. (2015). *Disability and Discourse Analysis* (1 ed.). Surrey, UK: Ashgate Publishing Limited.
- Gyimah, E. K., Sugden, D., & Pearson, S. (2009). Inclusion of children with special educational needs into mainstream schools in Ghana: influence of teachers and student characteristics. *International Journal of Inclusive Education*, 13(8), 787-804.
- Halvorsen, T. A., & Neary, T. (2008). *Building Inclusive Schools: Tools and Strategies for Success*. Upper Saddle River: Pearson.
- Hampton, B., Peng, L., & Ann, J. (2008). Preservice teachers perceptions of urban schools: Urban Review: . *Issues and Ideas in Public Education*, 40(3), 268-295.
- Hardy, I., & Woodcock, S. (2004). Inclusive education policies: discourse of difference, diversity and deficit. *International Journal of Inclusive Education*, 19(2), 141-164.
- Harman, G. (1984). *Conceptual and Theoretical Issues in Education Policy: An International Survey*. London: Croom Helm.
- Hausstatter, R. (2013). *The Twenty Percent Rule*. spesialpedagogikk nr 6.

- Hausstatter, R. S., & Theun, H. (2014). special education today in Norway. *Advances in Special Education*, 28, 181-207.
- Hegarty, S. (1994). *Keys to integration: New perspectives in special education. A six country study*. New York: Routledge.
- Hehir, T., & Katzman, L. (2012). *Inclusive Schools*. Sanfrancisco: Jossey- Bass.
- Heward, L. W. (2013). *Exceptional Children: An Introduction to Special Education*. Boston: Pearson.
- Hiuhu, B. (2002). *Educational Resources in an Inclusive Setting*. Nairobi: KISE.
- Hodkinson, A., & Vickerman, P. (2009). *Key Issues in Special Educational Needs and Inclusion*. London: Sage.
- Horrocks, J., White, G., & Roberts, L. (2008). Principals attitudes regarding inclusion of children with Autism in Pennyslavana public schools. *Journal of Autism and Development Disorders*, 38(8), 1462-1473.
- IBE. (2007). *Kenya Inclusion*. Retrieved 05 26, 2016, from [http://www.ibe.unesco.org/fileadmin/user\\_upload/Inclusive\\_Education/Reports/nairobi\\_07/kenya\\_inclusion\\_07.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Inclusive_Education/Reports/nairobi_07/kenya_inclusion_07.pdf)
- Kalambouka, A., Farrel, P., Dyson, A., & Kaplan, I. (2007). The impact of placing pupils with special educational needs in mainstream schools on the achievement of their peers. *Educational Research*, 49(4), 365-382.
- Kalyanpur, M. (2011). Paradigm and paradox: Education for all and the inclusion of children with disabilities in Cambodia. *International Journal of Inclusive Education*, 15(10), 1053-1071.
- KLR. (2010). *The Constitution of Kenya, 2010*. Nairobi: Government Printers.
- KLR. (2013). *Basic Education Act*. Nairobi: Government Printer.
- Korir, B. C. (2015). The Perceptions of Students and Teachers on the Integration Programme of Students with Visual Impairments in Secondary Schools: A case of Ainamoi, Kericho County Kenya. *journal of education and practice*, 6(12), 6-12.
- Kvale, S. (2006). Dominance through interview and dialogue. *Qualitative Inquiry*, 12(3), 480-500.
- Kyriacou, C. (1997). *Effective Teaching in school: Teaching and Practice* . Cheltenham: Thornes.
- Liasidou, A. (2014). Critical disability studies and social just change in higher education. *British Journal of Special Education*, 41(2), 120-135.

