# Instructional Frameworks As A Determinant Of Effective Management Of Inclusive Education In Technical And Vocational Education Training Institutions In Uasin Gishu, Kenya

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*Abstract: The purpose of this study was to establish from the administrators their perception on how institutional frameworks determines effective management of inclusive education in Technical and Vocational Educational Training Institutions (TVET). The frameworks examined were; adequacy and accessibility of resources, stakeholders preparedness for implementing inclusive education and training on management of disability mainstreaming policy. The sample size were eight administrators, and 14 students with disabilities who responded to a questionnaire and in-depth interview. The study was carried out in Uasin Gishu District in the Republic of Kenya. Findings of the study were that to a greater extent the institutional frameworks are not adequate. The infrastructures especially old buildings are not accessible by the disabilities. The administrators needed further training on skills on operationalizing the disability Act and all other mainstreaming policy.*

*Keywords: Mainstreaming, inclusive education, disability, institutional framework.*

## I. INTRODUCTION

The concept of inclusion was conceived in 1948 with the declaration adopted by the United Nations General Assembly on the International Bill of Rights which recognizes that all human beings are born free and equal in dignity and rights (Rodrigue, Barrett and Forrest, 2010). Inclusive education is a commitment to educate each child to the maximum extent appropriate to his or her potential. It entails developing and designing schools, classrooms, programs and activities in a way that all students learn and participate together. It also entails creating an enabling environment that provides for acceptance of children to play and interact without any prejudices.

The definition of disability, both in the constitution of Kenya and the People with Disability Act it has given a similar meaning as that which has been assigned under the UNCRPD, disability includes any physical, sensory, mental, psychological or other impairment, condition or illness that has, or is perceived by significant sectors of community to have a substantial or long term effect on an individual's ability to carry out ordinary day to day activities (Chapman, 2012).

Disability mainstreaming is the process of integrating formerly segregated and or stigmatized issues and people into mainstream society and development programmes (www.jkuat.ac.ke gmc disability). The government has set up Educational Assessment Resource Centre (EARC) which assesses the educational needs of children and also supports the development of special schools to the centre for disabled children. The Ministry of Education provides for children with physical and mental disabilities to be placed in mainstream schools. The Kenya Institute of Special Education (KISE) which is a government institution was established in 1986, with the aim of meeting the educational needs of disabled children, youth and adults.

The Kenyan government has put effort in promoting inclusive education. The first post – independence policy in Kenya for disability issues resulted in the Ominde commission of 1964 that recognized the need for education and training for disabled people (Ngaroga, 2008). By 2012 the government

mainstreamed issues of disability in national development, all public buildings to make public buildings and public vehicles accessible. It is sad to note that the directive has not been fully implemented. Many disabled children have not been able to access free primary education they are entitled to due to unfriendly means of transport, access to appropriate teaching materials and accessibility to buildings (East African Community, 2012). According to study by Mitra (2011) posits that disability prevalence is more than 50% higher in rural areas compared to urban 6.9% verses 3.0% respectively. Majority of the population in Kenya lives in rural areas which has implication for disabled people as it brings with it a whole range of additional barriers. Moving around becomes difficult, the ground is rough and un even.

Efficient environment is vital for effective learning. An effective learning environment is one which offers individualized instruction employing active, cooperative and democratic teaching approaches with structured content and quality learning resources (Nanzhao, 2009). The big question is, are classroom in Technical and Vocational Education Training (TVET) institutions inclusive? Are administrators regularly enhanced with capacity building?.

Effective learning environments require teachers to develop students holistically, provide them with learning opportunities, provide adequate resources and technology. The environment should be healthy, hygienic, safe, inclusive and free with adequate water and sanitation facilities and healthy classrooms, healthy services and life skills (R.O.K, 2012). The environment defends and protects students from abuse and harm and also provides them with positive experiences. The curriculum should use varied learning modalities to appeal to different learning styles, visual, auditory and kinetic. It should group learners with mixed abilities, accommodates those with disabilities both visual and physical and diversifies the educational experience of all students (Akoto, 2009). However, providing effective learning is a challenge in TVET institutions due to lack of basic learning resources including text books (Njui , 2017 ).

