

Implementing Inclusive Education In Kenya: How Prepared Are The Teachers?

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Outline

- Background and context
- Education for SN-Children in Kenya
- Challenges in Implementing IE in Kenya
- Research Objectives
- Data collection
- Findings
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- Suggestions

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Background and Context (i)

- Initially, the concept of disability was explained by use of the individual model, which considered it in terms of individual impairments and abnormal conditions.
- Since the 1970s, the concept has been transformed from the individual model to a social model, which views disability as a result of discriminatory social attitudes and environmental barriers (Anthony 2013).
- Disability is therefore an umbrella term including (WHO & WB 2011):
 - Impairment: a problem of body function or structure (e.g. paralysis)
 - Activity limitation: a difficulty encountered by an individual in executing a task or action (e.g. walking, eating)
 - Participation restriction: a problem experienced by an individual in involvement in life situation (e.g. facing discrimination in employment).

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Background and Context (ii)

- The Salamanca Statement in 1994: 'All children should learn together regardless of any difficulties or differences and schools must recognize and respond to the diverse needs of the learners' (UNESCO 1994).
- Accordingly, the Kenyan government developed and launched the Special Needs Education (SNE) Policy in 2009.
 - The government places emphasis on inclusive education through regular schools for learners with special needs and disabilities as opposed to the practice of using special schools and special units attached to regular schools. However, special schools and units are essential for learners with severe special needs and disabilities in the areas of hearing, visual, mental and serious physical challenges.

(MOE 2009, p.37, emphasis added)

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Education for SN-Children in Kenya

- About 15% of the world's population aged 15 and above (based on 2010 global population) experience disability (WHO & WB 2011).
- About 5% of children aged 14 and below have disabilities, according to the *Global Burden of Disease* (WHO & WB 2011).
- Prevalence of persons with disabilities in Kenya ranges from 4.6% (NCAPD & KNBS 2008) to 10% (MOEST 2015).
- In Kenya, of 102,749 learners with special needs, 21,050 (20.5%) are in special schools and 81,649 (79.5%) are enrolled in integrated special units in primary and secondary schools (MOEST 2015).
- These enrolment figures represent a third of expected number of learners with special needs (MOEST 2015).

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Challenges in implementing Inclusive Education (IE)

- Studies in Malawi reveal that teachers prefer the separation of children with disabilities (CwDs) from regular classrooms so as to give them a quality education.
- In Kenya, the absence of operational guidelines, particularly for IE, makes the implementation of IE rather difficult.
- Lack of adequate funding, infrastructure, teaching and learning materials, and trained teaching staff are further obstacles for IE smooth implementation in Kenya
- Lack of pre-service and in-service training limits teachers' abilities for teaching and dealing with CwDs.
- Negative attitudes and beliefs in communities lead to stigma and discrimination.

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Research Objectives

- To establish the understanding of the policy of Inclusive Education by teachers in selected primary schools in Nairobi informal settlements.
- Identify the challenges faced by teachers in relation to the implementation of Inclusive Education policy in selected primary schools in Nairobi informal settlements.

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Data Collection

Study Locale: Kasarani sub-county, Nairobi

Study period: A total of two weeks between Feb and April, 2016

Study design: Descriptive survey

Target Popln: Public[5], Private[2] and Low-cost private/NFS[5]

Methods: Questionnaires (132), semi-structured interviews with headteachers (12), Focus Group Discussion (FGD) (6)

Participants	Public	Non-formal	Private	Total
Male	11	20	6	37
Female	57	24	13	94
Total	68	44	19	132

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Findings

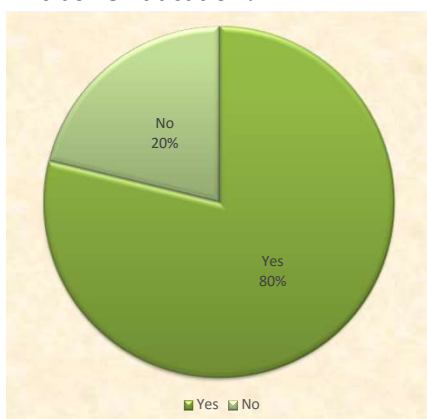
(a) Teachers' highest qualifications

Level	Public	Non-formal	Private	Total
Secondary Certificate	1 (1.5%)	19 (44.2%)	2 (10.5%)	22 (17.2%)
ECD	2 (3.0%)	9 (20.9%)	3 (15.8%)	14 (10.9%)
P1 certificate	4 (6.1%)	8 (18.5%)	8 (42.2%)	20 (15.6%)
Diploma	18 (27.2%)	3* (7.0%)	2 (10.5%)	23 (18.0%)
B.Ed	37 (56.1%)	2 (4.7%)	2 (10.5%)	41 (32.0%)
Other	4 (6.1%)	2 (4.7%)	2 (10.5%)	8 (6.3%)
Total	66 (100.0%)	43 (100.0%)	19 (100.0%)	128 (100.0%)

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(b) Teachers' Understanding of IE Policy

Have you heard of the term Inclusive Education?



Tb.1¥Where do the ones who have heard/not heard teach?

