

Implementation Status of Inclusive Education Practices In Regular Primary Schools in Siaya County, Kenya

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Abstract

Inclusive education involves transformation of regular schools into barrier free environment to accommodate all learners. Its successful implementation is founded on policy which advocates for availability of trained personnel, zero discrimination on admission, school-community collaboration, curriculum differentiation, provision of related services and above all inclusive values. Although Kenya has for a long time advocated for inclusion, a number of reports have indicated that education leaders, school principals and other key players in the education system are not aware of inclusive education policy and practices. This has resulted into implementation challenges. Based on the foregoing, a study was set to investigate the implementation status of inclusive education in Siaya County, Kenya. This county had comparatively the highest number of teachers with inclusive education orientation . The purpose of the study was, therefore, to establish the extent to which teachers had implemented inclusive education practices. Specifically the study looked at the availability of policy and legal documents in schools, assessment of learners on admission, availability of trained personnel, school-community collaboration, curriculum differentiation and provision of related services. Descriptive Survey research design was used in the study. Target population comprised 216 teachers and 72 head teachers. Study sample comprised of 196 teachers and 65 head teachers selected through saturated sampling approach. Instruments for data collection included Questionnaires for teachers and head teachers, Interview Schedule for head teachers, and Observation Checklist. Results indicated that schools lacked policy documents on inclusive education in their custody, there was fair assessment on admission, the number of trained teachers were significantly low, the curriculum was not being differentiated in most schools, and there was lack of provision of related services. All these had implications on implementation of inclusive education. Beyond developing policies in inclusive education, educationists need to come up with implementation strategies as well as enforcement plans for successful uptake in schools.

Key Words: Inclusive Education, Inclusive Education Policy, Inclusive education Practices, Implementation status, Siaya County, Kenya

Full text:

http://oasis.col.org/bitstream/handle/11599/3375/PCF9_Papers_paper_254.pdf?sequence=1&isAllowed=y