

Challenges Facing Implementation of Inclusive Education in Public Secondary Schools in Rongo Sub- County, Migori County, Kenya

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Abstract: *The thrust of this study was to investigate the challenges facing the implementation of inclusive education programme in public secondary schools in Rongo Sub-County, Migori County. The study had two fold objectives, namely (i) To analyze the factors hindering the implementation of the inclusion process for all the school-going-age children and, (ii) to examine the coping strategies to challenges facing implementation special needs education curriculum. It was premised on the classical liberal theory of equal opportunities advanced by Sherman and Wood (1982). The study sample comprised of 5 students with special educational needs per school from all the types of school as boarding, day mixed, yielding a total of 170 students, all school principals, three teachers per school and the Sub-County Quality Assurance and Standards Officer. Data was collected using questionnaires for students and teachers and interview schedules for school principals and the District Quality Assurance Standards Officer. The main research instruments used were questionnaires, interview guides and observation checklists. The major findings were that, first, physical and critical teaching learning resources were either inadequate or were quite dilapidated. Secondly, there were inadequate specialized teachers to handle the special needs education curriculum. Third, there were several socio-economic and cultural variables that constraints effective teaching and learning in most sampled schools. It was recommended that the Government of Kenya through the Ministry of education should put in place adequate and appropriate physical and human resources to enhance the implementation of SNE not only in the study locale but all other areas experiencing similar constraints.[257 words].*

Keywords: *Physical resources, teaching learning resources, special needs education Rongo Sub-County, Migori County, Kenya*

I. Introduction

Background of the study

This paper perceives inclusion in education as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education. It therefore involves a range of changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children with Special Educational Needs and a conviction that it is the responsibility of the regular system to educate all children' (UNESCO, 2005).

In this context, inclusive school must put flexibility and variety at its core. This should be evident in the structure of the school, the content of the curriculum, the attitudes and beliefs of staff, parents, and pupils, and the goal should be, 'to offer every individual a relevant education and optimal opportunities for development' (UNESCO, 2005). Parents and pupils themselves have important contributions to make to shape the implementation of inclusion (Lindsay, 2007).

The World Health Organization (WHO) estimates that 10% of any populations are disabled and in addition approximately 85% of the world's children with disability below 15 years live in the developing countries. In 1994, UNESCO world conference on special needs held in Salamanca, Spain the idea of inclusive education was given further impetus. Every child has unique characteristics, interests, abilities and learning needs and those with special needs must have access to regular schools which should accommodate them with a child-centered pedagogy capable of meeting those needs. The concept of inclusive education is based on the fact that all children and young people, despite different cultural, social and learning backgrounds, should have equivalent learning opportunities in all kinds of schools (UNESCO, 2008). UNESCO emphasizes that education systems, schools and teachers should focus on generating inclusive settings that uphold the values of respect and understanding of cultural, social and individual diversity. Essentially, inclusive education is an approach that looks into how to transform education systems and other learning environments in order to respond to the

diversity of learners. Removing barriers to participation in learning for all learners is at the core of inclusive education systems (UNESCO, 2005). Focusing on inclusive education can be useful in guiding development of policies and strategies that address the causes and consequences of discrimination, inequality and exclusion within the holistic framework of EFA goals. Research done by Burstein et al. (2004) suggests that successful inclusive schools provide a unified educational system in which general and special educators work collaboratively to provide comprehensive and integrated services and programming for all students. At these sites, inclusive practices have been carefully developed and implemented by the entire school system and are provided with resources to support and maintain change. Ainscow et al (2006) claim that the 'rights' perspective invalidates any argument that some children's needs are best served in any kind of special setting. Collaboration and teamwork are also essential aspects of inclusive practice, according to recent research (Lindsay, 2007). Critical to the success of teamwork is time for planning and reflecting together (Hunt et al., 2003).

Kenya joined the other countries and started special education after the end of the 2nd world war and has since been mainly offered to all categories of children with learning disabilities. Education to these children was only offered in special schools until the 1970's when units and integrated programmes were initiated. SNE has continued to expand although these learners have been a major challenge to the education sector. This was in recognition of the widely acknowledged need to invest in a holistic and all-inclusive education which is fundamental to improving a country's economic growth, reduce poverty and boost a country's general welfare. Schultz, (1960) argued that the growth in output could only be adequately explained by the investment in human capital which is a distinctive feature of a modern economic system. According to World Bank report (1994), persistent self sustaining growth in real per capita income is attributed to human capital. Human capital is the critical engine of economic growth and its accumulation is enhanced by parental and public investment in children's education. Education is considered a human right for all children and has been enshrined in several international documents since the universal declaration of human rights in 1948. The Education for All (EFA) movement and the subsequent international conventions have pointed out that particular groups of children are especially prone to exclusion or have been denied a chance to optimally participate in the learning activities which take place in formal, informal or non-formal settings. These children are educationally disadvantaged by the social, cultural, regional and economic environments in which they live. The right to be educated within the regular school setting is highlighted in instruments such as; the world declaration on EFA (1990), UN standard rules on the equalization of opportunity for persons with disabilities (1993), UN conventions on the rights of the child (1991) as well as the UN Convention on the Rights of Persons with Disabilities (2006) which calls on all States Parties to ensure an inclusive education system at all levels and the Dakar framework for action (2000). More recently, the thrust of the Salamanca Declaration was reiterated and expanded at the meeting at the forty-eighth session of the UNESCO International Conference on Education, held in Geneva in 2008.

