

Inclusive Education for Sustainable Development and Transformation of Livelihood: A case of Kakamega County, Kenya

Nanyama E. M.

Masinde Muliro University of Science and Technology, Kenya

Author email id: nanyamae@yahoo.com

Abstract: Education is one of the roadmap to ensure implementation of Sustainable Development goals (SDGS) and the achievement of Kenyan Vision 2030. Kenya has undergone considerable changes since the introduction of Universal Free Primary Education in 2003 and free secondary education in 2008 as a way of implementing inclusive education (IE). Despite this Kenyan government commitment to IE, the access and retention rates of learners with special needs in schools is still very low. It was due to this trend that the researcher was set to establish teaching strategies used in public inclusive primary schools in Kakamega Count. To achieve this purpose a descriptive survey research designs was implemented. The data were collected from 899 respondents of 29 different schools using questionnaire, structured interview and observational check list. Quantitative data were analyzed descriptively. The finding of the study revealed that, the implementation of IE was still below 50% in Kakamega County. In conclusion, IE has not been fully implemented as per the ministry of education guidelines. It is recommended that the Government of Kenya should provide appropriate resources that can support IE policy in public primary schools. It is hoped that the study findings will add to the existing knowledge base in the area of IE practices in schools.

Keywords: Disabilities, development, Inclusive education, Transformation of livelihood.

1. INTRODUCTION

Globally, the concept of IE has become increasingly common as an approach that gives learners with special needs an opportunity to attend and benefit from educational programs in mainstream settings (UNESCO, 2014) These understandings have been shown in all around significant reports; The Sustainable Development Goals' objective 4(a) underscores the need to manufacture and redesign training offices that are tyke, inability and sexual orientation touchy and give safe, peaceful, comprehensive and viable learning situations for all (UN, 2015). The UNICEF Child Friendly Schools Manual sees that tyke amicable school models are worried about the wellbeing, security, security, healthful status and mental prosperity of each student just as the fittingness of the training strategies and learning assets utilized for tutoring.

In Kenya, a change in perspective to comprehensive training was started through various key records including: sessional papers, fliers, reports and diverse teams progressing in the direction of explicit viewpoints in instruction. The principal archive was widespread free essential instruction by the decision party by then KANU Manifesto (1963), trailed by the Education Act (1968) – Cap 211 (ammended in 1980) which expressed that no one would be declined confirmation or barred from school on any grounds (MoE, 2009). These implied even persons with disabilities were to be given equal chances in learning institutions just like their regular counterparts without any discrimination. More reports and commissions were included in education but this study only mentions those related to inclusive education. Among them were; the Kenya Education Commission commonly known as Ominde-Commission (Republic of Kenya, 1964). The

Commission resulted in Sessional Paper No. 5 of 1965 which expressed education as an economic venture rather than a social service creating equal economic opportunities for all citizens (Republic of Kenya, 1965b). However, this was considered as segregating those who may be unable to work due to disabilities. Then other committees, the Committee on Care and Rehabilitation of the Disabled, Ngala Mwendwa (1964) were formed. This committee of Ngala Mwendwa made various recommendations on rehabilitation and education of persons with disabilities in Kenya. One of the recommendations resulted in the formulation of Sessional Paper No.5 of 1968 whose recommendations were implemented in the early 1980s' when the government started to pay increased attention in the field of SNE. The first draft of SNE policy was recommended. Later the National Committee on Educational Objectives and Policies (NCEOP), the Gachathi Report (1976), focused on co-ordination of early intervention and assessment of learners with disabilities, creation of public awareness on causes of disabilities in order to promote prevention measures and research on the nature and extent of 'handicaps' for provision for these learners. These commissions guided the management of special needs education, training of teachers on special education, development of appropriate curricula, adapting examinations to suit learners and trainees with special needs, and the inclusion of emerging areas such as education of the gifted and talented, those with specific learning difficulties and those with communication difficulties. However, there was no specific policy on special education; the government was relying on circulars until the SNE Policy Framework was developed in 2009. This is still an issue to date. That is why the researcher sought to establish effectiveness of implementing inclusive education policy on learners' academic performance.