Other ways of enhancing effective learning environment include providing learner academic support in order to help individuals access the full curriculum by putting in place ramps, escape points in case of fire and assistive technology such as Braille, white sticks and others. It is important to note that TIVET institutions in Kenya are faced with myriad challenges in providing quality learning environments due to lack of sufficient infrastructure, basic learning resources such as text books, Braille's. This is compounded by knowledge gaps among teachers in their disciplines of specialization. Inclusive learning institutions should promote gender equality in enrolment and achievement, guarantee girl – friendly facilities , eliminate gender stereotypes in curriculum and teaching learning processes, socialize girls and boys in a non-violent environment and encourage respect for others rights , dignity and equality ( UNICEF, 2009 ).

Inclusive education is beneficial in many ways; families visions of a typical life for their children can come true. Parents want their children to be accepted by their peer, have friends and lead regular lives. Students develop a positive understanding of themselves and others, friendships develops, students learn important academic skills and all students learn by being together. Because the philosophy of inclusive education is aimed at helping all students learn, and benefit, learn at their own pace and style within a nurturing environment.

The overall goal of the Ministry of Education, Science and Technology (MoEST) is to provide equal access to education for both boys and girls irrespective of socio-economic status. This was in pursuant to the government's commitment to achieving EFA by 2015 (RoK, 2007). Vocational educational programme have traditionally been ability-segregated, sex- segregated and thus channeling ability, disability, males and females into different courses. While People with Disabilities (PWD's) are trained predominantly in low skills programmes, persons without ability can be found in technical fields, trades and agriculture. Enrolment in such programmes has a very significant impact on subsequent employment. PWDs are also under-represented in apprenticeships because they are less likely to learn about high skill programmes. TVET must respond with all-inclusive learning programmes, both in content and delivery, including measures to attract all citizens into careers. Facilities need to be disability sensitive (UNESCO, 1999), Mainstreaming of inclusive education faces various challenges. Lack of commitment of educators to teach students with disabilities in the institutions of learning. Some teachers were haphazardly trained in handling Special Needs students, whereby they did general bachelors in education and only did a unit in diploma in Special Needs in education. This endow them with skills to teach basics only. Therefore inadequate preparation of pre – service and in – service teachers to teach in inclusive classroom. Lack of awareness amongst community members about the need to educate students with disabilities and lack of funding. Ajuoga (2017) identified a number of strategies that can address some of the barriers. Such strategies are availability of support in the form of educational materials for students with disabilities and the active involvement of parents.

Through a survey of the literature there are several justifications for enhancing institutional frameworks for effective management of inclusive education in TIVET institutions. The gains can be summed as; educational, social, and economic justifications. The requirement for inclusive schools to educate all children together means that teachers have to develop ways of teaching that responds to individual differences and that therefore benefit not just the students with disability but all students. Socially inclusive school are able to change attitudes towards diversity by educating all students together where they start seeing how they are similar to rather than how they help form the basis for a just and non discriminatory society. Economically it is less costly to establish and maintain schools that educate all students together than to set up a complex system of different types of schools specializing for different groups of students.

Specific objectives of the study were to:
- ✓ Determine adequacy and accessibility of resources in Technical and Vocational Training institutes.
- ✓ Examine preparedness of administrators to implement inclusive education in Technical and Vocational Training institutes.

## II. METHODOLOGY

The study was carried out in Uasin Gishu District in Kenya. The total number of administrators were nine however, eight of them and 14 students were used for the study. The administrators were selected by saturated sampling technique, and students were selected by simple random sampling technique.

### INSTRUMENTS

Data collection instruments were questionnaire and interview scheduled. A likert scale was designed to establish the administrators perception about their preparedness to implement inclusive education. The interview schedule sought their opions about the resources and preparedness and thus helped in triangulation of the data collected. The interview also gave the respondents the opportunity to identify their felt needs to be addressed. The questions were open ended to afford the respondents a chance to speak for themselves. Validity and reliability of the instruments.

