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**REPORT OF BASELINE SURVEY ON
KNOWLEDGE ATTITUDES AND
PRACTICES (KAP) TOWARDS INCLUSION
OF CHILDREN WITH DISABILITIES IN
EDUCATION IN KIBERA**

OCTOBER 2015



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We would also like to thank the Open Society Initiative of Eastern Africa. Their financial, technical and material support is greatly appreciated.

A handwritten signature in black ink that reads "Maria Omare". The signature is written in a cursive style with a long horizontal line extending from the end of the name.

Maria Omare
Executive Director
The Action Foundation

ACRONYMS AND ABBREVIATIONS

| | |
|---------|--|
| KAP: | Knowledge Attitudes and Practices |
| TAF: | The Action Foundation |
| OSIEA: | Open Society Initiative of Eastern Africa |
| CWDs: | Children with Disability |
| UNCRPD: | United Nations Convention on the Rights of Persons with Disabilities |
| PWDs: | Persons with Disabilities |
| VI: | Visually Impaired |
| HI: | Hearing Impaired |
| SNE: | Special Needs Education |
| MoE: | Ministry of Education |
| MoH: | Ministry of Health |
| NGOs: | Non-Governmental Organizations |
| CBOs: | Community Based Organizations |
| EFA: | Education for All |
| MDGs: | Millennium Development Goals |
| GoK: | Government of Kenya |
| WHO: | World Health Organization |
| UN: | United Nations Organization |

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DEFINITION OF TERMS

The following are definition of specific terms used in the study report:

Assistive Devices: these are appropriate aids, appliances, technologies and other support systems that facilitate effective learning of learners with special educational needs.

Inclusive Education: a learning environment that provides access, accommodation and support to all learners.

Learners with Special Educational Needs: learners who require special service provision and support in order to access education and maximize their learning potential.

Special Needs Education: a system for providing a conducive learning environment for learners who may require extra support in order to achieve their potential.

Special School: a school that provides educational and other related services solely to learners with special educational needs and is staffed by specially trained teachers.

Knowledge: is the capacity to acquire, retain and use information; a mixture of comprehension, experience, discernment and skill

Attitudes: refer to inclinations to react in a certain way to certain situations; to see and interpret events according to certain predispositions; or to organize opinions into coherent and interrelated structures

Practices: mean the application of rules and knowledge that leads to action. Good practice is an art that is linked to the progress of knowledge and technology and is executed in an ethical manner.

EXECUTIVE SUMMARY

1.0 Background of the Study

Inclusion continues to be a pertinent issue in the Kenyan education context. An estimated 77 million children are currently excluded from education globally and of those, a third represents children with disability (Education for All, Global Monitoring Report 2010). There are 1.3 million people in Kenya living with a disability. Of these, 39% have attended a mainstream primary school and only 9% have attended high school (Kenya National Survey for Persons with Disabilities, 2008). Education being a key factor of socio-economic development, such exclusion further perpetuates the cycle of despair and poverty for many persons with disability.

There is therefore need to develop and implement policies and programs that promote full inclusion and quality education for learners with special needs especially children with disability (CWD). This will not only give them access to their right to education, but also contribute to the education for all (EFA) and Sustainable Development Goals (SDGs). In light of these facts, the Action Foundation (TAF) conducted a baseline on knowledge, attitudes and practices (KAP) survey in thirteen villages of Kibera which had been selected to take part in the project.

There are 1.3 million people in Kenya living with a disability. Of these, 39% have attended a mainstream primary school and only 9% have attended high school.

(Kenya National Survey for Persons with Disabilities, 2008).

In summary, the study revealed that though there is considerably high level of awareness on disability, there is inadequate knowledge on the subject. Misconceptions on the meaning of disability abound bringing to light some underlying disempowering attitudes towards CWDs. It was noted that enrollment of CWDs in mainstream schools is quite low due to various challenges such as inadequate specialized facilities and materials to handle CWDs, lack of teachers trained in special needs education and negative attitudes on the part of teachers and other pupils towards abilities of CWDs.

Overall, there is willingness in mainstream schools to enroll and make adjustments to accommodate CWDs. Therefore, for inclusion to succeed, obstacles must be removed. The findings of this study will help the Action Foundation gather baseline information to serve as a benchmark for increasing knowledge and positively impacting the attitudes and practices toward inclusion of CWDs.

1.1 Aim of the Study

The aim of this study was to investigate the baseline knowledge, attitudes and practices of the project's intended beneficiaries and stakeholders on the inclusion of children with disabilities in mainstream education in Kibera.

1.2 Objectives of the KAP Study

In specific terms, the survey was intended to achieve the following objectives:

1. To establish the baseline knowledge, attitudes and practices (KAP) of the project's intended beneficiaries namely; children, teachers and parents towards the inclusion of CWDs in mainstream education against which impact will be measured by the end of the project.
2. Gather useful data to develop/adapt information and education materials, develop advocacy plans and implement capacity building programs addressing children, teachers, parents and key stakeholders based on program specific needs
3. To analyze the factors hindering the inclusion CWDs in mainstream education which include geographical factors, parental factors, school-based factors, socio-cultural and socio-economic factors.



1.3 Key Assumptions of the Study

The study was based on the assumption that CWDs have the ability to learn together with other children in regular primary schools. It was also assumed that there were eligible children with disabilities who had not yet been enrolled in learning institutions. It was further assumed that there were barriers which impeded access to educational services by children with disabilities.