Later, a number of commissions of inquiry into the Education System in Kenya, such as Koech Commission Report recommendations were accepted. The Koech Commission led to the setting up of the Kochung Report (2003). The Kochung Report (2003) was set to examine the challenges individuals with SNE faced. This report led to the launching of the SNE draft policy and eventual launch of the SNE policy in 2009. The recommendations provided by the Gachathi Report in 1976 set good grounds and pace for SNE where parents and other people would understand the issue of disability; this still stands as an issue to be dealt with to date. Hence, the researcher sought to establish teachers' attitudes towards inclusion.

The Kenya Special Needs Education (SNE) Policy Framework has 15 objectives (MoE, 2009). The SNE policy objectives that are in line with this study are; inclusive education and Capacity building and development. The inclusive education objective aims at increasing enrolment and promoting values which enhance access to education and retention of learners with special needs or disabilities in all learning institutions. The capacity building and development objective is to facilitate provision of effective and efficient professional and support services to learners with special needs and disabilities in institutions of learning or training (Kenya SNE Policy, 2009). That is why the study sought to determine the effect of teacher Level of Qualification on learners' academic achievement and learners competences. The researcher was interested in teachers' Level of Qualification since teachers are among the major stakeholders in bridging the gap between the inclusive education policy and practice in schools. The SNE policy 2009 has been providing a legal framework that is relevant and guided the provision of special needs education in Kenya. The implementation of the policy has seen Kenya achieve many milestones including increased enrolment, training for SNE teachers, increased capitation to primary and secondary education, and establishment of more special institutions among other achievements. Important to note is that despite the existence of this policy and subsequent provision of essential services such as assessment and early intervention, awareness, advocacy, curriculum, specialized learning resources, assistive devices and technology, learners and trainees with disabilities have not benefited a lot from them (The National Education Sector Plan-NESP (2013-2018)). The report indicates that among the reasons for this situation are significant challenges in its implementation. This could be attributed to absence of clear policy implementation guidelines, which has been addressed during the policy review. With clear policy implementation guidelines, the current study sought to examine the effectiveness in implementing I.E.

The National Education Sector Plan-NESP (2013-2018) identified gaps in the 2009 SNE policy. Hence the need for review of the Special Needs Education Policy (2009) so as to align the sector policy to the Kenya Vision 2030, the Constitution of Kenya, the Sustainable Development Goals (Goal No.4) as well the National Curriculum Reform. Though much progress has been achieved in the education of children with disabilities in the past years, the Needs Assessment Report (2017) that informed the review process pointed out that the 2009 Special Needs Education policy framework was not effectively implemented. This was attributed to a number of factors which included lack of implementation guidelines, poor dissemination and lack of an implementation and coordination framework. To address these challenges, this policy has an implementation guideline to guide the implementers. Further, the policy has a theme on advocacy and

awareness which envisages an effective communication strategy for purposes of dissemination. Also, a coordination framework, from the national, County up to institutional levels has been put in place to drive implementation of the policy. The policy identifies early identification, assessment and placement as a key component in the provision of quality and relevant education and training for learners with disabilities. To effectively undertake this, the Ministry of Education has revitalized the Education Assessment and Resource Centres (EARCs) (MoE, 2018).

