

Inclusive educational practices in Kenya: Evidencing practice of itinerant teachers who work with children with visual impairment in local mainstream schools

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Abstract

This article presents a findings from an investigation of the work of 38 specialist itinerant teachers (ITs) supporting the educational inclusion of children with visual impairment in Kenya. The research was designed around a participatory action research framework involving in-country researchers and participants (teachers) working in collaboration with researchers in the United Kingdom. Following an introductory training workshop, participants kept research journals over a 2-month period in which they recorded details of their itinerant duties (including the processes and content of their visits). Findings provide information about local practices of ITs support for children with visual impairment in mainstream schools and raise broader questions about the barriers to learning and development facing children with disabilities in mainstream schools in Kenya and other developing countries.

Keywords: Inclusive education, Visual impairment, Kenya, Itinerant teachers **and** Participatory action research

Full text: <https://www.sciencedirect.com/science/article/pii/S0738059310001203?via%3Dihub>