Evidence from studies around the world has demonstrated that investment in human capital through formal education is a vital engine to economic growth. Education can reduce social and economic inequality since it is a great equalizer if all children have equal opportunities to take advantage of it. Children with learning disabilities, whose parents do not take them to school and as a result they end up as outcasts in the society and afterwards live in abject poverty. Universal Primary Education (UPE) is intended to ensure that all children eligible for primary schooling have an opportunity to enroll and remain in school to learn and acquire quality basic education. Inclusion involves a process of reform and restructuring of the school as a whole to ensure that all pupils have access to a whole range of educational and social opportunities offered by the school. This includes the curriculum being offered, the assessment recording and reporting pupils' achievements. The agenda of inclusive education has to be concerned with overcoming barriers to participation in education that may be experienced by pupils. It is against this backdrop that this study was conceived to examine the challenges and strategies devised to cope with the challenges in primary schools in Rongo Su-County, Migori County, Kenya.

The State of the Art Review

In inclusive classrooms, more students with disabilities are in a general education classroom and teachers, principals and schools are held more accountable for the performance of student's and as a result, teachers and principals must provide relevant resources and have relevant skills to deal with inclusive classrooms. Bauer, et al. (2004) noted that, "if inclusive classrooms are going to be successful, there must be changes in the traditional general education classroom of students in rows, sitting quietly, reading, taking notes and filling in worksheets. McCleskey and Waldron, (2001) insisted on "very good" instruction which will help every student in the classroom to achieve the best of his or her ability. In their exploration of successful inclusive classroom, McCleskey and Waldron (2001) asked teachers what needed to happen. Teachers reported that they felt students with disabilities could benefit from the classroom if two basic changes in classroom practice were made and these include, modifying the curriculum to enhance relevance for each student and modifying instructional techniques. The modifications of instructional techniques is what is generally characterized as good teaching as the students make use of Braille machine, Braille paper to assist them in note

taking and reading, Jaws which is computer software that helps in reading as it gives commands/directives on what to do, talking calculators, talking books, cassettes and compact discs, all these to assist students with visual impairments in reading such that when in integrated classrooms the teacher can still teach at the same pace and equitably every student benefit. The teacher to engage the use of sign language and also a lot of reading on the board for students to read, and as teachers explain points using the sign language at the same time are required to talk for students to do lip reading. For partial visual impairment the use of large prints are encouraged to assist them read with ease. Lipson and Wixson (1997) suggest that the teacher's knowledge and belief about teaching and learning are the most influential factors in the success of inclusive classroom.

According to a report by American Psychiatric Association (2000), of children enrolled in public schools it is believed that 5% have specific learning disabilities. These trends have increased the complexity of inclusive early childhood classrooms. The right to education for all children is enshrined in the universal declaration of human rights and more recently in the millennium development goals (MDGs). However, in developing countries, the proportion of disabled children attending school is estimated between less than 1% and 5%. The UN convention on the rights of people with disabilities which came into force in May, 2008 requires the development of an Inclusive education system for all. Inclusion in education is a process of enabling all children to learn and participate effectively within mainstream school systems without segregation. It's about shifting the focus from altering disabled people to fit into society to transforming society and the world by changing attitudes, removing barriers and providing the right support. The government of Kenya has laid great emphasis on the educational rights of children and has set precedence in favour of inclusive education by establishing special units in regular public primary schools in Kenya. The Salamanca statement and framework for action on special needs education of 1994 emphasized the schools need to change and adapt the diverse needs of all learners. The UN convention established inclusive education as a legal and human right. One of the major concerns of educationists and human rights activists has been the issue of EFA. The inclusive education philosophy ensures that schools learning environments and educational systems meet the diverse needs of all learners irrespective of their learning difficulties and disabilities. As a result the government of Kenya has made efforts to promote education of children with learning disabilities in Kenya through the implementation of educational programmes which take into account the wide diversity of learners with special educational needs.

In the U.S.A, SNE has received more attention in the USA in the last few years. Educating children with learning disabilities is a modern day challenge for the people of America. Only a small proportion (between 1%-10%) of the children with special needs have ready access to schooling and those who do typically must attend a segregated school. The US president education plan aims to close the achievement gap in the US for minority groups and prepare all pupils for success in the global economy of the 21st century.

In India, according to UNICEF's report of the year 2000, there are around 30 million children in India suffering some form of disability, among India's 200 million school –aged children (6-14 years), 20 million require special needs education. While the national average gross enrolment in school is over 90%, less than 5% of children with disabilities are in school. Therefore the Indian government and NGOs are initiating measures to review and plan appropriate strategies for special needs and inclusive education. In the past few years, focus on children with special education needs resulted in greater awareness and increased sensitivity towards these children.

In British Columbia, students with special educational needs typically learn in the same classrooms as other students. This policy of inclusion sometimes arouses concern that other learners could see their education negatively affected. According to a research conducted by the centre for education research and policy (CERPs), the results show that increasing the number of students with special needs has only extremely small and statistically insignificant effects on regular students' achievements.