The process to review the SNE Policy Framework (MoE, 2009) had four objectives: to align education and training services for learners and trainees with disabilities with relevant frameworks such as the Vision 2030, Constitution of Kenya 2010, and the Basic Education Act 2013; to develop a clear policy framework for the provision of education and training for learners and trainees with disabilities; to address the existing policy and implementation gaps in the provision of education and training for learners and trainees with disabilities and to develop guidelines that would guide implementation of the policy. The review process was guided by 10 principles. The policy has been enriched to include some critical shifts from the previous SNE 2009 Policy Framework in terms of structure and content. In the current SNE 2018 policy, inclusive education shall be the key strategy in achieving education and training for learners and trainees with disabilities. The policy review has developed the implementation guidelines and procedures that will guide the policy implementation. Some shifts related to the study include; the Person First Language (PFL) principle in addressing persons with disabilities, which exemplifies that, the 'person' is more important than his or her 'disability'. Hence, in the reviewed policy, terms such as 'impaired', 'handicapped', and 'challenged' are not used; instead the phrase 'learners and trainees with disabilities' is widely used, alongside other terminologies such as 'learners and trainees with visual impairment' and 'learner with autism'. The use of 'learner' instead of 'child' is because due to severity of disability or other circumstances, persons with disabilities beyond 18 years of age still need to access education, making the scope of reviewed policy wider in terms of age (SNE Policy, 2018). In the previous SNE Policy Framework (2009), 'special needs' meant those with and without disabilities, but may have specific educational needs including refugee children, orphaned children, and children who are gifted and talented. However, in the reviewed policy, the scope covers only learners and trainees with disabilities including those with; Hearing impairment (from hard of hearing to deafness), Visual impairment (from low vision to blindness), Deaf-blindness, Physical impairment, Intellectual and developmental disabilities, Specific learning disabilities (dyslexia, dyscalculia, dysgraphia), Cerebral palsy, Speech and language difficulties, Multiple disabilities, Autism and Albinism. The policy acknowledges the other forms of special needs that are not expressly mentioned, such as the giftedness and talentedness, psychosocial disorders, and chronic illness. This policy recognizes the need for Kenya to move towards inclusive education, instead of segregated education. Hence, inclusive education becomes an overarching principle, advocating for the right of every learner with disability to be enrolled in regular classroom together with his or her peers without disabilities. However, it must be noted that this shift to inclusive education recognizes the important role of other approaches such as special institutions of learning, special units in regular institutions of learning, and home-based education in providing education and training specifically for learners and trainees with severe disabilities and under vulnerable circumstances. In addition, Kenya recognizes the need to specifically maintain special schools while striving to transition towards inclusive education (MoE, 2018).

Almost a decade ago, specifically on 27th August, 2010 the Kenya constitution became the binding law of the land and categorically provides under Article 54 for persons with disabilities which aims at increasing enrolment, enhancing access to education and retention of learners with special needs in all learning institutions. In line with this research, a person with any disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person. Also to use Sign language, Braille or other appropriate means of communication (GoK, 2010). That is why the study sought to establish strategies and teaching and learning materials used by teachers in teaching learners to enhance their academic performance.

With these inclusive policy documents namely: Kenyan Persons with disability Act of 2003, SNE Policy in place since 2009 revised in 2018, 2010 constitution advocating for inclusive education, the current study sought to examine the link between inclusive education with sustainable development goals and transformation of lives of learners with special needs education. Important elements in IE are: modification and accommodation in the environment by use of specific teaching and learning resources and teaching strategies. Teaching strategies is one of the determinant factors of better academic performance of learners (MOE, 2018).

Statement of the problem

In Kenya, people with special needs have been neglected on belief that the causes of disabilities were attributed to spirits or a curse from god or ancestors (Ndonye, 2011). In the same study Ndonye pointed out that basing on such perceptions, only 35% of the teachers and only 1% of the learners would accept to freely interact with learners with disabilities. In connection with the above arguments, the situation is a replica in Kakamega County where some SNE learners cannot access and participate in free inclusive primary education. Through the researcher's own experience as a primary school teacher in Kakamega County, it is observed that many SNE learners drop out of school or experience learned helplessness in schools annually. Reports from Kakamega County education office indicate that despite the IE implementation in schools, there is an increase in primary school dropout rates (MoEST, 2012). The MoEST (2015) report also indicates that the total number of learners with disabilities at lower classes in primary is usually 1.5 % that of the entire school enrolment. However, more than 0.5 % of these learners do not sit for Kenya Certificate of Primary Education (KCPE) or if they sit KCPE their scores are always below average. Records at the Kakamega County Early Assessment and Resource Centre (EARC) show that a very small number of learners with disabilities have been assessed and placed in primary schools yet majority of them are never retained in schools to complete the primary education cycle. For the few that are retained to finish the primary circle score very low marks in the final class eight exams (KCPE) (The MoEST, 2015).

This trend raises concern as to whether the Kenyan government commitment to IE is yielding the desired outcomes or not. Serious questions hence remain unanswered: What is the problem with IE? Is it the way it is being implemented? Is it the teachers' attitudes towards inclusion in schools? Or is it the availability of teaching and learning materials or is it the level of teacher qualification that makes IE not to yield desired results? However, without inclusion in schools it may not be possible to achieve Kenyan SDGS and the Kenyan Vision 2030. It is against this background that the researcher was informed to find out how teachers are prepared for the implementation of IE in public primary schools in Kakamega County, Kenya. Therefore, this study attempted to address the following basic questions:

- What is the knowledge of schools' deputy principals and teachers towards inclusive education?
- What are the teaching strategies used in inclusive schools to teach learners?

