BARRIERS TO INCLUSIVE EDUCATION TO CHILDREN WITH DISABILITIES IN SELECTED PRIMARY SCHOOLS IN CHEMELIL ZONE NYANDO DISTRICT NYANZA PROVINCE KENYA

BY

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A RESEARCH REPORT SUBMITTED TO THE INSITITUTE OF OPEN AND DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF EDUCATION IN SPECIAL NEEDS KAMPALA INTERNATIONAL UNIVERSITY
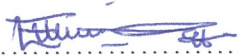
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DECLARATION

I Charles Abongo of registration number BED/10712/61/DF declare that this research report is my original compilation and has never been submitted to any university or any institution of high learning for any award. Where the works of others have been cited acknowledgment has been duly made.

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DEDICATION

I dedicate this study to my wife Clementine and to my Children Chenyll, Young Billy

and members Achegs Primary school for the encouragement and material support they

gave me while undergoing the course.

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My sincere gratitude goes to all those who in one way or the other assisted me in the production of this report. I thank my colleagues of the SNE class for giving me courage while carrying out my research study. I also thank the lecturers of Kampala International Universsity who devoted a lot of their time in supporting me in my academic work. Finally I thank my supervisor Mr. Kiweewa Emmanuel for his support and advice that enabled me produce this research work.

Than you very much and God bless you all

ABSTRACT

This study on the barriers to inclusive education on children with disabilities was carried out in selected primary schools in Chemelil zone Nyanza province of Kenya

The study was organized in five chapters, in chapter one, it gave a background to the study. The study was on the premises that, inclusion of children with disabilities in the mainstream schools are faced by several barriers. The researcher therefore gave the experience concerning the problem that prompted him to undertake the study in chapter one. In chapter two, the researcher made references on various related literatures to find out what other writers have said about inclusive education. The related literature includes journals, bulletins and textbooks. Chapter three contains the research methodology. The area of sample was Chemelil zone, in Nyanza Province of Kenya. The sample population composed of teachers from regular schools and those from Special Schools, and education officers. Questionnaires were used as research tools and finally in chapter four, the researcher presented and analyzed the raw data collected in tabular form. According to the findings rigid curriculum, lack of qualified teachers, negative attitudes to the disabled children and they having diversified needs were identified as the barriers to inclusive education to children with disabilities. The study concluded that there are various barriers to inclusive education and recommends for strong policy actions to save the situation.

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CHAPTER ONE

INTRODUCTION

Children with learning disabilities function two or more years below the expected level for their age and their assessed Intelligent Quotient (IQ). This means that these children have trouble keeping up with their peers and that their performance is not at per with their own potential. Inclusive is a goal that all participants in any society should aim at achieving to ensure that all persons regardless of their racial, economic, physical or any difference are not excluded from any of the society's activities. This calls for equal opportunities and accessibility to all resource services and responsibilities. This chapter gives the background information to the study, the statement of the problem, purpose of the study, the objectives, research questions and significance of the study.

1.1 Background of the Study

Education is precious and one of the basic human rights; it is the first step towards employment. Education can either be formal or informal. Experience has shown that it is largely the environment that determines the effect on impairment or a disability on a person's daily life. One is handicapped when he or she is denied the opportunities that are necessary for the fundamental elements of living, one of these elements being education of children with disabilities who will have some limitations in learning These special needs are conditions or factors that hinder normal learning and development in an individual. They are also called barriers to learning and development in an individual. The above conditions call for special educational needs, these are the learning needs which are different from the regular educational needs and examples are: - learners who

cannot hear well, learners who cannot see well, learners with physical and health impairments, learners with emotional and behavioural problems, the gifted and talented, and learners with speech and language problems.

These learners have a special need in order for them to learn well and their special needs call for the application of special instruction or teaching to meet their needs. This special teaching may include, special learning and teaching materials, teaching techniques and learning resources, medium of communication, equipment or facilities, environmental adjustments, and related services such as speech therapist.