Response	Public	Non-formal	Private	Total
Yes	64 (94%)	25 (56%)	15 (75%)	104 (78.7%)
No	4 (6%)	19 (44%)	5 (25%)	28 (21.3%)
Total	68	44	20	132

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Teachers' understanding of the policy of IE...cont'd

Tb.2 Do you agree that you well understand the government policy of IE?

Response	Agree	Undecided	Disagree
Public	73.5%	4.4%	22.1%
Non-Formal	54.5%	9%	36.5%
Formal private	65%	15%	20%

Observations

- On the pie chart, a significant % of teachers do not have an idea of IE
- On Tb.1 of where the teachers teach – NFS suffer the most
- On their understanding of IE policy- majority claim that they understand IE policy= see Tb.2
- But despite this, NFS posted a comparatively higher % of those who do not understand the IE policy.
- Notably, private schools have the highest % of those undecided in terms of understanding this policy

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(c) Teachers' Attitudes and Capacity to Implement IE

Tb.3 Do you agree that you have sufficient knowledge, skills & confidence to handle SNC in a normal classroom?

Response	Agree	Undecided	Disagree
Public	52.9%	9.1%	38%
Non-Formal	31.8%	13.6%	54.6%
Formal private	55%	5%	40%

Tb.4 Do you agree that it is better that SNC learn separately with non-SNC?

Response	Agree	Undecided	Disagree
Public	50%	3%	47%
Non-Formal	68%	2.5%	29.5%
Formal private	55%	10%	35%

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Some Observations

- Higher % of teachers in public and private schs feel they have knowledge skills & confidence to handle SNC in normal classrooms than those in NFS (NFS also have high % of undecided) see Tb.3
- On whether to learn separately, it is consistent that NFS teachers, whose knowledge was found to be generally low, form the majority supporting separation – possibly due to lack of skills to implement IE and/or sheer ignorance of IE policy- see Tb.4
- Private schools also have a higher % supporting separation. This is consistent with literature which shows that private schs and NFS would rather avoid such children since admitting them increases their running costs due to additional requirements for catering for their needs.= [the continued growth of these private schools vis-à-vis lack of such growth in public schooling implies a continued denial of such children their right to education]- see Tb.4

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(d) Awareness of SN Children's right to learn with other learners in the same classroom

Do you agree that SN-Children have a right to learn with normal children in the same classroom?

Response	Agree	Undecided	Disagree
Public	90.6%	3%	6.4%
Non-Formal	43%	6.8%	50.2%
Formal private	80%	5%	15%

Observations

- There appears to be enough awareness among teachers in public and formal private concerning SN Children having a right to education including those with disabilities learning together with those without disabilities in the same classes.
- Nonetheless, this awareness is still evidently low in NFS yet they are a major provider of education especially in UIS.

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Challenges

- Lack of clear understanding of the IE policy
- Lack of more affordable teacher training opportunities limits teachers' understanding and implementation of IE, especially amongst the NFS teachers
- Inadequate capacity needed for proper implementation of the IE policy on the part of teachers
- Attitudinal challenge- majority of teachers still feel that SN children should learn separately- a feeling that is inconsistent with the mode of operation of the IE Policy.
- General lack of awareness of the rights of SN children to learn together with others in the same classroom especially in NFS despite the larger constituency of learners that they serve.

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challenges...cont'd

- Shortages of funds, specialized teachers and learning materials are common obstacles for IE.
- Teachers limited knowledge of the various conditions of the children hence not confident/sure of how to take care of SNC thus registered their wish to work with medical professionals in order to understand individual health conditions.
- Teachers were concerned about poor health conditions of CwDs as well as the sense of disillusionment on the part of the children given their very poor rate of transition to secondary/vocational institutions/labour market.
- Lack of clear policy guidelines OR the sheer insensitivity of the existing policy to the SN-children's circumstances.

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Reflections

- The principles of IE underscore the need to meet educational needs for all children[as is affirmed in SDG Goal 4] including those with special needs, within the regular education system regardless of individual circumstances.
- Although the Government of Kenya supports IE, the school environments in terms of human, physical and financial capacities limit the implementation.
- As the social model indicates, there are barriers in the school environment as well as within the education system, a few of which have been explored here from the perspective of the teachers.

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reflections...cont'd

- Such barriers restrict the children's – especially SNC's access to opportunities and resources thereby limiting their ability to enjoy their right to education as well as other opportunities and resources available to the rest of the children in their society, and which are fundamental to their social integration within the society.
- This tends to socially exclude such children even more, hence marginalization.
- The IE policy, by sheer lack of some accompanying implementation guidelines, exhibits a possibility for failure to adequately prepare SNC to be well integrated in the economic and social life of the society thus becoming, itself, an instrument of exclusion.

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Suggestions

- There is need for the relevant department in the MoE to step up their awareness creation efforts to popularize this policy among the esteemed implementers, and in particular, teachers in low-cost private schools.
- In-service and pre-service teacher training would help teachers to understand and implement IE.
- There needs to be a policy and clear guidelines about implementation of IE.
- Even as IE policy is implemented, there is need to focus more on acquisition of vocational skills (on the part of the SNC, over and above the cognitive ones, given the poor transition rates to secondary sch/labour market.

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End...



Thank You

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