2. RESEARCH DESIGN AND METHODOLOGY

The study adopted a descriptive survey research design. Merther & Charles (2011) notes that in this design, the researcher does not manipulate the variables under study but instead, examines the variables in their existing condition. It was considered appropriate for the study because the study focused on the observations, opinions and perceptions of the then existing situation. The design suited the study for its effectiveness in collecting data and describing the implementation of inclusive education practices in the real situations on the ground.

Study Area

The study was conducted in public inclusive primary schools in Kakamega county. The county is located on the western part of Kenya. The county is made up of 12 sub-Counties namely; Mumias, Matungu, Kakamega Central, Navakholo, Khwisero, Butere, Kakamega North, Kakamega South, Kakamega East, Likuyani, Lugari and Matete. The region is located between 1° 15' North and 0° 3' West longitude and to the East 35° 12' East longitude (ROK, 2003). The total area of the county is about 3,244.9 SQ KM² (ROK, 2003). This area is about 1.4% of the total area of Kenya. The county has a population of 1,660,651 people as per the 2009 population census (ROK, 2010). This presents 11.23%, of the total Kenyan population. The average population density is 515 persons per km². The population growth has fluctuated between 3.4 in 1969 and 0.3 in 2014 (ROK, 2015). Unfortunately, 57% of the population live below the poverty line. Most of the people in the county have ventured in various economic activities to overcome poverty. People's perceptions regarding persons with disabilities in Kakamega county over the years were as hopeless and useless (Munyi, 2012). However, Munyi further noted that, in the field of education, perceptions towards persons with disability had changed significantly and the challenge to educators was to ensure that schools were readily and accessible to persons with disabilities within the regular settings.

Through the researcher's own experience as a primary school teacher in Kakamega county, it was observed that many learners with disabilities drop out of school or experience learned helplessness in schools annually. The MoEST (2015)

report also indicates that the enrolment of learners with disabilities at lower classes (1, 2 &3) is usually 1.5 % that of the entire school enrolment. However, more than ½ % of the disabled learners do not sit for Kenya Certificate of Primary Education (KCPE) or if they sit their scores are always below average. Reports further indicated that despite the Free Primary Education, there is an increase in primary school dropout rates among learners with disabilities (MoEST, 2012). Further, records at the Kakamega county EARC show that a very small number of learners with disabilities have been assessed and placed in inclusive primary schools and yet were never retained in schools to complete the primary education cycle. Hence, the study sought to examine the teacher preparedness in the implementation of I E in Kenyan Primary Schools.

Sample Selection

Both probability and non-probability sampling methods were used. A multi-stage sampling technique was adopted. Schools as units of the study were sampled using stratified random sampling and purposive sampling technique with 12 Sub-counties as the strata. Simple random sampling techniques was used to select 826 standards 7 learners while purposive sampling was used to select 33 deputy head teachers, 31 class teachers and 4 Educational Assessment and Resource Centre coordinators. Census sampling was used to select 1 County Director of Education. The total sample size for the study was 899 respondents. Table 1 summarizes the information on Sampling of Schools. Table 1: Sampling of Public Inclusive Schools in Sub-Counties

SUB-COUNTY	All inclusive schools	CATEGORIES OF SCHOOLS					Sampled schools
		Boys Boarding	Girls Boarding	Mixed Boarding	Mixed Day		
Butere	19	0	0	0	19	02	
Khwisero	18	0	0	0	18	02	
Matete	22	0	0	0	22	02	
Navakholo	20	0	0	0	20	02	
Kakamega Central	22	0	0	0	22	02	
Kakamega East	19	0	01	0	18	02	
Kakamega South	21	0	0	0	21	02	
Kakamega North	51	0	0	01	50	05	
Mumias	38	01	01	01	35	04	
Matungu	19	0	0	0	19	02	
Lugari	17	0	0	0	17	02	
Likuyani	21	0	0	0	21	02	
TOTAL	297	01	02	02	292	29	

Research Tools

The study used questionnaires, interview schedule, Focus group discussions and observation check lists to collect data. A pilot study covered 10% of the target population which was excluded from the final study. Reliability of the instruments was determined through split half method whose correlation coefficients were; $r = 0.7122$ and $r = 0.832$ for learners and teachers' questionnaires respectively which were considered acceptable.