2.0 METHODOLOGY

2.1 Scope of the Study

The study area was purposively chosen as it is the target area for the implementation of the project. A total of 130 children with and without disabilities participated in guided interviews, 26 teachers (13 head teachers and 13 class teachers) took part in key informant interviews, 6 key stakeholders namely; a Ministry of Education Official, a representative from the Civil Society, a Health Professional, a Child Rights advocate, EARC Coordinator and a local administration official (chief) participated in depth interviews and a total of 11 parents took part in a focus group discussion (FGD).

2.2 Sampling Method

The survey sample was selected through a random sampling mechanism with a purposive element. In each school, 10 pupils between class four to eight (i.e. 2 pupils per class) were sampled. To ensure representation from CWDs, the study considered 30% of the sample in every school comprised children with disability. The school head teacher or administrator and any other class, six key stakeholders working in the field of disability within Kibera and parents of children with disabilities were also purposively sampled.

2.3 Data Collection

The study used both qualitative and quantitative methods of research. In line with the objectives of the study, draft data collection instruments were developed. Consideration was made to use simple and local vocabulary as much as possible to subsequently ease communication with the respondents. The study utilized three sets of data collection instruments which included semi structured questionnaires, interview schedules and Focus Group Discussions (FGD) guide.

2.4 Data Analysis

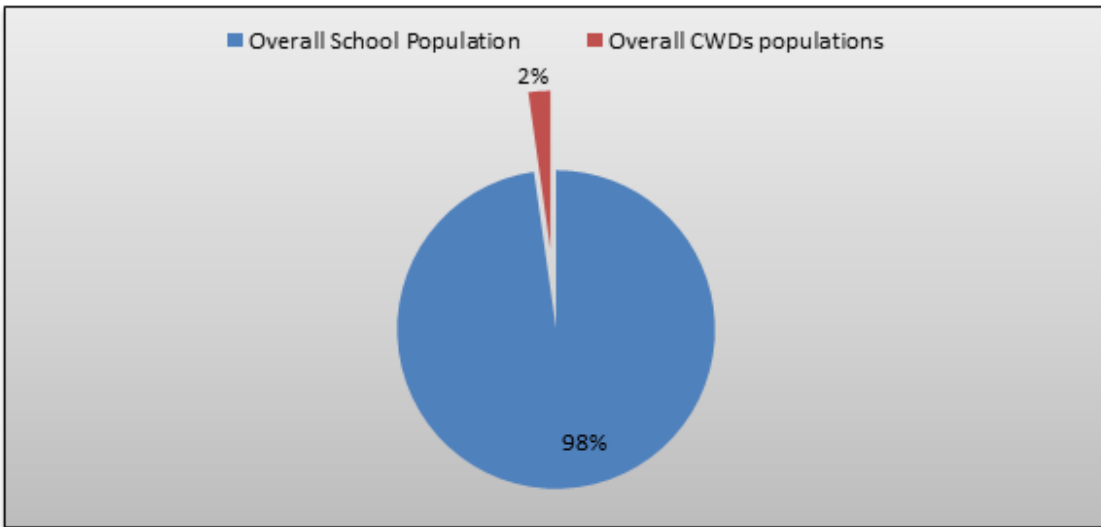
Descriptive statistics was used to analyze the quantitative data. The statistics used included frequency counts and percentages to establish the strength and direction of relationships between variables under investigation. Owing to the design of the survey protocols, the analysis was done through MS Excel 2010. Qualitative data was summarized and organized into thematic areas using the triangulation approach. This was done in order to synthesize and interpret data from the life stories and experiences collected on inclusive education in order to converge on an accurate representation of reality (Polit & Hungler, 1995). This approach was used in order to minimize biases that could have distorted the results of the study.

3.0 DISCUSSION OF RESULTS

3.1 Enrollment of Children with Disabilities

Findings from the head teacher’s interviews revealed that the enrollment of CWDs in the schools is at a dismal 2% of the overall school populations. This confirms that there is low enrollment of CWDs in mainstream schools based on the low incidence of children who reported to be having disability as shown in the figure 1 below;

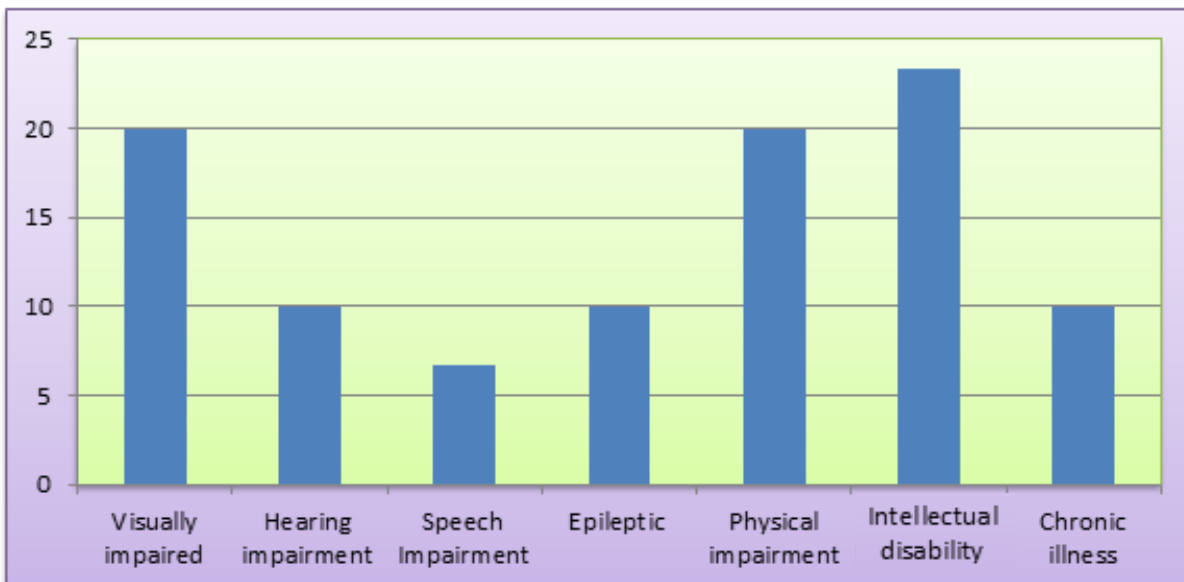
Figure 1: Overall Enrollment of CWDs in the sampled schools