In Canada, the Canadian association of statutory human rights agencies (CASHRA) convened a national forum on human rights and inclusive education in Toronto. This focused on the well being and social inclusion of people with an intellectual disability. However, inclusive education is not seen as important in all quarters and therefore there has not been consistent demand for it. Children with learning disabilities lack confidentiality since everyone knows about their problem.

Status of Inclusive Education in Africa

The readiness for acceptance of inclusion varies across countries and continents of the world. Mittler (2002) reviewed some of the significant developments in the education of students with intellectual disabilities that had taken place since responsibility for their education passed from health to education authorities. These

included the shift from a categorical to a non-categorical, needs-based approach to teaching; a greater emphasis on changing the environment rather than the child; a shift from exclusion to inclusion

Most African governments' commitments to SNE began in the 1970s. While countries within the advanced economies have gone beyond categorical provisions to full inclusion, most countries in Africa are still grappling with the problem of making provisions for children with special needs even on mainstreaming basis. SNE in Africa is still a new concept to many of its nations. Many African countries have shown theoretical interest in SNE by formulating policies such as mainstreaming, family, community or social rehabilitation and showing the desire to give concrete meaning to the idea of equalizing education opportunities for all children irrespective of their physical or mental conditions. Dissatisfaction with the progress towards SNE has caused demands for more radical changes in many African countries according to Ainscow (1991) and Ballard (1996). Some of the African countries case studies are as follows:-

In Zambia, UNESCO and others in the international community have acclaimed Zambia's efforts to reach out to the handicapped and impaired children. The MOE has 31 special education institutions. Apart from the number of the small number of special institutions, units and programmes, education and training opportunities remain very limited. Scarcity of resources and inadequate funding to the MOE to meet national education and training needs. From 1975 to 1985, the proportion of the GDP devoted to education was 5.5% but thereafter fell sharply to 2.0% in 1993 Zambia has had an articulated policy on SNE since 1977.

In Nigeria, the Nigerian constitution makes a provision for suitable education for all children. Inclusion has not been since the number of children with special needs stands at 0.42% while that of their regular counterparts is around 67.05%. Inclusion of all pupils in the mainstream schools is part of an international agenda which calls for the full inclusion of all pupils with learning disabilities into all aspects of life.

In South Africa, there are 12 million children in school and approximately 366,000 teachers in approximately 28,000 schools including 390 schools for children with special needs. Teachers in South Africa deal with a remnant of an inherited education system based on segregation and exclusion of particular group of students. The introduction of SNE in South Africa was a direct response to Act 108 of 1996 and a national commitment to the EFA movement as stated in the UNESCO Salamanca statement of 1994. The education white paper 6 is the guiding document for the for the implementation of inclusive education in S.A. The apartheid government has established about 380 special schools SNE today.

In Uganda, the government is constantly adopting its education structure and content to promote quality learning for all learners independent of special learning needs. The overall structure of education to cater for learners with special needs in education introduced in early 1990s is still the backbone in the education for all learners. To ensure that all learners with special needs were given relevant and quality education in inclusive schools, all schools in Uganda were grouped in clusters of 15-20 schools and each cluster had a special needs education coordinator. In 1997, Uganda started UPE with clearly stated aims and objectives for the shift from SNE to inclusion.

In Tanzania, the government is trying to implement the inclusive education programme according to the Salamanca statement of 1994. The MOE is sensitizing parents to send their disabled children to inclusive school. The government is becoming more positive toward the rights of people with disabilities. Today, there are several primary schools in Tanzania that are involved in inclusive education programmes.

Special education in Kenya started after the end of the 2nd world war and has since been mainly offered to all categories of children with learning disabilities. Education to these children was only offered in special schools until the 1970's when units and integrated programmes were initiated. SNE has continued to expand although these learners have been a major challenge to the education sector. To this end, majority of learners with special needs in education in Kenya do not access educational services. For instance, in 1999, there were only 22,000 learners with special needs enrolled in special schools, special units and integrated programmes. This number rose to 26,885 in 2003 (Koech report, 1999). This compares poorly with the proportion in general education. By the late 1990s, there were 107 special schools in Kenya (Gichira, 1999). The predominant categories of disabilities are mental, visual, autism and physical disabilities notes Ngaruiya (2002). Over the last ten years, the concept of inclusive education has evolved. This concept has been conceived as a way of democratizing opportunities for life-long-learning and ensuring that the system of education is flexible enough to allow accessing education and developing life-long-learning. The Kenya government has put measures in place through organizations such as Leonard Chesire International (2001). But despite these efforts, the problem of exclusion still persists in public primary schools. Three quarters of pupils with special educational needs are in special schools with only a quarter in special units within mainstream schools. Children with special needs in education are enrolled in special schools or in special education units provided. The policy of