3. DATA ANALYSIS

Both qualitative and quantitative methods of data analyses were done. Data collected from the interviews and observation schedules and open ended questions from the questionnaires were analyzed qualitatively and reported in emergent themes. The data from the questionnaire was mainly analyzed quantitatively. Descriptive data analyses included frequencies, percentages, means and standard deviations to summarize the overall results and to identify valid response percentages for all questions in the survey. Descriptive statistics were used to analyze the data. The quantitative data were sorted out, coded, classified and tabulated.

4. FINDINGS AND DISCUSSIONS

Teachers confidently reported that they know lots of teaching methods to be implemented through group and peer work, games and plays. However, as both interview and observation data signify, teachers did not have a slight chance to realize their theoretical knowledge in practice mainly because of traditional teaching and other barriers such as lack of resources

and large numbers in classes. From this perspective, research findings clearly imply that teaching strategies are not responsive to learners with SNE.

During the FGD with learners at schools, they indicated that they received counseling on social relationship, academic counseling and the area of administering First Aid. This study finding of using guidance and counseling in schools was in line with Bowman and Jaeger (2004) who argue that issues of disability sometimes create distinct problems that may require development of special skills in order to navigate relationships with peers. One could conclude that life skills, First Aid training, both individual and group counseling, peer counseling were really ideal to assist learners adjust well in the school setting.

One narration from a class teacher was as follows

'A class 7 learner kept on scoring low grades yet he was always a bully in the class. The Guidance and Counseling Patron referred the learner to peer group counseling where children guide and help others to behave well. Peers are pupils identified and recommended by other teachers in the school.' The peers talked to the learner and one peer counselor understood the child's root cause of misbehavior as a childhood inherent behavior. That prompted assessment and placement. The learner was identified to have autism which was ignored and interventions were taken. Later the learner's grades improved slightly.

In all interviews with respondents the responses indicated that programmes such as Pastoral programme instruction (PPI), G&C sessions and Life skills lessons were very important school programmes in assisting learners to adjust in school environments which directly influenced learners' academic achievements. They noted that through these programmes both teachers and learners were imparted with skills to address diversity in the schools. Various specific strategies used to assist learners that were reported by class teachers in all the schools were; individual counseling, group counseling, peer counseling as well as parental counseling for the parents to accommodate their children at homes. The finding of use of G & C as a strategy in schools to assist learners adjust in schools is in line with MoEST (2003) which posits that the primary concern of a counselor dealing with exceptional children should include building a better self-concept as people who can perform and accomplish goals, liaison to with parents and community. Mont (2007) indicated that strategies and resources promoting self-determination which is the ability to identify and achieve goals based on a foundation of knowing and valuing oneself is an empirically supported practice within disability studies. From observations by the researcher, the findings illustrated that in all the public inclusive primary schools studied, there were learners with various types of disabilities but the physical infrastructures and pedagogical practices were not disability friendly or sensitive. Classroom observations revealed that overall, all the indicators of inclusive practices were scored below average as follows: Teachers' inclusive profile was found to be inadequate, differentiated methods of teaching to address diversity of learners was minimal. Further there was observed inadequacy of physical environment of classrooms as well as enabling environment such as ramps at entrances to classrooms, modified toilets to accommodate those with disabilities, play grounds and play resources. However, appropriate teaching strategies such as team teaching, use of teaching aids and assistive devices were observed.

Cooperative learning where groups of learners were working together to solve a problem, to complete a task, or accomplish a common goal were observed. All learners were seen in teamwork solving tasks through interdependent and cooperative collaboration. It was also noted that cooperative learning promoted a sense of belonging for all learners. Co-teaching approaches were also observed in classes. It was observed one teacher teaching while another one assisting learners with disabilities to catch up with the learners without disabilities and sometimes one teacher takes a clear lead in the classroom while the other observes and assists them as needed. In the schools teachers divided instructional content into two or more segments and presented the content at separate locations within the same classroom basing on ability of learners. Teachers also conducted parallel teaching where the teachers had planned the instruction jointly, but each delivered it to a heterogeneous group basing on ability consisting of half the classes. Finally, alternative teaching where one teacher works with the small group (those with disabilities) while the other instructs the large group (regular) as a form of team teaching where both teachers share the instruction of the learners was noted in the schools sampled. Curriculum adaptation was also observed in the schools.