Three experts on the topic of study were asked to examine the instruments in order establish their face validity. Their comments and judgments were used to revise the instruments and ensure that they address the objectives of the study more effectively. To establish reliability of the questionnaire, a pilot study was conducted. In the pilot study, the same questionnaire was administered twice to the same respondents at an interval of two weeks. The mean scores of the respondents on the two tests were correlated using the Pearson Product Moment Correlation formula, which yielded a coefficient of 0.78. This was considered high enough to judge the questionnaire as reliable (Fraenkel and Wallen, 2000).

### DATA COLLECTION

The researcher visited the respondents at their places of work and administered the questionnaire and the interview schedule. All the respondents in the sample responded to the questionnaire and the interview schedule.

### DATA ANALYSIS PROCEDURE

Frequency counts were first worked out for the data collected through the Likert scale questionnaire, percentages of the respondents on each item of the Likert scale were the worked out. In the interpretation of the scores, a percentage of above 50 denoted a positive perception, a percentage of 50 denoted neutral and below 50 denoted a negative response. Interview data was analyzed by searching through the interview data to the objectives of the study then categories and themes were developed as emergent trend that gave meaning to the data.

## III. RESULTS AND DISCUSSION

### PERCEPTION OF ADMINISTRATORS ON ADEQUACY AND ACCESSIBILITY OF RESOURCES

The survey covered perception of the administrators with regard to adequacy and accessibility of resources. The administrators were asked to confirm whether the resources are adequate and accessible. The resources in question were the students hostels, play fields, libraries, classrooms, Braille's, wash closets, computers and support centre. Asked by the researcher whether the resources were adequate and accessible .The respondents gave varied verbatim responses as stipulated below;

*My Institute does not have adequate resources to cater for the people with disabilities because those tools are expensive and the government is to supporting.*

*I joined this college twenty years ago, found the old buildings which students are using, they were never planned for people with disability and minimal adjustment has been done on a few buildings.*

*The government has posted two teachers who can handle Special Needs but the majority lack knowledge in special education.*

*It is the NGO's who are willing to support people with disabilities but getting them is not easy these days.*

*There number of students with disabilities are few, it forces the college to modify the classroom and hostels to accommodate them. I have only managed to modify oneclassroom and dormitory on the ground floor………*

*Yes I know what mainstreaming is. It means the government posting teachers with disability to us and admitting students with disability even though we at first thought they would not cope.*

From the verbatim report above, it can be noted that resources are seriously lacking and that could hinder efficient management of disability mainstreaming in TVET institutions .This suggest that administrators are not prioritizing tools for disabilities in the budget. This could inform the utterance that they are expensive. The disabilities are marginalized in these institutions may be because they are few in numbers. The relationship appears hypocritical, the attitude is negative. This was seen when the principals expressed that they could not cope and suggest that NGO's to take charge and support. Yet the government has put various policies in place to legally take care of the disabilities. These include; The National Strategy for Development, Vision 2030, The National Children's Policy of 2007, National policy on People with Disabilities of 2006 (R.o.K, 2012). Article 54 in the constitution of Kenya makes access to inclusive education a constitutional right. The government requires education institutions to modify its facilities to cater for the disabilities needs.

Students with disabilities concurred that the facilities are not friendly, in some institutions the Administrators offices are situated on the first floor of the storey building making it difficult to access them .They further stated that support system is not established, they depend on fellow students to support them reach the library, there are no talking computers

and the doors are narrow for the wheel chairs.. It is sad to note that not all students are willing to offer support.