3.2 Different Categories of Disabilities in the Schools

The intellectual disability category had the highest prevalence at 23% in the schools followed by physical disability and visual impairment at 20%. Speech impairment was ranked the lowest in terms of prevalence in the schools.

Figure 2: Disability in schools by categories



3.3 Findings on Knowledge

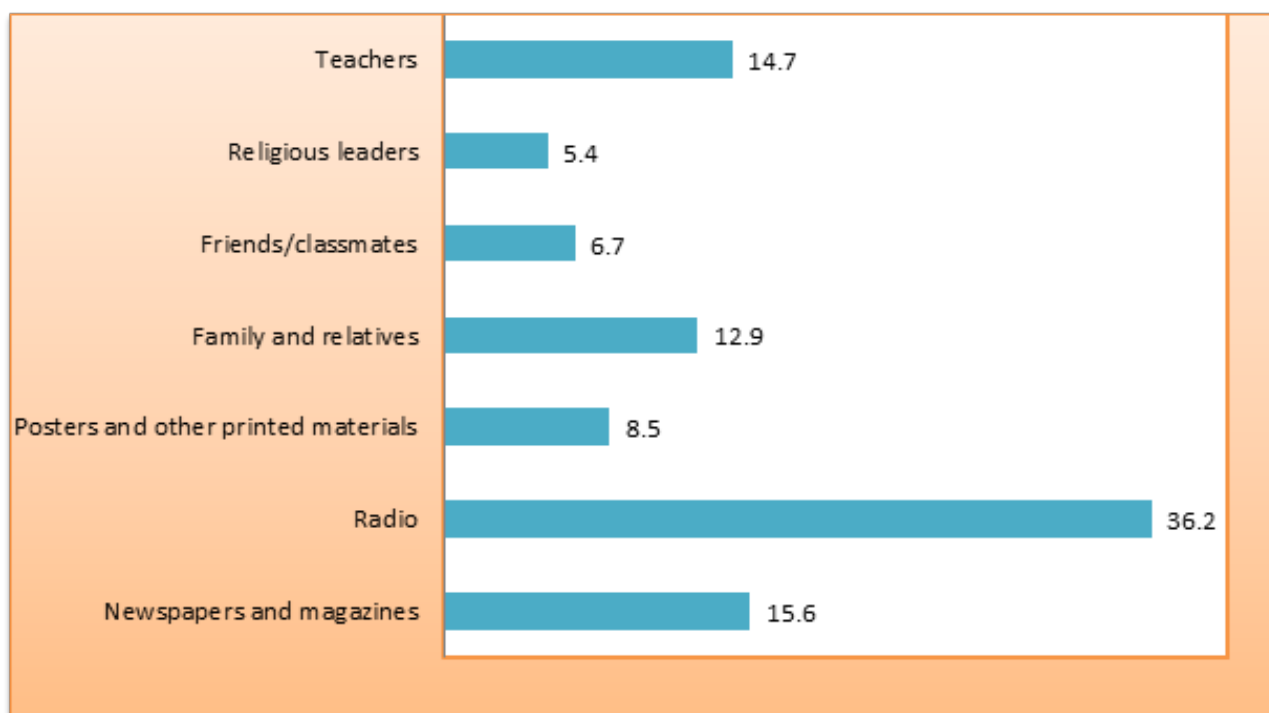
3.3.1 Level of Knowledge on Disability

68% of children and 54% of the head teachers rate their knowledge level on disability to be minimal. Only 6% of children and 15% of head teachers claim to have a lot of knowledge on disability. There is limited knowledge on non-visible forms of disability such as emotional disorders.

3.3.2 Sources of information on disability

Among all categories of respondents, radio (Pamoja FM) was thought to be the most effective source of knowledge on disability. This according to them is because it is the most common channel since everyone can afford it and hence everyone listens to the radio. The least effective is religious leaders and neighbors.