Teachers also reported that they mostly used discussion methods in classes. A majority of the learners in FGD groups reported liking their respective mainstream schools because of varied approaches teachers used to teach them. Teachers noted that they use general methods of teaching such as reciting, discussions, nature walks and experiments during

teaching. They indicated that if time and resources were available they would apply individual education plan by having remedial with the weak learners. A question on resources teachers used to teach learners, the commonest resource reported was chalk and board. However, other respondents indicated charts, letter blocks, immediate environment and mathematical assistive devices such as mathematical tables were resources used during teaching.

On the question on teaching strategies, all the teachers that gave their responses in the interviews indicated that depending on the disability type, learners' interest and strength, teachers implemented specific methods. For those who had undergone some special training they basically used similar teaching methods and strategies. They indicated that through collaboration organized by EARC co-coordinators, teachers shared ideas and materials with each other which made their teaching methods similar. The teachers indicated that entertaining activities with visual aids produced satisfactory results during learning. Giving an example one teacher said

“To teach counting and writing colored and big size pillows, sticks and papers were used to keep learners focused on learning the topic taught”.

Hence to the teachers, the two criteria, color and size, were very important for teaching learners with mental disabilities. Teachers also underlined that if a teaching material was boring, then the learners got distracted easily, so to keep them involved, the important method was to consider learners' passion and interests during teaching and learning process. Teacher made a special emphasis on regular repetition:

“If we are concerned about academic achievement, then learners need to repeat a topic over a certain period. Repetition is an integral part of our teaching method, and without repetition we cannot be sure of the learning of learners with any kinds of mental disabilities.”

Based on her own observational experience, the teacher confidently claimed that involving learners with disabilities into competing with other learners proved an effective method. Teachers further indicated that within the then current situation which was not full inclusive education, it was technically and practically impossible to encourage learners with disabilities to compete with the rest of the class. However, one teacher from Kakamega primary had this to say

“Once I used repetition method with two learners with intellectual disabilities and I got rather satisfactory results.”

Teachers revealed that there is no certain way of teaching learners with disabilities as each of them has their own way of learning. But to teach learners with mental disabilities the teachers mainly used special workbooks and blocks which are offered from ERAC offices as there was a lack of relevant material. The specialty of the workbooks is that they are coloured and big enough to catch interests and attention of children for longer periods. The teacher at Utende primary further noted that the activity of modelling also contributed to development of motor impairments thus by seeing and feeling what they do children could learn and develop faster. In the teachers' views, visual aids had an irreplaceable role in teaching and learning process of learners with disability. The teachers also stressed the importance of periodic repetition of teaching of a certain subject for better learning. Teachers also indicated that they knew a range of teaching methods, however they could not use all of them for some reasons of big class sizes. The finding concurs with findings by earlier scholars; Kurumei (2012) study on IE in Elgeiyo Marakwet County which revealed that inclusive schools did not have adequate learning / teaching resources including assistive devices. In the same vein Okuta (2011) who also revealed that teachers in Rachuonyo, Homa Bay County were using teaching resources that were not adapted to suit the needs of the learners with special needs.

5. CONCLUSION

Deputy principals and teachers of the schools had knowledge of IE practices. The teachers employed a variety of teaching methodologies in inclusive classes, some of which were appropriate while others were not. Hence, inclusive education has not been fully implemented as per the ministry of education guidelines to enhance implementation Sustainable Development Goals (SDGs) and the Kenyan Vision 2030.

6. RECOMMENDATIONS

It is recommended that the Government of Kenya should train more primary school teachers in special education and provide appropriate resources that can support inclusive education policy in public primary schools.

Funding: This paper is drawn from the research findings of a study funded by Masinde Muliro University Research Fund a total of ksh 200, 000.

ACKNOWLEDGEMENTS

First and foremost, I thank my able supervisors; Dr. Bota, Kennedy and Dr. Aurah, Catherine for their dedicated guidance that made this study a success. Their immeasurable willingness to shape and lend generous guidance made this study what it is. I am greatly indebted to the various institutions I visited, Kakamega County Director of Education, Deputy Head teachers, class teachers and learners in public inclusive primary schools in Kakamega County.