It is therefore important to identify the barriers to learning and development that will call for special educational needs. Inclusive education now becomes the most appropriate form in the provision of special needs in education. Important national and international policies that recommended inclusive education include: Universal declaration of Human rights (1948), Jomtein declaration (1990), Salamanca Statement (1994), the Dakar frame work of Action 2000, Tinguet, totally integrated quality education and training (1999), Education for All (EFA) in Kenya (2000), and the concept of UPE (Universal primary education) in Uganda. Among others

It is on the basis of these policy statements that Kenya is making deliberate attempts to implement inclusive education, thus the process of addressing the learners' needs within the (regular school) "main stream" school using all the available resources to create opportunities for them to learn. The emphasis here in on reviewing schools and systems

and changing them rather than trying to change the learners. Since inclusive education is new in Kenya, as it has just been introduced and implemented; it is bound to meet certain challenges towards its implementation

1.2   *Theoretical Background*

This study is based on the work of Ngugi (2002) "Introduction to Inclusive Education". According to him most of our schools may not be able to effectively accommodate learners with various diversities or learning needs. This is because of the many existing barriers in our education system towards learners with special needs.

Ngugi identified factors that may hinder the inclusion of children with special needs in regular schools which includes; negative attitudes or teacher and other stakeholders, inaccessible environment, communication barrier between the teacher and the learner, rigid educational approaches. Poor quality training of teachers, classroom repetition and school desertion, teachers and schools not supported by appropriate policies and legislation, lack of teaching aids equipment and human resources, and community and parents not involved.

The author opines that for inclusive education to take root, schools and systems must be reviewed to change them rather than trying to change the learner.

Fundamental steps need to be considered by all stakeholders including the govt. non-governmental institutions, the school & community to provide formulation and enactment of appropriate policies at all levels and curriculum reorganization.   There should be

emphasis on the importance of networking and sharing of information, resources and responsibilities among all concerned parties in education in an attempt to make inclusive education a reality.

In the principal of inclusion, the community uses terms in enhancement. The objective of inclusive education that promotes the practice in trying to address learners' diversity in an inclusive setting is that various forms of service provision for learners with special needs in the classroom are also addressed.

1.3 Statement of the Problem

In few years ago Kenya introduced Inclusive education in many schools through out the country and the implementation for this education has met with various huddles. Many educationalists in the country wonder whether the program will achieve the set target considering the current trend. The real cause of the deterrent has not been established and many researches are on due course probing into the matter to identify the factors that account for this problem. In primary schools especially in rural settings where the population of pupils is high and where resource are very inadequate the situation is worrying and some thing urgent need to be done beginning with the identification of the root cause(s) It is on the such background, that this study was launched to establish the barrier to inclusive education taking the case of children with disabilities in selected primary schools in Chemelil zone, Mombasa District Kenya.

1.4 Purpose of the study

The purpose of this study is to investigate the barriers to the implementation of inclusive education to children with disabilities in selected primary schools within Chemelil Zone.

1.5 Objectives of the Study

This Study seeks to

i Determine the profile of the respondents in terms of age, gender, and class of attendance

ii Determine the methods used in including the disabled in the main stream.

iii Determine both academic and non academic barriers to the implementation of inclusive education in Chemelil Zone.

iv Determine if there is a significant relationship between barriers to inclusive education to children with disabilities and to the normal children

v Propose intervention methods in to improve the situation

1.6 Research Questions and Hypothesis

1. What are the methods used in including the disabled in the main stream?

2. What are there barriers to the implementation of inclusive education to children with disabilities in selected primary schools in Chemelil zone?

3. Is there a significant relationship between barriers to inclusive education to children with disabilities and the normal children?

4. Are there some possible ways of overcoming these barriers to inclusive education to children with disabilities in selected primary schools in Chemelil zone?

1.7 *Significance of the study*

The Ministry of Education will benefit from the study through using the findings to enlighten the parents on the barriers and the potential ways of overcoming barriers towards, the implementation of inclusive education to children with disabilities.