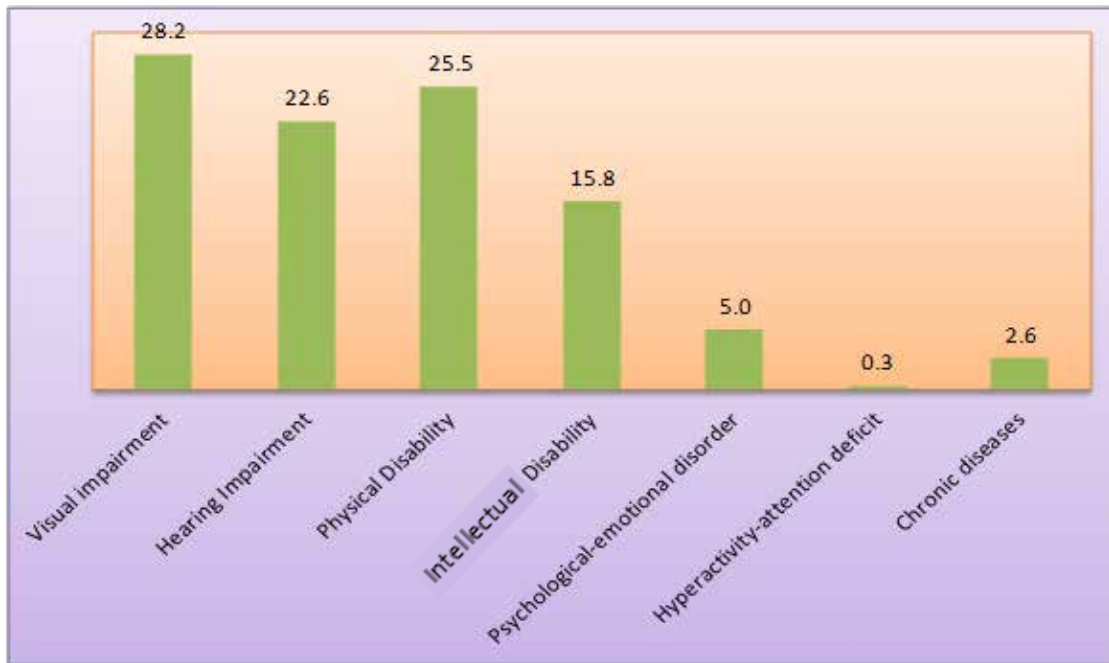
Figure 3: Bar graph with the various sources of information on disability



3.3.3 Knowledge on the types of disabilities

28.2% of children say they are most familiar with visual disability. 25.5% are familiar with physical disability and 22.6% are familiar with hearing impairment. They were the least familiar with hyper activity-attention deficit and chronic diseases at 0.3% and 2.6% respectively. Across all categories of respondents, there is ignorance on the less visible types of disability such as emotional disorders.

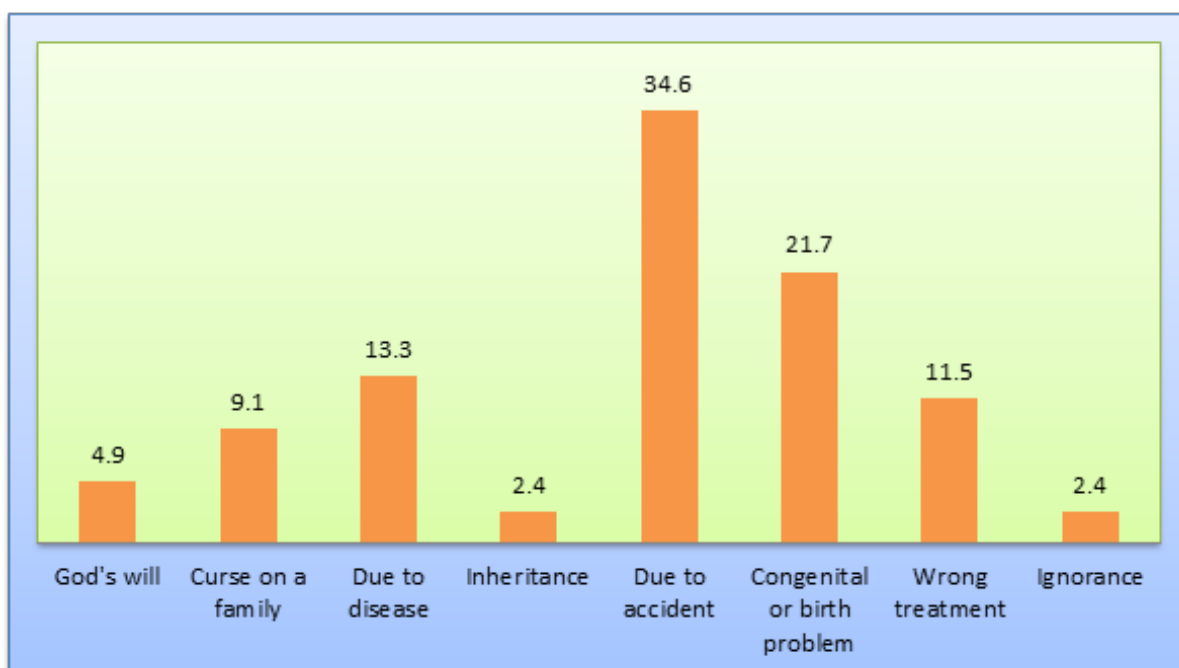
Figure 4: A bar graph showing knowledge on the type of disabilities



3.3.4 Knowledge on the Causes of Impairment

Among children respondents, accidents and congenital/ birth complications are the most common causes of impairment at 34.6%. Among parent respondents doctors’ mistakes and lack of immunization rank highest as the most common causes of impairment at 46% and 34% respectively. Congenital/ birth problems therefore rank highest as the most common causes of impairment. Respondents across all categories admit existence of myths and misconceptions around disability such as witchcraft and curses to be among the causes of impairment.