integration and inclusion is also being implemented so as to reach the majority of children with special education needs estimated at 750,000 within the primary school-going age population with only 26,000 enrolled. The population of people with disabilities is estimated at 10% of the total population, 25% of these are children of school-going age. Out of a total of 750,000 an estimated 90,000 have been identified and assessed. However, only 14,614 are enrolled in educational programmes for children with special needs while an equivalent number are either at home or in regular schools with little or no specialized assistance. The government of Kenya recognizes the importance of SNE as an important sector for attaining the EFA and the MDGs. Overall belief is that without sufficient resources and support inclusive education was not possible and doomed (KENPRO, 2010). The Sessional Paper No: 1 of 2005 outlines the vision of the education sector and it will only be achieved through the provision of an inclusive quality education accessible and relevant to all children including those with special needs in education. This is aimed at ensuring inclusive education becomes a reality and consequently improve the participation and involvement of people with special needs in national development. In the past three decades, the government of Kenya has exerted tremendous efforts to address the challenges facing learners with individual learning needs. Research from the University of reading, UK, assesses the challenges facing the SNE programme in two Kenyan provinces. Through authors such as Ogot, (2004), the government is faced with the challenge of developing inclusive environments in Kenya.

Statement of the problem

Despite the governments' undying efforts over the years to curb the problem of exclusion among children with special educational needs, this problem has persistently been on the increase. Children with learning difficulties have not been adequately provided with the basic resources, physical facilities and equipment to cater for their special needs like their counterparts in regular schools. They continue to suffer disproportionately from whatever acute/chronic problems affecting Kenya's education system. They are socially excluded from the mainstream settings by the nature of their learning disability. Most are taught in special schools for children with moderate and severe learning difficulties (Mittler, 2000). Collaboration and teamwork are also essential aspects of inclusive practice, according to recent research (Lindsay, 2007). Critical to the success of teamwork is time for planning and reflecting together (Hunt et al., 2003).

According to the ministry of education (MOE), the government attaches great significance to education for all children including those with learning disabilities. Thus, the researcher embarked on this educational research to find out the challenges facing the process of SNE implementation in public primary schools in Nyeri town, Nyeri county bearing in mind that the government in 2003 declared education in all public primary schools free (FPE) for all children. Therefore, problem addressed by this study was the challenges facing the process of implementation of the SNE programme in Nyeri town, Nyeri County.

1.4 Purpose of the study

The purpose of this study was to investigate the challenges facing the implementation of inclusive education programme in public primary schools in Rongo Sub-County, Migori County Kenya. The study set out to achieve the following two fold objectives:

1. To analyze the factors hindering the implementation of the inclusion process for all the school-going-age children which include geographical factors, parental factors, school-based factors, socio-cultural and socio-economic factors in Rongo Sub-County, Migori County, Kenya.
2. To establish the coping strategies on challenges facing implementation of SNE in Rongo Sub-County, Migori County, Kenya.

Theoretical framework

This study was based on the classical liberal theory of equal opportunities propounded by Sherman and Wood, (1982). The major gist of the theoretical underpinning is that there is need to aspire for equal opportunities in education for all eligible learners. This theory contends that each individual is born with a given amount of capacity. According to this theory, educational systems should be designed with a view to removing barriers of any nature for example, barriers based on socio-economic factors, socio-cultural factors, geographical factors, school-based factors which prevent learners who have a learning disability to take advantage of their inborn talents since disability is not inability. The education offered to such groups of learners will accelerate them to social promotion since education is a great equalizer which enhances life chances of the children with special needs (Sherman and wood, 1982). The theory demands that opportunities be made available for individuals to go through all levels of education (primary, secondary and tertiary) to which access will not be determined by the disability of the learners but on the basis of individuals capability.

In this way, education would at least provide equality of economic opportunities where all classes, races and gender could benefit economically from excellent academic performance. The theory further states that social mobility will be promoted by equal opportunity for all citizens to education. Many economists have

supported the policy on free primary education (FPE).started by the government in 2003 which advocates for a radical reform of the schools in terms of curriculum, assessment, pedagogy and groupings of pupils. This policy makes education free and compulsory for all in trying to meet them millennium development goals (MDGs) by 2015.Through acquiring quality education by all children of school-going age on an equitable basis and the children's right to education. The local communities, parent groups, associations of disabled persons, churches and community leaders have tirelessly worked for the inclusion of disabled children into local schools in partnership with the government and professionals.

Research Methodology

The study adopted a descriptive survey design to investigate the challenges faced in the implementation of inclusive education programme in public primary schools in Rongo Sub-County, Migori County, Kenya. Orodho (2009; 2012) notes that descriptive study designs are used in preliminary and exploratory studies so as to allow the researcher to gather information, summarize, present and interpret the study for the purpose of clarification. Brooks (2013) concurs that descriptive survey research is intended to produce statistical information about aspects of education that interest policy makers, educators and other stakeholders. This study used the descriptive survey design because according to Mugenda and Mugenda (2003), it's the best method available to social scientists interested in collecting, original data to be used in describing a population that is too large to observe directly. The design adopted enabled the researcher to gather information from a wide range of respondents (for example head teachers, teachers and the area ministry officials on the challenges facing the implementation of inclusive education programme for pupils with learning disabilities in public primary schools in Rongo Sub-County, Migori County, Kenya. The study was conducted in all the 34 public secondary schools in Rongo district and sampled 5 students with special educational needs per school from all the types of school as boarding ,day mixed, or pure yielding a total of 170 students, all school principals,3 teachers per school and the District Education Officer(D.E.O).Data was collected using questionnaires for students and teachers and interview schedules for school principals and the Sub-County Quality Assurance and Standards .An observation checklist was employed to find out the type of infrastructural and instructional facilities available in these schools. Data collected was analyzed using descriptive and inferential statistics as qualitative data was arranged according to objectives and research questions.