- Liasidou, A. (2016). inclusive education 20 years after Salamanca. *European Journal of Special Needs Education*, DOI:10.108/08856237.2015.1134946.
- Margaritoiu, A. (2010). The advantages and disadvantages of special needs label. *education science*, 62(2), 97.
- Mc-Cray, E. D., & Mc Hatton, P. A. (2011). "Less afraid to have them in my classroom" Understanding pre service general educators perceptions about inclusion. *Teacher Education Quarterly*, 36(4), 135-155.
- Ministry of Education. (2006). *The knowledge Promotion Reform*. Retrieved 09 22, 2016, from <HTTP://udir.no/stottemeny/english/curriculum-in-English/-english/knowledge-promotion>
- Mittler, P. (2000). *Working Towards Inclusive Education: Social Contexts*. London: David Fulton.
- MOE. (2009). *The National Special Needs Education Policy Framework*. Nairobi: Government Printer.
- MOE. (2009). *The National Special Needs Education Policy Framework*. Nairobi: Government Printer.
- Mushoriwa, T. (2001). a study of Attitudes of primary school teachers in Harare towards inclusion of blind children in regular classes. *British Journal of Education*, 28(3), 142-147.
- Mwangi, E., & Orodho, J. A. (2014). Challenges facing implementation of inclusive education in public primary schools in Nyeri county Kenya. *Journal of Education and Practice*, 5(16), 118-126.
- Mwangi, K. (2002). *Teaching and Learning Strategies in an Inclusive Setting*. Nairobi: KISE.
- Ngugi, M. W. (2002). *Introduction To Inclusive Education* (1st ed.). Nairobi: KISE.
- Nind, M., Rix, J., Sheehy, K., & Simmons, K. (2003). *Inclusive Education: Diverse Perspectives*. London: David Fulton.
- Njoka, E., Riechi, A., Obiero, C., Kemuntu, E., Muraya, D., Ongoto, J., & Amenity, D. (2012). *Towards Inclusive and Equitable Basic Education System: Kenya's Experience*. Ouagadougou: Association for Development of Education in Africa(ADA).
- OECD. (2012). *Equality and Quality in Education: Supporting Disadvantaged Students and Schools*. Retrieved 05 15, 2016, from <http://dx.doi.org/10.1787/9789264130852-en>
- OHCHR. (2011). *United Nations Conventions on the Rights of Persons with Disability Kenya: State party report*. New York: UN.
- Oyedeji, S. O. (2015). Lapses in education policy formulations in Nigeria: Implications for the standard of education. *Journal of Education and Practice*, 6(29), 196.

- Passey, D. (2014). *Inclusive Technology Enhanced Learning: Overcoming Cognitive, Physical, Emotional & Geographical Challenges*. New York: Routledge.
- Patton, M. (2002). *Qualitative Evaluation and Research Methods* (3rd ed.). Thousand Oaks, CA: Sage publications.
- Patton, M. (2015). *Qualitative Research & Evaluation Methods* (4th ed.). Pine City: Sage.
- Poyrazli, S., Ferrer-wieder, L., Meister, D. G., & Grahame, K. M. (2008). Academic achievement, employment, age, gender and student experiences of alternative school. *Adolescence*, 547.
- Randiki, O. F. (2002). *Historical Development of Special Needs Education*. Nairobi: Kenya Institute of Special Education.
- Richards, L. (2005). *Handling Qualitative Data*. London: Sage.
- Roller, M., & Lavrakas, P. (2015). *Applied Qualitative Research Design: A Total Quality Framework Approach*. New York: Guilford press.
- Rubin, H., & Rubin, I. (2012). *Qualitative Interviewing: The Art of Hearing Data*. London: Sage.
- Rubin, H., & Rubin, I. (2012). *Qualitative Interviewing: The Art of Hearing Data* (3rd ed.). Thousand Oaks CA: Sage.
- Sally, B. (2002). *Special Educational Needs in Schools*. London: Routledge.
- Sapon-Shevin, M. (1996). *Learning in Inclusive Classrooms: What about the curriculum? In Inclusion: A Guide for Educators*. Baltimore, MD: Paul Brookes.
- Sawyer, A., & Keith, B. (2014). *The Access Manual: Auditing and Managing Inclusive Built Environments* (3rd ed.). Chichester: Wiley-Blackwell.
- Shakespeare, T. (2006). *Disability Rights and Wrongs*. London: Routledge.
- Silverman, D. (2011). *Qualitative Research* (3rd ed.). London: Sage.
- Stainback, S., & Stainback, W. (1992). *Curriculum Considerations in Inclusive classrooms*. Cedar Falls: Brookes.
- Steinfeld, E., & Maisel, J. (2012). *Universal Design-Creating Inclusive Environments*. Hoboken: Wiley.
- Taylor, S., Rizvi, F., Lingard, B., & Henry, M. (1997). *Educational policy and politics of change*. London : Routledge.
- Thomas, G., & Vaughan, M. (2005). *Inclusive Education: Readings and Reflections*. London: Open University Press.
- Thorne, S. (2000). Data analysis in qualitative research. *Evidence Based Nursing*, 3, 68-79.