The findings of the study will provide the teachers in Chemelil zone and Mombasa District in general the possible strategies to deal with the barrier to the implementation of inclusive education in the region

It is also hoped that the study findings will help the parents to manage the disabilities both at home and in the community in which they live.

1.8 *The Scope*

This study was carried out in chimelil zone which is locaten in Mombasa District in Kenya. The study covered selected Primary schools in the zone and considered barriers to inclusive education to learners with disabilities in the selected schools

CHAPTER TWO

LITERATURE REVIEW

Historical Development of Inclusive Education in Kenya

Inclusive education is slowly taking root in Kenya and has adapted a systematic approach in formulating policy and technology, which is currently developing an inclusive education policy. This will generate and safeguard inclusive education in terms of financial allocation, staff deployment, assessment and placement, opportunities.

Inclusion is a goal that all participants in any society should aim at achieving to ensure that all persons regardless of their racial, economic, physical or any difference are not excluded from any of the society's activities. This calls for equal opportunities and accessibilities.

The full and equal participation of each individual is assured in an inclusive society in which differences are respected and valued. Discrimination and biasness against those who are different is eliminated through appropriate practices and policies. Inclusion therefore calls for persons with special needs to be fully involved in all aspects of life including; education, employment. and social activities in the community.

Inclusion setting in education is a term which describes a situation where all learners including those with special needs participates in all activities in a

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community that recognizes and addresses the needs of each learner as much as possible.

Inclusive education is a philosophy which refers to ensuring that schools, centers of learning and educational systems are open to "ALL" children. This will enable learners to be included in all aspects of school-life. It also means identifying reducing or removing barriers within and around the schools that may hinder learning. For this to happen schools and systems need to modify the physical and social environment so that they can fully accommodate the diversity of learning needs that pupil's may have.

Learner's diversity here means the variations and differences found among any given setting. These variations and differences give rise to different learners' needs within the 'mainstream' or regular school using all the available resources to create opportunities to learn in preparing the learners for life. The emphasis is on reviewing schools and education systems and changing them rather than trying to change the learners, (Kenya Institute of Special Education (KISE)/DL/MI/2002)

National Policies for Inclusive Education in Kenya

Kenya Education Commission 1964- The Ominde Report,

This commission advocated for the integration of children with special needs in education in regular schools. To prepare teachers for this issue, it recommended for inclusion of the component on special education in teacher training curriculum. This led to the establishment of more programmes to cater for children with disabilities.

The National Committee of Educational Objectives and policies (1976)- Gachathi Report

This committee recommended the integration of children with special needs in their societies by transferring the learners in special schools to regular schools and other centers as much as possible. This can be reviewed for inclusive school and inclusive society.

The Presidential Working party of Education Manpower and Training for the Next decade and beyond (1988)- The Kamunge Report,

The commission realized that there was need to create public awareness on the needs of the people with disabilities, it demanded that the media and national programmes to be used to pass over information on the same. Here was emphasis on establishment of pre-primary schools within special schools for early educational interventions. The commission also recommended the need for

provisions of education for learner with special education needs in regular settings.

Totally Integrated Quality Education and Training (TIQUEST), (1999-Koech report

The report emphasized in early intervention for children with disabilities and the disadvantaged. Issues relating to improvement of accessibility equity, relevance and quality with special attention to gender sensitivity, the disabled and the disadvantaged group. The Koech report also discussed and recommended the content of education at various levels with special attention to early childhood, special and primary education as well as tertiary, vocational and University educations.

Education for All (EFA) Kenya 2001 in line with Dakar Framework for Action.

Education For All Kenya 2001 sets the year 2015 as the time for all. Several activities have been organized to achieve EFA goals. These included EFA country Assessment (2001), in Machakos and Kisumu (1992), EFA Country Assessment (2001) analysis on the main sub sectors of Education in Kenya, their challenges and strategies for the year 2000 and beyond. EFA document (2000) was launched to give guidelines for achieving the stated goals (Kenya Institute of Special Education (KISE)/DL/MI/2001).