II. Research Findings And Discussions

The challenges of Inclusive Education

The road to achieving inclusive education is a long and varied one, on which challenges and opportunities will arise. No government can realistically expect to switch overnight from special or integrated approaches to education to inclusive education. 'Twin track' approaches may be adopted, meaning that special or integrated initiatives and inclusive schools sit side-by-side as governments work towards the proper inclusion of all children (in line with human rights principles) within mainstream education systems over time. Ideally these twin approaches will inform one another, with learning gained from each informing the development of future strategies, rather than being parallel processes without links between them. Special schools can act as useful resource centers for inclusive schools by providing equipment and helping to develop teachers' technical skills (Myer & Bagree).

There are particular challenges about negative attitudes and behaviour, on the part of both educators and parents, in relation to the skills of disabled children to learn. These challenges can be conquered by raising consciousness of human rights in communities and publicizing optimistic examples of disabled children succeeding in inclusive education and in life beyond school as a result. Other possible methods include supporting disabled children to express their aspirations and participate in planning processes, as well as promoting action research and critical pedagogy amongst teachers (Croft, 2010).

Another major challenge to inclusive education in the Republic of Kenya is lack of funding. UNESCO (2009) stated that funding is a major constraint to the practice of inclusion. Teaching children with disabilities in general education classrooms takes specialists and additional classrooms to support student needs. Coordinating services and offering individual supports to children requires additional money that many schools do not have, particularly in a tight economy. Therefore, inadequate funding can hinder ongoing professional development that helps keep specialists and classroom teachers updated on the best practices. However, Cortiella (2009) asserts that a major constraint is serious shortage of educational resources; lack of schools, inadequate facilities, and lack of teachers and shortage of professionally trained qualified staff, lack of modern learning/ instructional materials. And again, policy makers who do not understand the concept of inclusive education can be barrier to implementation of this wonderful aspect of education (Ainscow & Booth, 2005). Lack of powerful policy to support the implementation of inclusive education programme in Kenya is another problem facing this aspect of education. The policy makers most a times play **non-chalet** attitudes to promote inclusive education.

There has been shortage of resources which include classrooms, desks, textbooks such as talking books for the blind, Braille machines for the blind and classrooms constructed using rumps to facilitate the movements of students with physical disabilities such as the lame and failure to embrace the assistive technology as most schools still use outdated technology to do even office work, hence cannot afford computer based assistive technology for their students with special Educational needs such as large prints, on screen reading, compact discs, and also talking calculators. These problems are evident in the dilapidated structures used as classrooms which cannot cater for the lame students and also the poor construction strategies used by designers of some facilities in some schools which include the library, laboratory, classrooms and toilets.

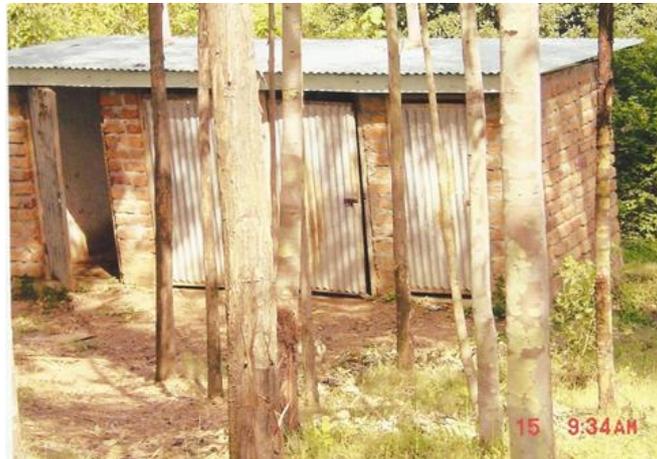


Figure 1: The state of toilet in a participating school.