- Tomlinson, C. (2005). *How to Differentiate Instruction in Mixed Classrooms*. Upper Saddle River: Pearson Merrill Prentice Hall.
- Topping, K., & Maloney, S. (2006). *The Routledge Falmer Reader in Inclusive Education*. London: Routledge.
- UNESCO. (1994). *World Conference on Special Needs Education Access and Quality*. Salamanca: UNESCO.
- UNESCO. (1994). *World Conference on Special Needs Education: Access and Quality*. Paris: UNESCO.
- UNESCO. (2005). *Guidelines for inclusion*. Paris: United Nations Scientific and Cultural Organisation (UNESCO). Retrieved 4 26, 2016, from <http://unesdoc.unesco.org/images/0014/001402/140224e.pdf>
- UNICEF. (2000). *The International Working Group on Education*. Florence: UNICEF.
- UNICEF. (2013). *Call for action: Education equity now-Including all children in quality learning*. Retrieved 05 15, 2016, from <http://www.unicef.org/ceecis/UNI154712.pdf>.
- UNICEF. (2013). *Call for action: Education equity now-Including all children in quality learning*. Retrieved 05 15, 2016, from <http://www.unicef.org/ceecis/UNI154712.pdf>.
- United Nations. (2006). *Convention on the Rights of Persons with Disabilities*. New York: UN.
- Vickerman, P. (2007). *Including Children with Special Educational Needs in Physical Education*. London: Routledge.
- Voltz, D., Brazil, N., & Ford, A. (2010). *Connecting Teachers, Students, and Standards: Strategies for Diverse and Inclusive Classrooms*. Alexandria, VA: ASCD.
- Westwood, P. (2001). Differentiation as a strategy for inclusive classroom practice: some difficulties identified. *Australian Journal of Learning Disabilities*, 6(1).
- WHO. (2011). *World report on disability: summary*. Retrieved 05 09, 2016, from <http://www.refworld.org/docid/50854322.html>
- Williams, K. (2014). *Educational Perspectives: Is Kenya achieving inclusive education?* Retrieved 05 26, 2016, from <http://www.educationinnovations.org/blog/education-perspectives-kenya-achieving-inclusive-education>
- World Bank. (2003). *The World Bank Annual Report*. Retrieved 4. 24., 2016, from <https://openknowledge.worldbank.org/handle/10986/13929>
- Zoniou-Sideri, A., Deropoulou-Derou, E., Karagianni, P., & Spandagou, I. (2006). Inclusive discourse in Greece: Strong voices, weak policies. *International Journal of Inclusive Education*, 279-291.

# APPENDICES

## Appendix A :Combined themes overview

<p>TITLE</p>	<p>Teachers' perceptions towards inclusion of children with special educational needs into mainstream classrooms.</p>	
<p>THEMES/subthemes</p>	<p>CATEGORIES</p>	
<p>UNDERSTANDING INCLUSION</p>	<p>Ann</p>	<p>Bringing everyone on board, education of children with disabilities, changing the environment.</p>
<ul style="list-style-type: none"> <li>• Bringing everyone on board</li> <li>• Mainstreaming</li> <li>• Adjusting environment</li> <li>• Active participation</li> </ul>	<p>Mary</p>	<p>Bringing disabled children to the mainstream, to participate actively, children with special educational needs, adjusting the environment</p>
	<p>George</p>	<p>Active participation in the society, transfer children with special educational needs into main stream school, adapting the environment.</p>
	<p>James</p>	<p>Adjusting the environment, participation in society, bringing everyone to be part, including children with special educational needs into mainstream classes.</p>
	<p>Nancy</p>	<p>Academic attainment, children with disabilities.</p>