Figure 5: A bar graph showing causes of disability according to the respondents



3.3.5 Knowledge on Policies that Promote Inclusion

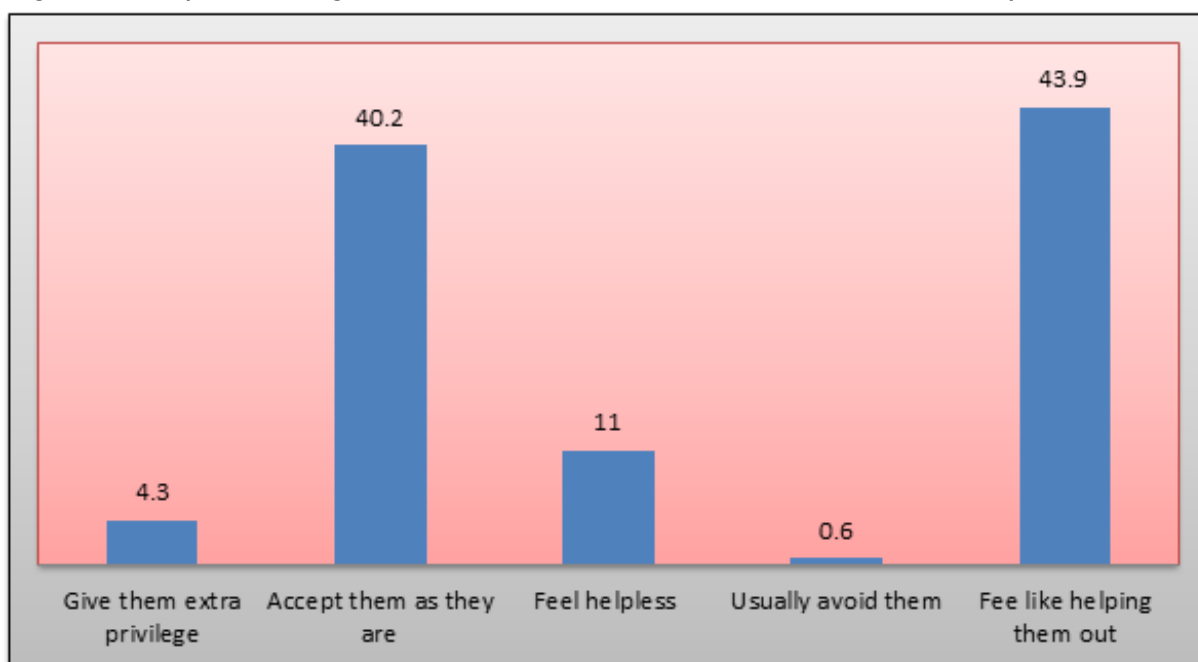
Regarding their knowledge of national and international policies that promote inclusion, it emerged that majority of the stakeholders surveyed were limited in their knowledge of these policies. Most of what was mentioned is rather general or from a religious point of view and not really enshrined in any of the ratified national or international documents.

3.6 Findings on Attitude

3.6.1 Relational Attitude of Non-disabled Peers Towards CWDs

43.9% of children interviewed claim that they would be helpful to CWDs. 40.2% are willing to accept them as they are. Only a very small number 0.6% said they would avoid CWDs while 11% would feel helpless.

Figure 6: Graph showing the treatment CWDs receive from non-disabled peers



3.6.2 Beliefs and Attitudes about disability in Kibera

Respondents across all categories agree that there are disempowering beliefs and attitudes about disabilities in Kibera. For instance, the belief that impairments are contagious, result from witchcraft or curses and certain family planning methods, people with disability are beggars and a burden, impairment arises from the female genes (mothers) and not from the male genes (fathers), some parents deny that a child is disabled for fear of embarrassment. This leads to stigmatization of persons with disability by the community.

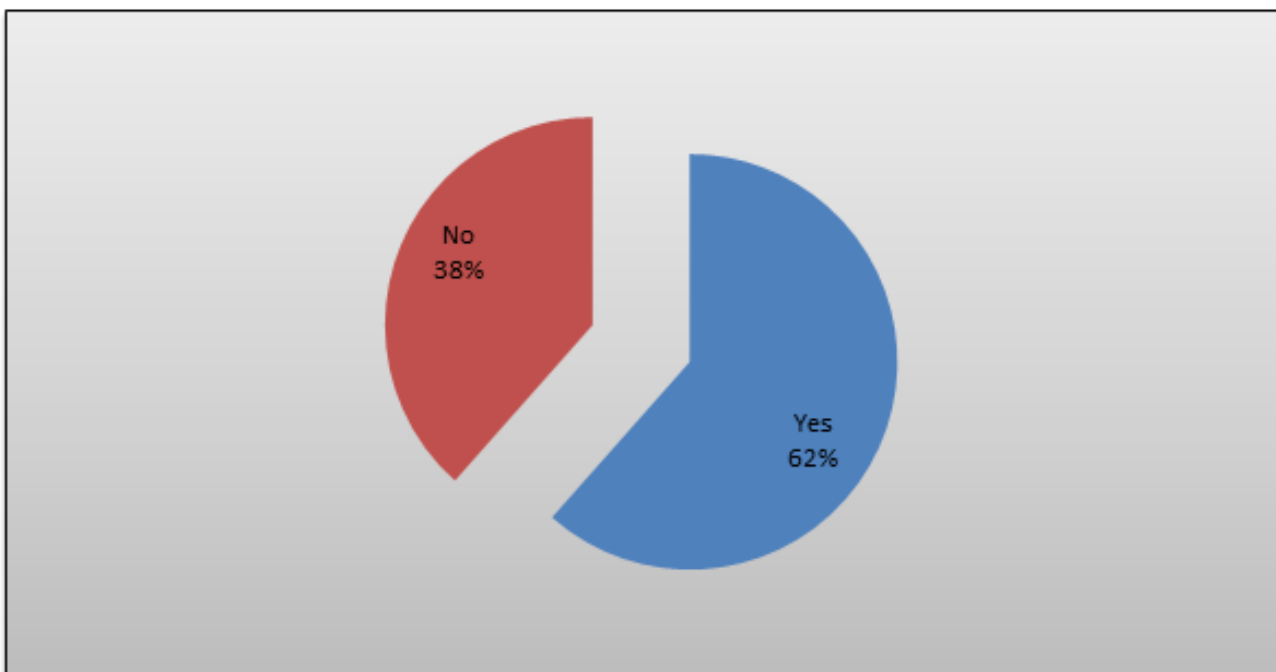
3.7 Views on the Level of Inclusion of CWDs in Mainstream Education