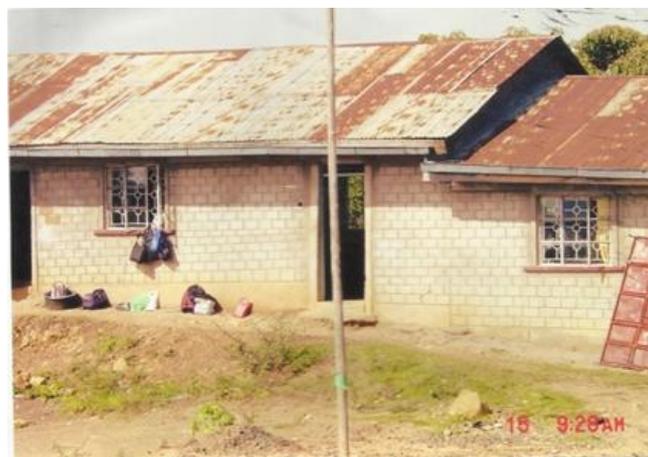


Figure 2: The condition of doors as entrance to classrooms

The legal provisions and policies governing education in Kenya as spelt out in the schools management guide (Ministry of Education, 2003) outline the number of sanitation facilities required in a school. According to this guide, sanitation facilities required should be in the following ratio 1: 30 for boys and 1: 25 for girls, a urinal pit for boys and at least one toilet for staff. The study carried out in the past found out that 5.6% of the schools that were involved in the study had been closed down due to lack of toilets. A study in 2004 by Ngetha carried out in Ruiru Division established 74% of the schools experienced a shortage of latrines. This is wrapped up by de Vreede (2003) who agrees that a severe shortage on toilets in many public schools is undermining the efforts to provide quality Education due to delays caused as students queued to visit toilets interfering with the school timetable. The rugged entrances hinder students' movements such as the orthopedics. The teacher student ratio is another evident factor that hinders admission of students to schools as admission is done considering the availability of space in the already available classrooms. Students are so many in regular classrooms which hinder the teachers from giving individual attention especially to students with special needs. With problems experienced in admission as principals have to limit admission considering the amount of facilities available in schools. More challenges are met with students with special needs ranging from attendance as evaluated from the attendance register maintained by the class teachers, majority of these students rarely come to school

A national study by UNESCO (2005) established that most secondary schools did not have adequate classrooms to accommodate the large numbers of pupils enrolled in primary as a result of free primary education

and further transition to the secondary level. UNESCO (2005) further suggested that part of the constituency development funds should be used to put up classrooms and toilets or rehabilitate facilities in schools to provide students with an enabling learning environment. Principals would embrace assistive technology that is, the use of computers and other modern technologies to facilitate learning in the inclusive classrooms. Others include the use of talking calculators, talking books, screen reading and large prints on screen to assist both visually and hearing impaired students. Remedial lessons was also suggested by the principals as a way of giving these students extra lessons and time for the internalization of concepts taught in class and for any further simplification of concepts or on any difficult task for them.

For teaching and learning to be enhanced in inclusive classrooms, the teachers and students should be trained in certain skills like sign language for the hearing impaired and the school should be equipped also with the right infrastructural and instructional materials such as the right text books and buildings for each case of specialty. In relation to the above statement and with the analysis of data on teachers also considering the stock of teachers, UNESCO (2005) notes that “stock should be built up into national aggregates by level where applicable such as the stock of teachers in each sector of the educational services compared with the desirable situation based on official staffing formulae”

Possible Policy Strategies to Address the Factors Hindering the Provision of Efficient Inclusive Education

The government should aid schools to put up the right infrastructure and instructional materials for special educational needs through the provision of funds allocated specifically for special needs education. Parents should be sensitized on the importance of taking these children to school and not view it as a curse having a disabled child. Admission of these children to schools is to be decentralized too. Well-wishers, development partners and churches to assist the government to ensure that these children get the required education through such provisions as funds for purchasing their special facilities or and donate the facilities to schools by themselves.

Table 5: Principals Policy Strategies to Inclusive Education

Response From Principals	F	%
Government aid in construction of inclusive classrooms in proper designs	28	82.35
Intensive funding of schools by the government for availing facilities	34	100.00
Adequate training of teacher's	34	100.00
Adequate funds to assist Integrate Assistive Technology through ICT in Education	19	55.88
Sensitization of all education stakeholders as parents on inclusive education	13	38.23

Source: Principals interview schedule.

3.1.5 The quality of teaching was affected where both the regular and the special pupils were taught in the same class since the teacher concerned had to divide their time and attention between both the two category of learners and this made the syllabus coverage a very slow process.

3.1.6 The majority of the respondents were female teachers and this showed that most female teachers had a motherly touch for the special children and they had therefore taken up the SNE course or had the interest of such pupils at heart.

3.1.7 Pupils with special learning needs have different learning ability and competencies as compared with their regular counterparts and therefore they should be treated according to these individual differences both in school and at home.

The outcome of the study established that in the last five (5) years, the SNE programme has faced several challenges which have hindered complete success in the process of implementation of SNE in Nyeri town, Nyeri County. Only five (5) out of the total 42 public primary schools in the study locale have integrated special units in the mainstream schools which is a very small representative portion. According to the Area Educational Officer-SNE coordinator, the total number of pupils who have been assessed and given placement in the special units within the regular schools was only 116 pupils out of the total 16,782 pupils in the mainstream schools. This gives a negligible 0.69% a representation far below MOHESTs recommendations. Majority of the respondents rated the status of SNE programme implementation as poor/ very poor at 38.8% and 23.8% respectively. The above status has been as a result of inadequate or total lack of the very important teaching and learning materials such as a revised curriculum, trained teaching force, proper physical facilities, other resources and equipment for the special learners in these schools. The quality of teaching/learning materials was evaluated using an observation checklist. The pupils with learning difficulties instead used the same facilities with their counterpart regular pupils. This posed a major challenge to both the teachers and the learners. Some of the respondents felt that more schools should open up a special unit for the pupils or try and

integrate them in the regular classrooms which would call for more time since the teacher will need to give specialized attention to the learners with learning difficulties.

The study also established that teacher preparedness in terms of training and experience posed a great challenge to SNE implementation. According to the study findings, most teachers agreed to the fact that their professional training was inadequate to take charge and impart knowledge and skills to pupils with special needs in education. They embraced the need to undertake specialized further training in special needs education so that they can be professionally prepared to handle such learners.