<p><b>KNOWLEDGE OF POLICY</b></p>		
<ul style="list-style-type: none"> <li>• policy awareness</li> <li>• policy formulation</li> <li>• policy implementation</li> </ul>	<p>Anna</p> <p>Mary</p> <p>George</p> <p>James</p> <p>Nancy</p>	<p>Aware of Salamanca statement, Kenya disability act 2013, no policy implementation.</p> <p>Aware of Salamanca statement, not aware of other laws.</p> <p>I know the Salamanca statement (1994), Teachers are not involved in formulation therefore not aware, laws not implemented.</p> <p>I am conversant with the Salamanca statement, UNCRPD, and Disability act 2013. No implementation of laws.</p> <p>Disability act 2013, no implementations. Teachers not involved in formulations</p>
<p><b>SUPPORTS</b></p>		
<ul style="list-style-type: none"> <li>• Professional supports</li> <li>• Teaching and learning resources</li> <li>• collaboration</li> </ul>	<p>Anna</p> <p>Mary</p> <p>George</p> <p>James</p> <p>Nancy</p>	<p>We require to work with professionals, We lack most resources</p> <p>We lack health care experts in SEN, we have inadequate resources.</p> <p>Parents have to look for professionals like therapists, resources not enough, collaboration with health workers is lacking.</p> <p>Very few health professional, long waiting times, few T/L resources in schools, we need to work together</p> <p>Few trained teachers and health professionals, limited resources. Peer support, teacher collaboration</p>

TEACHING/LEARNING STRATEGIES	Anna	I use group activities, whole class teaching, discussion
<ul style="list-style-type: none"> <li>• Differentiated learning</li> <li>• Cooperative learning (small groups)</li> </ul>	Mary	I use small groups for activities, I prepare IEPs for weak children,
	George	differentiate learning and prepare IEPs, one on one with children
	James	Guide teachers to prepare IEPs, I do remedial for weak pupils
	Nancy	I differentiate learning, prepare IEPs, use small groups
MEETING CHALLENGES TO PRACTICE	Anna	Curriculum is expansive, labelling of the disabled, team teach, cluster meetings
<ul style="list-style-type: none"> <li>• Adaptations</li> <li>• Creating inclusive environment</li> <li>• Collaboration</li> </ul>	Mary	Facilities in school not friendly, rigid curriculum, hiding of the disabled, do mass education, organise events for the SEN
	George	We level the fields, cut pavements to various area of interest, Raised holes built in latrines, we provide feeding programme for marginalised, improvise resources
	James	Government reluctant to inclusion, curriculum content a lot. We team teach, we prepare IEPs together, make pavements, adjusted the doors, rigid curriculum, isolation, congested time table, few trained teachers
	Nancy	Environment not good, curriculum not good, testing policy problems, give appropriate content, improvise resources

## Appendix B : Interview guide

### **Teachers' perceptions towards inclusion of children with special educational needs into mainstream classrooms in Kenya**

**Question:** what are the teachers' perceptions on inclusion of children with SEN into mainstream classrooms in Kenya?

#### **Sub questions:**

- i What is the teachers' knowledge and understanding of inclusive education?
- ii What supports do you require for inclusive classroom practice?
- iii How do you meet the challenges of inclusive classroom practice?

#### **Question themes and questions:**

##### **Teacher's background**

1. What is your level of training?
2. How many years is your teaching experience in this school?
3. Do you have any SEN training?
4. If yes, what is your SEN training specialization and what is the training level?
5. Do you enroll for SEN professional development courses?
6. If yes, Which SEN professional courses are they?

##### **Knowledge of inclusion and policy**

1. Can you explain what SEN means? Do you have children with SEN in your class?
2. Describe how inclusive education is conceptualized in the school
3. Briefly describe the current international perspective on inclusive education
4. Tell me about the current national perspective on inclusion in Kenya.
5. What kind of provision do you offer in the school?

### **Classroom teaching and learning strategies**

1. How do you organize the inclusive classroom environment?
2. How is the seating arrangement in regard to the individual differences?
3. What methods of teaching do you use to cater for learners with special needs? Do you have individualized education programs?
4. How is the daily classroom schedule in terms of number of subjects and their timings as well as the breaks?
5. What outdoor activities are learners with special needs involved in?