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Further indications for the way forward to inclusive education is the children's bill (2001) just passed by parliament and disability (2001) yet to be passed. Currently, the ministry of education (Kenya) is drawing up a policy to be passed into law. This will generate and safeguard inclusive education in terms of financial allocation, staff development and assessment. In this way, parents will have legislation backing for the provision of education to their intellectually challenged children on mainstream schools of their choice. They will also have more say in the programmes offered. Cases of discrimination will also be taken in as infringement for the child's legal rights.

Barriers to Inclusive Education and How to overcome.

Most of our schools may not be able to effectively accommodate learners with various diversities of learning needs. This is due to the many existing barriers in our education system towards learners with special needs. Below are some of the possible barriers to inclusive education.

Curriculum and Leaning Materials

The existing curriculum does not recognize. In many cases the characteristic inherent to other cultures, social groups, and gender, as well as the individual differences to learning. To overcome these barriers the curriculum should be diversified to suit individual learner's needs. Exam questions should also be adapted to suit individual learner's needs. Also ways of measuring the learner's

competence should be used, such as assessment, project work, direct observation and so on (Koech report 1999).

Class repetition and School desertion

The culture of repetition causes problems of over age and school dropouts, which affects specially the more vulnerable children. Class repetition has a severe impact on self esteem and student performance apart from its social and economic cost. This practice should be compensated with automatic promotion in order to overcome it as a barrier to inclusive education.

Rigid and Inflexible Educational Approaches

The teaching and learning methods are still too traditional, generating barriers to learning and participating. Teachers are not ready to meet the needs of the diversity of learners because they have not been trained in a homogenizing approach.

To overcome this, as a barrier to inclusive education there is a need to institute regular in-service teacher development programs at the school level through seminars, workshops, conferences, lectures, symposiums. Leaflets, media appeals, organized in a structural way.

In addition Promotional of collaborative learning and experiences networking with other professionals especially the community and community based

rehabilitation (CBR) workers need to be considered plus unconditional commitment to equalizing education opportunities for all children with special needs in education.

Education and promotion Criteria

Some of the evaluations and promotions criteria used are based on standards that do not account for the differences and different rhythms presented by the students. The National systems based on learning achievements are also generally exclusion.

To overcome the above as a barrier towards inclusive education teachers should use alternative ways of measuring the learner's competence such as: - Continuous assessment over the whole year through portfolio of best work done, Project work, direct observation as the learner works, functional assessment as the learner demonstrates work, and students self assessment (Kenya Institute Of Special Education (KISE).MI/2002)

Insufficient resources.

Insufficient financial human and material resources as well as its inequitable distribution to meet the diverse educational needs of all learners, especially those with disability are also seen as a great barrier towards the implementation of inclusive education.

It is important to emphasize that unless learners with special needs are provided with the appropriate resource, it will not be possible for them to benefit in the mainstream education. This is because most regular schools lack adequate trained teachers and other support staff with knowledge in special needs education (SNE) required assistance and equipment to support learning for those with special needs, staff with guidance and counseling skills to support learners in difficult circumstances and their teachers.

To overcome this barrier there should be support from educational administration to finance the adoption and modification of the learning environment for learners with special needs to be accommodated in the class or school. The need for updating class teacher's teaching skills should also be emphasized. This can be achieved through seminars, workshops and so on, distance learning teachers training programmes and short courses such as the one organized at Kenya Institute of Special Education (KISE) should be encouraged.

Problems of Discrimination

The problem of discrimination reflected in circular content, expectations and dictation materials and in the number of years of study also becomes a hindrance towards implementation of inclusive education.

Negative Attitudes.

This comes as a result of stereotypes beliefs as and values towards any kind of difference, that contribute to widen the gaps of educational inequality in schools and classrooms. Children suffer from discrimination because of their incapability, ethnic, social background and so on.

Teachers Expectation from learners

This is also seen as a barrier to inclusive education since teachers have lower expectations between boys and girls depending on curricular areas. This can be eradicated by providing equal educational opportunities to all learners.