Other barriers/ challenges were also identified to have rendered the process of implementation a failure. Such barriers/challenges include the following;

First, the socio-cultural factors whereby according to the research results, most respondents felt that the society greatly contributed to the negative attitude towards learners with special needs in education and that the reason for such failure is the cultural beliefs and values in the society. Some cultures blame the causes of disability to ancestral sins and other misdeeds and such beliefs lead to exclusion of such pupils in any school environment. The study showed that the attitude reported was generally unfavorable and many teachers, regular pupils and the society at large were seen to perceive such learners in a negative light.

Second, Parental factors has as well contributed to the problem of exclusion in that the parents of pupils with learning difficulties suffered extreme stigmatization by the members of the society. Some parents were also found to be ignorant about their child's incapability since they have not taken their children to the area assessment and placement centre in the county. It's worth noting that majority of members of the community are very unsupportive and these parents are left to struggle with their problems bearing in mind that most of these parents are languishing in abject poverty. Parents and pupils themselves have important contributions to make to shape the implementation of inclusion (Lindsay, 2007).

Third, School-based factors such as unavailability of instructional materials, lack of an SNE learner-centered inclusive curriculum and inadequate teaching strategies. Most of the physical facilities in the sampled schools were highly unsuitable for the SNE pupils. Toilets, Playgrounds, play materials, classrooms and building designs which were not adapted to suit the SNE pupils. Fourth, The play fields were littered with objects, stones, grass and pieces of wood exposing the learners to great dangers and therefore they should be cleared of such dangerous things. The play items which were available in a few schools need to be repaired so they can be of use to these pupils.

Socio-economic factors were, according to the research findings, the least influential challenges to the process of SNE implementation since the Government in 2003 declared primary school education free for all pupils and therefore the parents' financial burden was partly settled. It's good to note that families with such special children were mainly from poor economic backgrounds and such parents do not even have the very basic education which would make them want their children to be better than selves in terms of academic attainment.

III. Conclusion And Recommendations

The gist of this study was to examine the strategies employed by primary school stakeholders to cope with the challenges experienced in implementing inclusive education in Rongo Sub- County, Migori County, Kenya. The study has come up with several findings which lead us to arrive at nine conclusions. First, one of the challenges encountered by teachers in their effort to implement the SNE programme in schools is inadequate teaching-learning resources in the schools practicing inclusive education in schools in Migori County such as play facilities and instruments, assistive devices ,space and an up to-date curriculum to guide the concerned teachers.

Secondly, the teachers who were sampled in the schools with special units were trained but had inadequate experience and confidence to handle the pupils with special needs effectively. They therefore were for the policy idea of frequent in-service training by the Government.

Third the other key barriers to effective SNE implementation process in public primary schools are mainly; socio-cultural factors leading to stigmatization, parental factors such as highly un-cooperative parents and delayed disbursement of funds to the area education office dealing with the SNE programme.

Fourth, in almost all the studied schools, the main respondents were female teachers and this depicts that most of the special needs education trained teachers were mainly females. From some informal interviews conducted from the school-community within, most of these pupils were brought to and picked from school by their female parents or guardians.

Fifth, some of the strategies that need to be put in place for successful implementation of SNE are increased funding by government, faith-based organizations, donors, and other well-wishers. Others include parents –teachers co-operation, frequent door to door home-visits of SNE teachers to pupils with learning difficulties homes, proper planning in schools to cater for the special pupils needs adequately and provision of a well-defined curriculum.

Sixth, the objective of education for all (EFA) is to achieve equal educational opportunities for all children in the 21st century, despite their peculiarities. Hence, the concept of inclusive education is a welcome development. This aspect of education has been seen as the latest acceptable educational alternatives for special needs persons all over the world; it enables bringing together the students with special needs and their normal counterpart into one educational environment without discrimination. More so, for inclusive education to be successful, all stakeholders and policy makers involved in inclusive education must join forces to promote this aspect of education, which is the true representation of the Education for All. The key education stakeholders including school headteachers, teachers, members of the Board of Management and guidance and counselors in schools are the key role players in ensuring that the goals of inclusive education are actualized in the Republic of Kenya and in other developing nations. The concerted efforts of all these key stakeholders should guide students with special needs to develop their capacities as thinkers and make them have the awareness of their capacities as thinkers; capable of developing skills, tools, attitudes to become increasingly independent as learners. Seventh, the study indicates that the education stakeholders such as parents, students, teachers, DEO are facing key problems in the process of implementing inclusive education in secondary schools in Rongo District. In relation to enrolment trends of students with special educational needs in regular schools, the following problems were realized; in admission to school, only few students of averagely 5 seek admission to school which is less than the number available for such cases at the district public health facility. The parents also contribute to low enrolment as they hide their children with disabilities at home for fear of being ridiculed and termed people with curses as according to African traditional values giving birth to a disabled child is considered a curse and hence punishment as a result of previous wrong doing by the family. Inadequate financial allocations by the Government of Kenya through the Ministry of Education for procurement of special facilities to facilitate learning in inclusive classrooms exacerbate the problem and lead to high dropout rates and low graduation rates. It is thus arguable that these combinations of factors have hindered the efficiency in the provision of inclusive education since personnel and facilities were not availed to facilitate the teaching and learning process.