3.7.1 Teachers' views on Inclusion of CWDs in Mainstream Education

More than 50% of head teachers think that CWDs should be enrolled in mainstream schools since they are just like other children. A few feel that it will depend on availability of specialized facilities in their schools and the nature of disability since teachers don't have the capacity to handle extreme types of disability such as hearing and visual impairment.

62% of class teachers agree that CWDs can learn in the same class with others while 38% disagreed since they think it depends on the level or type of disability. They feel that extreme cases should be placed in a special classroom. Those who disagreed said that inclusion is faced with challenges such as heavy teachers' work load, lack of special facilities and learning resources and lack of parental support.

Figure 7: Views on CWDs learning with their non-disabled peers in the same class



3.7.2 Parent's Views on Inclusion of CWDs in Mainstream Education

The parents unanimously agreed that their children are not accepted in the mainstream schools. They feel more confident to take their children either to public institutions with special units or just special schools. They felt that their children are not catered for well in mainstream schools.

Most parents feel that teachers in mainstream schools capacity to teach and care for CWDs. Clearly, this reveals challenges with regards to heavy work load and inadequate SNE training on the part of teachers even in special schools.



3.8 Findings on Practices

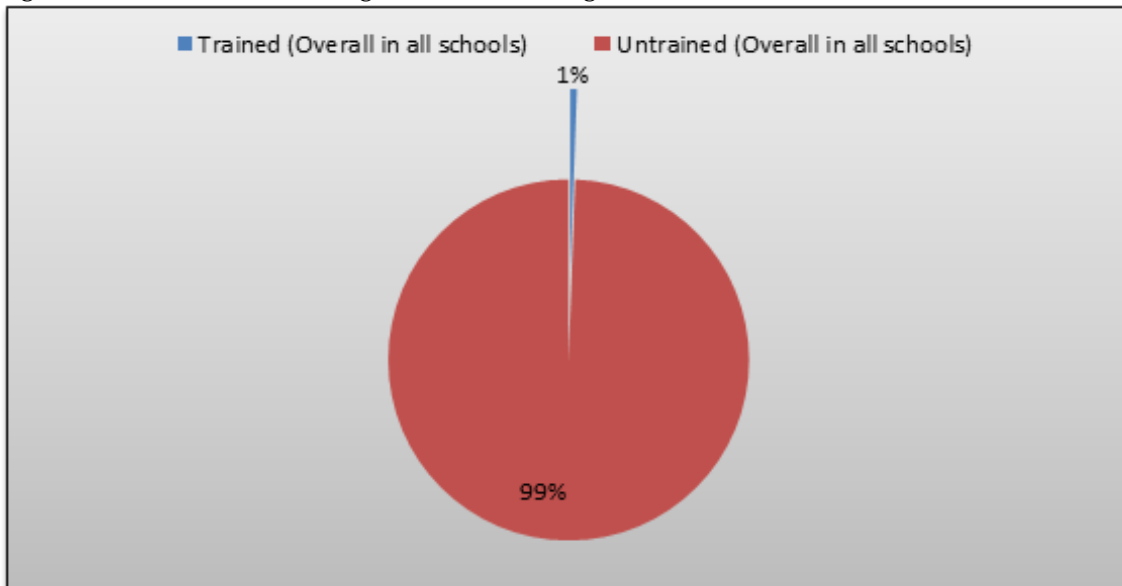
3.8.1 School Policy on the Welfare of CWDs

Most schools admit to having policies friendly to CWDs such as fees waiver for CWDs, Considering special needs representation in leadership positions and enrolling without preconditions. In all schools however, it was noted that the policies are not documented.

3.8.2 Teacher training on Special Needs Education

Only 1% of teachers are trained in SNE. Majority of teachers (99%) lack training. This is attributed to the fact that teachers trained in SNE ask for high pay and schools cannot afford. Most teachers in complimentary schools are untrained (UT) and the Ministry of Education doesn't offer incentives to those trained in SNE. Moreover, in teacher training colleges, SNE is only offered in passing as one unit.

Figure 8: Pie Chart showing teacher training in SNE



3.8.3 School Governance Structures

Of the head teachers surveyed, 85% of their schools have Boards of Management (BOM) while 15% don't have. The BOM has been playing a critical role in promoting inclusion of CWDs such as ensuring availability of personnel, advocating for more structures and facilities to cater for CWDs and networking with sponsors to mobilize resources.