Competitiveness and Selection of Students

Although no country have selective policies it is common especially in private schools to pick up the best students. Selectivity is expressed in practices of social-cultural class and even racial exclusion of a clear picture of the social segmentation.

CHAPTER THREE

RESEARCH METHODOLOGY

2.0   Introduction

This chapter describes the method and procedures employed in collecting data from the area of study. It also gives the research design, the population, sample and sampling procedure as well the methods used for data analysis.

2.1   Research Design

The Study employed a case study design to explore the barriers to inclusive education in Chemelil zone Mombasa district Kenya

2.2   Research population

The target population of the consisted of specially trained teachers in special schools and units, regular school teachers in the mainstreams, the education officials in the zone including the ones in the education assessment and resource centre.

2.3   Sample and Sampling technique

Chemelil zone has 21 regulator primary schools and five units for children with disabilities. The study concentrated in the zone but work in four regular schools, one special school and two units. The study employed random techniques to select the required sample which is the four regular schools and one special school plus two units. The study included six teachers from regular schools, five

teachers from special schools, five educational officers and two personnel from education assessment education center giving a total of 18 respondents

2.4 Research Instruments

The study used a questionnaire to collect data from the teachers regarding the barriers to inclusive education to children with disabilities in Chemelil zone. Questionnaires were distributed to teachers and collected after two weeks when the teachers had given their responses then processed and tabulated for presentation.

2.5 Data Analysis

After collecting raw data the teacher in special schools, units, teachers in regular mainstream schools and from the education officials. The researcher embarked on the organization of the information according to issues and research patterns. The researcher then employed descriptive statistics of raw data in frequency table.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF FINDINGS

4.1 Overviews

The purpose of this chapter is to give the details of how the data collected from the field of study was presented and analyzed. This has been presented in tabular form for easy reaching and interpretation. Respondents in the study have been described and findings of each research question tabulated.

4.2 Presentation of data

Table 4.1: Categories and number of respondents.

RESPONDENTS	NO. EXPECTED	NO. RESPONDED	PERCENTAGE
Teacher in regular schools	6	5	80%
Teachers in special schools	5	5	100%
Education Officers	5	5	100%
Educational assessment and resource centre (EARC)	2	2	100%
TOTAL	18	17	95%

A total of 18 respondents were targeted but 17 respondents participated in the study and this gave a fair representation of the targeted population.

Table 4.2: Views of respondents on the barriers towards implementation of inclusive education to children with disabilities.

RESPONDENTS	TRS IN REGULAR SCHOOLS	TEACHERS IN SPECIAL SCHOOLS	EDUCATING OFFICERS	EARC CENTRE	TOTAL
Very rigid curricular that needs modification	4	5	5	2	16
Lack of qualified teachers in SNE in regular schools	4	5	5	2	16
Lack of adequate facilities and equipment	4	5	4	2	15
Negative attitude of teachers towards children with disabilities	3	3	3	2	14
Children with disabilities need in individual attention	3	3	3	2	11
They are not able to go beyond primary education	5	3	-	1	9
School environment not modified and adapted	2	3	1	1	7
They have diversified needs which cannot be in regular schools	2	5	-	1	8

On the views concerning the barriers towards the implementation of inclusive education to children with disabilities, 16 respondents pointed out that there is lack of qualified teachers in special needs education (SNE) in regular schools. Still 16 said the current

curriculum is very rigid and needs modification. 15 talked of lack of adapted facilities and equipment in regular schools and 14 noted that there is negative attitude of regular teachers towards the children with disabilities. 11 pointed out that children with disabilities need individual attention, 9 said that they are not able to go beyond primary education; while 8 pointed out that they have diversified needs which cannot be met in regular schools.

Children with disabilities need individual attention in order to meet their needs. This is viewed as a barrier to inclusive education. Other views suggest that the children with disabilities, are not able to go beyond primary education while other view suggest that diversified needs which cannot be met by regular teachers contributes to the barrier of inclusive education.

Table 4.3: Views of respondents on how to overcome the barriers towards the implementation of Inclusive education.