Eighth, this study further established that the principals and teachers face great problems in the process of implementing inclusive education as some do not even understand the term “inclusive education and implement it unknowingly when they admit students with autism, partial blindness, physically impaired and mentally handicapped. To further compound the problem, teachers have not been trained to handle inclusive classrooms which contain the hearing impaired since they are not trained in sign language and the blind since they have no training in Braille machines or any other assistive technology in line with special educational needs (Koweru, Makori & Orodho, 2015).

Finally, the building designs do not allow for free mobility of students with special educational needs especially the orthopedically impaired. Parents do not take their children to school since they view disability as a curse shunned by the community. This shows how the community has also neglected its role in education and left every responsibility in the hands of the government. These problems have hindered even the attainment of education for all goals as some always advise some cases of specialties to get admission in special unit schools which most parents cannot afford due to poverty while other students rely on their students colleagues support during learning process. It is hence the contentions of the researcher that the success of the inclusive education will largely depend on aggressive sensitization campaigns to enable all stakeholders in education understand their roles in the provision of inclusive education and this will debunk the idea that the government is the only body that should take full responsibility over inclusion.

A systematic synopsis of the challenges and coping strategies being employed in Rongo Sub-County, Migori County has led to the following recommendations:

1. There is need for all secondary school teacher to receive in service training in special educational needs and for those joining the fresh training, a common unit should be designed on special educational needs especially on sign language and Braille machines and reading of Braille text books to equip them with appropriate skills in readiness for integrated classrooms.
2. The community which includes parents should be sensitized on her role in ensuring success of inclusive education. Parents to be made to understand that giving birth to disable child is not a curse hence they should expose these children to all the opportunities available in the country in education in order to maximize their potentialities.
3. The government should allocate funds to schools to help in procuring special facilities for special needs education such as talking books, taking calculators, Braille machines and computers for ICT in education. The government should also increase fund allocations to schools especially those from regions without adequate resources. CDF and LATF funds should be channeled to public schools to aid in development project such as building of properly designed classrooms and toilets.

4. The trained teachers in the required skills for inclusion should be posted to various schools putting into consideration the pupil teacher ratio and number of lessons taught per subject if we are to attain 100% literacy and get every child of 6+ years to school as per the basic education act, (2013) without experiencing hiccups' as dropouts and low completion rates for the realization of efficient integration.
5. The guidance counselors are the key role players in ensuring that the goals of inclusive education are actualized in Nigeria and in other developing nations. The counselors should guide students with special needs to develop their capacities as thinkers and make them have the awareness of their capacities as thinkers; capable of developing skills, tools, attitudes to become increasingly independent as learners.
6. Policy guidelines to be formulated and implemented to the letter decentralizing the system of admission of students with special educational needs as it has been realized that some principals deny some disabled children admission because they do not have appropriate facilities to cater for their inclusion, for efficiency to be realized in the provision of inclusive education, the government should enforce workable policies through appropriate implementation.
7. The inclusive education has been lauded in this study as the latest acceptable educational alternatives for special needs persons all over the world; it enables bringing together the students with special needs and their normal counterpart into one educational environment without discrimination. As a consequence, it is strongly recommended that for inclusive education to be successful, all stakeholders and policy makers involved in inclusive educational provision not only in Kenya but also most other developing countries experiencing similar challenges must join forces to promote this aspect of education, which is the true representation of the Education for All.
8. Policy guidelines to be formulated and implemented to the letter decentralizing the system of admission of students with special educational needs as it has been realized that some principals deny some disabled children admission because they do not have appropriate facilities to cater for their inclusion, for efficiency to be realized in the provision of inclusive education, the government should enforce workable policies through appropriate implementation.
9. The inclusive education has been lauded in this study as the latest acceptable educational alternatives for special needs persons all over the world; it enables bringing together the students with special needs and their normal counterpart into one educational environment without discrimination. As a consequence, it is strongly recommended that for inclusive education to be successful, all stakeholders and policy makers involved in inclusive educational provision not only in Kenya but also most other developing countries experiencing similar challenges must join forces to promote this aspect of education, which is the true representation of the Education for All.
10. The government should make all the possible efforts to improve and modify the existing physical facilities to make sure they are barrier-free and therefore easily accessible to all learners. It should also increase the budgetary allocation to SNE in its annual budget
11. . Teacher training should be enhanced especially through in-service training of the classroom teacher and more colleges established for those willing to undertake training in the SNE field and those already in existence upgraded to offer quality teacher training.
12. Creation of mass awareness among all the stake holders on the plight of learners with special needs and especially establish collaboration between the teachers and parents. This will go along way in changing the negative attitude towards implementation of the SNE programme. Currently, some of the teachers interviewed argued that the ongoing home-based programmes have not been very successful since they lack financial support to undertake this programme. There are set days when the SNE teachers visit the parents who have children with special learning needs in their homes but the challenge is the very high expectations of parents during such visits. More days should be allocated for such visits in a week through the Area Special Education Coordinator and increase funding to try and help these parents during such visits in their homes especially with the basic human needs.

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