3.8.4 External Support to Schools

Only 15% of respondents say they have received external support in their efforts to promote inclusion in their schools. A staggering 85% say they have never received any external support. This indicates a gap in accessing services from government, partners or sponsors. Education, Assessment and Resource Centers (EARCs) only serve public schools and fail to recognize low cost private schools.

3.8.5 Teaching Methods that Promote Inclusive Education

Teachers report that they use child centered teaching methods where all children are encouraged to participate in learning activities. Those with visual impairment sit in front of the class. Teachers give additional academic support to CWDs and use practical lessons and demonstration. Although they don't have a special curriculum, they focus on inclusive teaching methods

3.9 Suggestions on Assessment Criteria for CWDs

The head teachers state that in their assessment criteria they make considerations for CWDs. Exams are designed in CWD friendly manner e.g. large print for visually impaired learners

and extra time for those with physical disability. Type of disability and learner's response to the assessment are also considered. However, there have been new demands on school assessment such as more time is taken to complete exams.

3.10 Availability of Physical Facilities to accommodate CWDs

15% agreed while 85% of respondents disagreed that physical facilities to accommodate CWDs are available in schools. This shows that structural adjustment is needed to make schools friendly to CWDs.

3.11 Available teaching/learning material for Inclusive Education

Study findings reveal that teaching and learning materials for inclusive education are lacking in most schools. This is likely to make inclusion much more difficult in the mainstream schools.

3.12 Challenges facing in Inclusion of CWDs in mainstream education

Despite the progress made, respondent across all categories mentioned challenges facing inclusion of CWDs namely; lack of specialized teaching and learning materials, less parental support, disempowering attitude by children and teachers (e.g. mentally handicapped children who they consider will give the school a bad image or will lower the school mean-score, low transition rates and placement to secondary schools.

To deal with these drawbacks there is need for more collaboration among stakeholders concerned with disability issues such as the Ministry of Education, the Children's Department, Ministry of Health, the Local Administration, Civil Society Organizations and special schools.



3.13 Available Teaching/learning Material for Inclusive Education

When asked to list the teaching materials that may be available in the schools, their responses are as summarized by table 7 shown above;

Findings reveal that teaching and learning materials for inclusive education are lacking in most schools. For instance very few schools report availability of teaching aids for learners with special needs. No school has teaching and learning materials for special cases such as visual impaired and hearing impaired. This is likely to make inclusion much more difficult in the mainstream schools.

Table 1: Available teaching and learning materials for Inclusive Education

| Teaching and learning materials | Available | No. of Schools Where Available |
|---------------------------------|-----------|--------------------------------|
| Teaching Aids | Yes | 2 |
| Large print text books | Yes | 2 |
| Magnifying lenses | None | 0 |
| Braille writer | None | 0 |
| Hearing Aids | None | 0 |

3.14 Role of the government and other stakeholders in supporting CWDs

Most respondents claimed they are not aware of any support programs from either government institutions or Non-governmental organizations. A few mentioned the government initiated cash transfer program that supports households with CWDs. They however said that the program faces several challenges such as; lack of awareness by needy parents, less coverage as some needy cases are not reached, documentation issues where names are misspelt and a lot of bureaucracy in accessing the funds.



4.0 RECOMMENDATIONS

- Radio especially the local station called 'Pamoja FM' can be a good channel to communicate messages of disability and should therefore be harnessed in awareness creation efforts.
- There is need to build working networks and collaborations among government and local actors in the disability field such as community based organizations, schools and religious institutions who can act as good referral points and help in identifying and recommending households with CWDs who deserve to be supported. They can also use parents of CWDs to create awareness to others.
- To address the teaching capacity gaps, teachers should be taken through in depth and practical training on inclusive education.
- Misconceptions and other disempowering attitudes around persons with disability that further exacerbate stigmatization and discrimination of CWDs must be addressed largely through increased sensitization.
- Policies on inclusive education are not well understood by stakeholders at the local level such as teachers, parents of CWDs, local administration officials and representatives of local NGOs and CBOs. There is need for policies to trickle down so that they are understood by local stakeholders to be well implemented and monitored.
- Genders issues around disability should be addressed. Men should be sensitized and educated on disability to be able to support their children with disability and not to discriminate them, blame their wives or deny CWDs. Most men don't understand their children's condition and hence see them as a burden.
- The government through the Ministry of Education should support complimentary schools to put in place adapted facilities, appropriate learning resources and functional devices for learners with special needs.
- In most schools, the physical facilities were initially designed without consideration of persons with disability such as the physically challenged and visually impaired. The schools should thus consider restructuring of these facilities to make them barrier free and disability friendly. For this to happen, Boards of Management should be trained on resource mobilization, child protection and structural adjustment.
- TAF and partners should provide in-service training to all mainstream teachers and primary education advisors on inclusive education.

5.0 RECOMMENDATIONS FOR FURTHER RESEARCH

There is admittedly a large research base that supports the positive impact that inclusive education has on the academic outcomes of learners with significant disabilities yet we do not know why CWDs remain largely segregated from their non-disabled peers in educational settings.

Furthermore, there is a much smaller research base around the post-primary school outcomes of these learners and employment rate for people with disabilities compared to those without disabilities. Lastly, misconceptions around gender in relation to the causes of impairment could also be a rich area for further research.