RESPONSES	TEACHERS IN REGULAR SCHOOLS	TEACHERS IN SPECIAL SCHOOLS	EDUCATION OFFICERS	EARC CENTRE	TOTAL
Modify the curriculum not to be exam oriented for children with disabilities	4	5	5	2	16
Train more teachers in special needs education	4	5	3	2	14
Sensitize the general public about children with disabilities	5	5	3	2	15
Children with disabilities need more time in the mainstream	3	5	4	2	14
All teachers to collaborate in teaching children with disabilities	4	5	2	2	13
Teachers training colleges to offer skills in handling children with disabilities.		5	5	2	12
Vocation training to be offered to children with disabilities		5	4	2	11
Provision of necessary regular schools		5	3	2	10
Teachers to give individual attention to the children with disabilities in the mainstream		5	2	2	9

Table 4.3, indicates the response on how to overcome the barriers towards the implementation of inclusive education to the children with disabilities, 16 respondents suggested that the curriculum should be modified and not be exam oriented for the children with disabilities. Other 15 suggested the sensitization of the general public about disabilities, 14 said that more teachers should be trained in Special Needs Education; other 14 suggested that children with disabilities need more time in the mainstream, while 13 said that all teachers should collaborate in teaching the children with disabilities. 12 said that the teachers training colleges should offer skills in teaching the children with disabilities while all recommended that vocational training should be offered after the completion of primary education. 10 suggested the provision of necessary materials to regular schools and 9 respondents recommended that teachers should give individual attention to the children with disabilities.

CHAPTER FIVE

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

In this Chapter, the researcher gives a summary of what was done in the first four chapters, it also gives a conclusion and recommendations; the chapter is discussed under four major headings.

5.1 Views of respondents on the barriers towards the implementation of inclusive education.

From data analysis several findings were noted in reference to table 4.2 one of the barriers of inclusion is rigid curriculum (KISE/DL/MDI/2000) which implies that there is need of a flexible curriculum which caters for differences in potential and individual learners. It should also take into account different educational resources and methodologies needed by learners with special needs in education. From analysis it is believed that some cultural attitudes are negative towards acceptance of persons with disabilities.

Another finding as noted in table 4.2 indicates that the learners with disabilities need individual attention (KISE/DL/MDI/2000) which implies that any child can have difficulties in learning due to various reasons during his or her school career. This could require some individual attention and support from teachers and other service providers.

However, individual attention does not mean only working with learners difficulties but to recognize the achievements of each individual regularly.

Table 4.2 also cites the regular teachers lack of knowledge in special needs education as a barrier to inclusive education. Salavainen G. et al (2000) states that training of teachers at the Kenya Institute of Special Education, Kenyatta University and Maseno University are emphasizing the elimination of barriers to learning as opposed to disability. These teachers can work with learners with special needs in any setting. It has also been recommended that regular primary school teacher's trainees be given more content on children with special needs so as to be able to meet the special needs learners in their classrooms.

Table 4.2 also records that the children with disabilities are not able to go beyond primary education. Kamunge report (1988) as cited by Randiki noted that necessary facilities and equipment be provided for learners with special needs in education in integrated programmes, also persons with various disabilities be catered for in regular vocational and technical institutions. The researcher feels that since most of these learners are looked down upon in the society/community they are denied opportunities that can help make them useful persons in the society. Children's Act (2001) adds that all persons upon graduation from school

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be offered the same employment opportunities within the society. There should be no jobs set aside for individuals with special needs. This will ensure an inclusive society.

Table 4.2 also cites that there is lack of additional resources in regular classes for teaching children with disabilities, Kamunge report (1988) as cited by Randiki states that necessary facilities and equipment be provided for learners with special needs in education in integrated programmes. It is in the researcher's view educational resources facilitates learning and promotes the use of all sense. They also help to increase memory of the learner, discriminative skills identification of colour, shape, size and so on.