REFERENCES

- [1] Bowman, C.A., & Jaegar, P. T.(2004). Images of disability in Literature. In Bowman & P.T Jaegar (Eds). *A guide to high school success for students with disabilities* (pp, 28-35). Westport, CT: Greenwood.
- [2] EARC (2014). Report on learners with Special Needs. Kakamega.
- [3] Kenya institute of Education (2012). *Situational analysis of inclusive education in primary schools and secondary schools in Kenya. Ministry of Education' Nairobi.*
- [4] KISE (2018). The National Survey on Children with Disabilities and Special Needs (5th ed). KISE
- [5] KNBS (2018). The 2015/16 Kenya Integrated Household Budget Survey (KIHBS) Reports
- [6] Kochung. E (2009). Role of higher education in promoting inclusive education in Kenyan Perspective. *Journal of Emerging trends in educational research and policy studies* (JETARAPS) 2(3): 144-149
- [7] Kurumei. W.K.(2012). *Effectiveness of inclusive education in public primary school Keiyo District*. Unpublished Master's thesis .MT.Kenya University
- [8] Merther, C. A. & Charles C. M. (2011). *Educational Research*. USA: Pearson Education, In Polloway Edwards.
- [9] Ministry of Education (2009). *The National Special Needs Education Policy Framework*, Nairobi, Government Printers
- [10] Ministry of Education, Science and Technology (MoEST, 2003) 'A report of the Taskforce on Special Needs Education - Appraisal Exercise, Kochung Report, Nairobi, Government Printers
- [11] MOEST (200 15). *Education Sector Report*. Nairobi:MOEST.
- [12] MOEST (2012). *Education Sector Report*. Nairobi:MOEST.
- [13] MoEST (2012). Task Force on the Re-Alignment of the Education Sector to the Constitution of Kenya 2010. Towards A Globally Competitive Quality Education for Sustainable Development
- [14] MoEST (2015). *Basic Education Statistical Booklet*. Nairobi.
- [15] Mont.D. (2007). *Measuring Disability Prevalence*. Disability & Development Team HDNSP. The World Bank
- [16] Ndonge, F. (2011). *Challenges of including the excluded in the education and development in Kenya*. Unpublished paper, Moi University Eldoret.
- [17] Okuta, W. (2011). Inclusion of mentally retarded children in Regular primary schools in Rachuonyo District, Kenya. Unpublished Masters of Education Thesis, Maseno University
- [18] Republic of Kenya (1964) *Kenya Education Commission Report, Ominde Report*, Nairobi, Government Press
- [19] Republic of Kenya (1964), *The Committee on Care and Rehabilitation of the Disabled, Ngala Mwendwa Report*, Nairobi, Government Printers
- [20] Republic of Kenya (1965b), Sessional Paper No. 10 of 1965 Nairobi, Government printers.
- [21] Republic of Kenya (1976) *Report of the National Committee on Educational Objectives and Policies, Gachathi Report*, Nairobi: Government Press
- [22] Republic of Kenya (1988), *'The Presidential Working Party on Education and Manpower – Kamunge Report'*, Nairobi, Government Printers

- [23] Republic of Kenya (1994) Development Plan (1994-1998, Nairobi: Government Printers
- [24] Republic of Kenya (1999) 'The Commission of Inquiry into the Education System of Kenya - Koech Commission', Government Printers, Nairobi
- [25] Republic of Kenya (2003). *Persons with Disability Act. Nairobi*. Government Printer. Nairobi
- [26] Republic of Kenya (2003): A report of the Taskforce on Special Needs Education Appraisal Exercise, Nairobi, Ministry of Education, Science and Technology Minister for State for Planning, National Development and Vision 2030
- [27] Republic of Kenya (2008). Vision 2030 . Government Printer, Nairobi.
- [28] Republic of Kenya (2009). *The National Special Needs Education Policy Framework*. Nairobi. Ministry of Education.
- [29] Republic of Kenya (2010). National Housing and Population Census. Government Printer, Nairobi.
- [30] Republic of Kenya. (2003a). A Report of the Task Force on Special Needs Education Appraisal Exercise. (Ko'chung Report). Nairobi: MoE
- [31] Republic of Kenya. (2015). *National Action Plan on Education for all 2003- 2015*. Nairobi: Ministry of Education, Science and Technology.
- [32] UNESCO (2014) 'Education for All 'EFA' Global Monitoring Report Reaching the Marginalized; Regional Overview, Sub-Saharan Africa' Paris: UNESCO.