6.0 LIMITATIONS OF THE STUDY

The team noted that some learners with disabilities were unable to express themselves during the focus group discussions especially those with communication difficulties and mental challenges. In some schools teachers thought the team had come with immediate solutions to their problems. Some of the impairment categories could not be identified by some teachers.

CONCLUSION

The study established that teachers in the regular classroom face various challenges as they implement inclusive education. There are low levels of awareness on disability with most respondents admitting to existence of misconceptions on the causes of impairment. Parents of children with disabilities would like to be assured that mainstream schools can accommodate their children before they consider enrolling them.

This shows that despite gains made, this study revealed that there are still immense challenges as far as inclusion of CWDs in mainstream education is concerned. It is important to address these challenges if those gains are to be sustainable. There is much work to be done.

IMPACT STORIES

Quinter

When we first met Quinter Makungu, a 5 year old girl, in the special unit class at Magoso primary school, we couldn't help but admire how she could arrange her resource materials within the classroom and how good she was in colouring, and doing beadwork activities.

At seven months, Quinter's mother Violet Vutagwa, noticed that Quinter lacked balance and her head was growing bigger, thus unproportional to her body. She had to seek medical attention and was informed that Quinter had hydrocephalus; a condition caused by an obstruction which prevents proper fluid drainage, the fluid buildup causes progressive enlargement of the head. This has made her to be moderately intellectually disabled.



Before the introduction of TAF's Advocacy for Inclusive Education project, Quinter would face a lot of discrimination from her peers. She would be labeled "the small girl with a big head." This would make Quinter have very poor self esteem and she would shy away from interacting with others. Her mother however felt that Quinter had the capability to join school and participate on an equal footing with the rest of her peers. She started at the special unit but has now been integrated into the regular preschool, thanks to the TAF Advocacy for Inclusive Education project and the sensitization of the teachers and school heads on the need for inclusion.

Her progress after being included is remarkable; she had developed both physically and cognitively. Initially she had issues with balance and posture but her peers have accommodated and helped her a lot with coordination and movement in class and out of class. Her social and interactive skills have greatly improved; she is also making good progress academically.

When asked how it feels to learn with other children, she said she is happy that the other children no longer laugh at her and are always willing to help her, her teacher also feels that the project has contributed in bringing about equality in the school. The school environment has been very supportive of Quinter, Her teacher has taken upon herself to adopt the curriculum for her so she can learn at the same pace with her peers. Quinter has hopes of completing school and becoming a teacher and help other children read and learn.

The teachers at Magoso had this to say about the The TAF Advocacy for Inclusion project; *All children can learn and it's important to celebrate difference in diversity, the project has promoted equal treatment among pupils in our school. There is acceptance and socialization among the disabled and non disabled children. CWD's are now more appreciated and their school attendance has really improved, they come to school regularly because of the support they are getting.*



Zadock Anyoka gets back to school

When he was 5 years old, Zadock Anyoka had an accident that led to a broken arm. Due to the poor economic status of his family, they could not seek timely medical attention and therapy which led to a malformed arm meaning he could only use his left hand. Zadock 13 years old is in grade 6 he was recently admitted at Gifted hands educational center one of the schools The Action Foundation partners with. Being in school however was a farfetched dream for Zadock, as he has had to endure a lot of challenges because of his disability. He has been neglected for a long time and his parents didn't see the need to enroll him in school. Moreover, he has faced ridicule and discrimination from other children because of his malformed hand. As a result of failure to go to school, he became a victim of child abuse, while living with his foster mum in his rural home. He was forced to help his mum in preparing local brew and sell so as to make a living. Zadock has battled with low self esteem and poor self image for a long time and has always felt like he is different from the other children

The head of school at Gifted hands, M.r Otwari, met Zadock through a friend and when he learnt that Zadock has been out of school for 2 years, he felt the need to ask his foster mother to allow him enroll Zadock in his school. Zadock was unwilling to join school because he was afraid of being discriminated and made fun of. Mr. Ezekiel sat down with Zadock and encouraged him to join school he assured him that the children and the entire school fraternity will not discriminate or ridicule him since they are well sensitized on disability and the need to accept and support people with disability by The Action Foundation. Two weeks after Zadock joined Gifted Hands, his class teacher acknowledges that he is a very bright pupil and he is bound to excel in life despite his disability. "I hope that with his interaction with the regular children he will learn to accept himself and realize that his disability should not be a hindrance to his wellbeing and participation in society ," says a delighted Mr. Otwari.

Mr. Otwari had this to say about the Action Foundation's project; *This project has been an eye opener not only for me but my school, and the Kibera community as a whole. I used to turn down parents of children with disabilities who would come here to seek enrollment for their children because I felt it was a waste of time to enroll them since they were highly unlikely to achieve any educational outcomes, but today I am the one who goes to look for them and insist that they enroll in my school thanks to the great work done by Action Foundation in demystifying myths associated with the education of children with disabilities and empowering our teachers with important skills in accommodating and supporting children with disabilities in their classrooms. We have 12 children with disabilities in my school, and they are loved and supported by the school to achieve their maximum potential in all aspects including sports activities. I believe all children have the right to grow, learn, and develop alongside their peers. We do them great injustice when we discriminate them based on their disabilities. At Gifted Hands we have chosen to be key ambassadors in inclusion of children with disabilities. I now understand inclusive education is not only about children with disabilities, all children do better in inclusive classrooms.*

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APPENDICES

Appendix 1: Map of Kibera – Source (<http://mapkiberaproject.yolasite.com/maps-and-statistics.php>)





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