Another finding indicated that these learners with disabilities experience diversified needs which cannot be met in regular schools. Salavainen G. et al (2000) states that education is the responsibility of the Ministry of Education, Science and Technology (MOEST) providing for learners with special needs because of their diverse needs becomes a multi-sectoral responsibility of their full participation has to be realized. The researcher feels that in order to overcome barriers to learning and development extra assistance should be provided to parents and schools in helping the children with disabilities to adjust the environment and other activities.

5.2   *Views of respondents on how to overcome barriers towards the implementation of inclusive education.*

One of the findings as seen in table 4.3 is that more teachers should be trained to handle these barriers.   In support of this views, the totally integrated quality education and training TIQUET (1999) – Koech Report states that Kenya Institute of Special Education (KISE) to be expanded and upgraded to a multi-level status as to offer certificates, diploma and degree courses to teachers. It is hoped that by the year 2015 all schools in Kenya will atleast have one trained teacher in special needs as a resource person for barriers with special needs. Indeed lack of trained teachers in special needs has made it impossible for learners with special needs in education to access regular schools.

Another finding as observed in Table 4.3 is that there should be additional resources in regular classes for teaching learners with disabilities. Kamunge report (1988_ as cited by Randiki states that Kenya Institute of Special Education to undertake research design in various needs in education using locally made materials.   The researcher feels that additional resources are needed for enhancing various learning skills in the learners i.e. retaining their memory skills, this enable the use of multi-senses, provoke learners imagination, attract pupils attention to learn and

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they also arouse pupils interest and desire to learn. The researcher strongly supports the addition or resources in regular diseases.

Modification of curriculum as seen in Table 4.3 should be emphasized. TIQUET (1999) – Koech report states that individually designed system be used for learners with severe impairments following a functional curriculum geared towards independent living. It is the researchers feeling that everyone, child and adults alike should have a basic literacy and numerical skills needed to function as a citizen, worker, family member and fulfilled individuals in the emerging society. It is emphasized that every child has a fundamental rights to education. Provision of education to children with special needs through inclusive schooling approach will remove barriers so that all children can learn together.

Another view in Table 4.3 records the learners need more time in the mainstream. UNESCO (1994) as cited by Ngurid states that inclusive education is now influencing the development and constructing of schools in many countries. All governments are called upon to adapt as a matter of law and policy the principle of inclusive education. They further state that those children with special education needs must have access to regular schools which should accommodate them within child centred pedagogy capable of meeting their needs. It's the researcher's view that

in order for learners with disabilities to benefit from regular curriculum, training of regular school teachers to be more responsible to the needs of learners with special needs is needful.

Taste 4.3 records that there is need for collaboration among all teachers on the main stream to provide team teaching Buer (1992) approached inclusion / integration could diminish existing dysfunctions among professionals to make better use of their collecting expertise.

5.3   Conclusion

After thoroughly discussing the findings of the various respondents' views concerning the barriers of inclusive education, it's evident that there are many barriers including lack of skills and knowledge to handle learners with disabilities rigid curriculum, lack of additional resources in regular classes and lack of individual attention to children with disabilities plus negative teachers attitudes towards learners with disabilities. This therefore implies that inclusion has failed and therefore there is need for an alternative approach.

5.4   Recommendation

From the study it is clear that knowledge and information about the children with disabilities are very important because regular teachers and any other person or staff working with the children with disabilities would require them in order to have the implementation of inclusive education with these learners in regular classes. The researcher therefore recommends the following.

Pre-service and in-service training in special education for all the teachers to get to know and have better experience with children with disabilities. Films, lecture group discussions and workshops would help in this.

Regular teachers handling learners with special needs should be advised by specialists and work more together with Special Education Teachers and Special Teachers Advisers.

Special Education Facilities and other resources should be provided by the government, donors, parents and all concerned into regular class where the children with disabilities are included.

For the adequate seminars to be rendered by the regular or special teachers the ratio of the teachers to pupils should not be so much as this would hinder the individual; attention that could be given to the learners.

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How do you thing can the barriers to inclusive education to the disabled children be over come

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