### **Supports for Classroom practice**

1. What support services are provided to enhance handling children with SEN?
2. Do you have a work collaborative and consultative practice in the school?
3. What learning and teaching aids do you use to attend to learners with special needs?
4. Which other equipment do you use to support learners with special needs?
5. What teaching/learning materials and other equipment do you need to address the various needs for learners with special needs?

### **Inclusive classroom challenges**

1. Have you come across challenges in practice?

### **Meeting inclusive classroom challenges**

2. How do you meet the many challenges of inclusion in your practice?

## **Appendix C : Sample information letter**

## **Request for participation in research project**

**Title:** Teachers' Perceptions towards Inclusion of Learners with Special

Educational Needs into Mainstream classrooms in Kenya.

### **Background and Purpose**

This study aims at exploring teachers' knowledge and understanding of inclusive education and how they perceive the idea of including children with diversity into main stream classrooms.

This will be done by looking for factors that influence such perceptions, opportunities and barriers to practicing inclusion and the recommendation for better inclusive practices. The study is master thesis project.

### **Sample**

The sample population is 5 teachers purposefully selected from five primary schools in Kenya. The teachers ought to have five year experience in handling an inclusive classroom and with background training in special needs education. This will form the basis of requesting the teachers for their role in the study because of their knowledge of the issues under discussion.

### **What does participation in the project imply?**

Participation in the study means taking part in a one on one interactive semi-structured interview in a conversational manner that will be recorded by note taking and audio recording. The interviews will take a maximum one hour. An interview guide will be used to control the nature of conversation to the main issue under discussion.

### **What will happen to the information about you?**

All personal data will be treated confidentially. Only the researcher will have access to personal data which will be kept under lock and key for confidential reasons. The participants will not be recognizable in publication. The project is scheduled for completion by [1.1.2017]. Personal data and information will be destroyed upon completion of the project

### **Voluntary participation**

It is voluntary to participate in the project, and you can at any time choose to withdraw your consent without stating any reason. If you decide to withdraw, all your personal data will be made anonymous.

If you would like to participate or if you have any questions concerning the project, please contact:

DOMINIC MULINGE.....+4741151681-RESEARCHER

STEINAR THEIE..... +4790841167- SUPERVISOR.

The study has been notified to the Data Protection Official for Research, NSD - Norwegian Centre for Research Data.

### **Consent for participation in the study**

I have received information about the project and am willing to participate.

Participants name-----signature-----date-----

Researcher's name—DOMINIC MULINGE---signature----*D. Mulinge*-----date—19/06/2016.

# Appendix D : Authorizations to conduct research

UiO : Faculty of Educational Sciences  
University of Oslo

INSTITUTT FOR SPESIALPEDAGOGIKK  
UNIVERSITETET I OSLO  
P.B. 1140 BLINDERN  
0318 Oslo

MULINGE, Dominic

Date: 13 June 2016  
Your ref.:  
Our ref.: int./2016 JBH/db

#### TO WHOM IT MAY CONCERN:

This is to certify that, **MULINGE, Dominic**, date of birth 29.06.1974, is a full-time student pursuing a course of study at the Department of Special Needs Education at the University of Oslo, Norway, leading to the Erasmus Mundus Master degree in Special and Inclusive Education

This is a 1 ½ year programme and unique in that it is an integrated programme jointly offered and awarded by the following highly reputed partner institutions:

- University of Roehampton, London, UK
- University of Oslo, Norway
- Univerzita Karlova v Praze (Charles University), Prague, Czech Republic

The student has successfully completed the first 3 semesters with a stay in London, Oslo and Prague and will then be working on the collection of data and the writing of a thesis during the summer/autumn of 2016. This involves a period of field work in Kenya. When the field work is complete the student will return to Norway in the autumn of 2016, and the total period of study will be completed in December 2016 in Norway.

Yours sincerely



Senior Executive Officer Nicolai Mowinkel-Trysnæs

Administrative officer in charge of the Erasmus Mundus Special and Inclusive Education Master's Programme  
Department of Special Needs Education

Nicolai Mowinkel-Trysnæs (+ 47) 22 85 80 62, [nicolmo@isp.uio.no](mailto:nicolmo@isp.uio.no)



**The Department of Special Needs Education (DSNE)**  
Postal addr.: PO Box 1140 Blindern, 0318 Oslo  
Visiting addr.: Helga Engshus, 4. etasje, Sem Sælands vei 7, 0371 Oslo

Phone: (+47) 22 85 80 59  
Telefax: (+47) 22 85 80 21  
[postmottak@uv.uio.no](mailto:postmottak@uv.uio.no)  
[www.uv.uio.no/isp/](http://www.uv.uio.no/isp/)  
Org. no.: 971 035 854



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

Telephone: +254-20-2213471,  
2241349,3310571,2219420  
Fax: +254-20-318245,318249  
Email: dg@nacosti.go.ke  
Website: www.nacosti.go.ke  
when replying please quote

9<sup>th</sup> Floor, Utalii House  
Uhuru Highway  
P.O. Box 30623-00100  
NAIROBI-KENYA

Ref. No. **NACOSTI/P/16/95480/13008**

Date:  
**11<sup>th</sup> August, 2016**

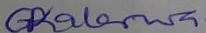
Dominic Mutua Mulinge  
University of Oslo  
**NORWAY.**

**RE: RESEARCH AUTHORIZATION**

Following your application for authority to carry out research on “*Teachers perception towards inclusion of children with special educational needs into mainstream classes in Kenya*,” I am pleased to inform you that you have been authorized to undertake research in **Machakos and Makueni Counties** for the period ending **11<sup>th</sup> August, 2017**.

You are advised to report to **the County Commissioners and the County Directors of Education, Machakos and Makueni Counties** before embarking on the research project.

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

  
**GODFREY P. KALERWA MSc., MBA, MKIM**  
**FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner  
Machakos County.

The County Director of Education  
Machakos County.



Jorunn Buli-Holmberg

Institutt for spesialpedagogikk Universitetet i Oslo

Postboks 1140 Blindern

0318 OSLO

Vår dato: 21.07.2016

Vår ref: 48988 / 3 / HJP

Deres dato:

Deres ref:



## TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 19.06.2016. Meldingen gjelder prosjektet:

*48988Teacher´s perceptions towards inclusion of children with special educational needs into mainstream classrooms in Kenya*

*Behandlingsansvarlig      Universitetet i Oslo, ved institusjonens øverste leder*

*Daglig ansvarlig              Jorunn Buli-Holmberg*

*Student                          Dominic Mulinge*

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstillende i forhold til personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i meldeskjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av

personopplysninger kan settes i gang. Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmelding er å sende via et skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 01.01.2017, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Katrine Utaaker Segadal

Hanne Johansen-Pekovic

Kontaktperson: Hanne Johansen-Pekovic tlf: 55 58 31 18

*Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.*

NSD – Norsk senter for forskningsdata AS    Harald Hårfagres gate 29    Tel: +47-55 58 21 17    nsd@nsd.no    Org.nr. 985 321 884  
NSD – Norwegian Centre for Research Data    NO-5007 Bergen, NORWAY    Faks: +47-55 58 96 50    www.nsd.no

Vedlegg: Prosjektvurdering

[Kopi: Dominic Mulinge](#)  
[dominicmutua37@yahoo.com](mailto:dominicmutua37@yahoo.com)

**Personvernombudet for forskning**



Prosjektvurdering - Kommentar

---

Prosjekt nr: 4898

## INFORMATION AND CONSENT

The sample will receive written information about the project, and give their consent to participate. The letter of information is well formulated.

## CONFIDENTIALITY TO THIRD PERSONS

In the report form you state that you will interview teachers. We remind you that the informants have confidentiality of students, and that you have a shared responsibility that no personal information about third parties enter the data material.

## DATA SECURITY

The Data Protection Official presupposes that the researcher follows internal routines of Universitetet I Oslo regarding data security.

## PROJECT COMPLETION AND ANONYMISATION

Estimated end date of the project is 01.01.2017. According to the notification form all collected data will be made anonymous by this date.

Making the data anonymous entails processing it in such a way that no individuals can be recognised. This is done by:

- deleting all direct personal data (such as names/lists of reference numbers)
- deleting/rewriting indirectly identifiable data (i.e. an identifying combination of background variables, such as residence/work place, age and gender)
- deleting audio recording

Figure 1: Map of the study area