Many of the students drop out before completing the program. UNESCO (1999) observed that regular schools with an inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.

| Accessibility to learning materials | Frequency | % |
|---|---|---|
| Courses | 4 | 21.1 |
| Methods | 3 | 16 |
| Equipment | 3 | 16 |
| Assistive devices | 3 | 16 |
| Core texts | 3 | 16 |
| Other reading materials | 3 | 16 |
| Total | 19 | 100 |

*Table 1: Accessibility to Learning Materials for Students with Disabilities*

The researcher further observed and inquired on accessibility of curriculum for students with disabilities such as the courses, methods, equipment, assistive devices, core texts and other reading materials libraries. The table 1 indicates that accessibility to courses at 21.1 % for students with disabilities, the equipment at 16.0%, assistive devices at 16.0% the core texts and other reading materials at 16.0% for students with disabilities.

The accessibility of curriculum was observed and discussed in terms of accessibility to students with disabilities. The availability of course outlines in respect to individual needs for example in brail or sign language to increase accessibility. Information gathered was as shown on table 2.

| Curriculum used | Frequency | % |
|---|---|---|
| Very accessible | 1 | 33.3 |
| Accessible | 1 | 33.3 |
| Little accessibility | 1 | 33.3 |
| Not accessible | 0 | 0.0 |
| Total | 3 | 100.0 |

*Table 2: Accessibility to Curriculum*

It was reported as shown on table 2 that 33.3% of the TVET institutions had little mechanisms in place in terms of accessibility to curriculum. Mainly, 66.6% of the accessibility to curriculum for students with disabilities is based on being given individual assistance.

The teaching methodology mostly used in TVET institutions are group discussion, lecturers and assignments are mainly used while projects and practical's were least used (see table 3).

| Additional support | Frequency | % |
|---|---|---|
| Extra time | 1 | 16.7 |
| Sighted guides | 1 | 16.7 |
| Wheelchair assistants | 3 | 50.0 |
| Assistant aide | 0 | 0.0 |
| Sign language interpreter | 0 | 0.0 |
| Parents | 0 | 0.0 |
| Teachers | 0 | 0.0 |
| Students | 1 | 16.7 |
| Total | 6 | 100.0 |

*Table 3: Support for Students with Disabilities*

As presented on Table 3, the greatest support for students with disabilities was in assisting in pushing the wheelchairs 50.0%, while the lowest support was from sign language interpreter 0.0%, assistants' aid 0.0%, parents 0%, and teachers 0.0%.

## PREPAREDNESS OF ADMINISTRATORS TO IMPLEMENT INCLUSIVE EDUCATION IN TECHNICAL AND VOCATIONAL TRAINING INSTITUTES

The survey covered preparedness of the administrators to implement inclusive education in TVET as presented below.
✓ Preparedness for the management of inclusive education. The Administrators were asked to indicate the extent to which they are prepared to manage inclusive education under specific competencies such as training on disability mainstreaming policy. The administrators responses were presented in table 4.

| Administrators preparedness | No. of sample used | % |
|---|---|---|
| Adequately prepared | 0 | 0 |
| Not adequately prepared for students with disabilities | 7 | 75 |
| Not sure | 1 | 25 |
| Total | 4 | 100 |

*Table 4: Administrators Preparedness for the Management of Inclusive Education*

The results on Table 4 show that 75.0% of respondents indicated that they had no adequate preparation on the implementation of the disability act and the disability mainstreaming policy. The respondents also felt that they were not adequately prepared for inclusive education in public TVET institutions. Furthermore, 25.0% respondent indicated no idea of inclusive policy, disability mainstreaming and disability Act.

The findings show that administrators are not acquainted with The Persons with Disabilities Act 14 of 2003 in Kenya which advocates for equal opportunities and realization of rights for persons with disabilities; and further reiterates that learning institutions shall take into account the special needs of persons with disabilities with respect to the entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements and other similar considerations. Other legal policy documents which have guided the development of education such as Education Act 2013, National Education Sector Plan (2013-2018), Sessional Paper No.14 of 2012 have placed significant emphasis on Inclusive Education and greater emphasis on TVET education. However, this has not been fully achieved fifty one years (2016) later and Inclusive Education has not fully been realized in basic institutions of learning.On the other hand the data is a clear indication that the admistrators who were not adequately prepared for the disability policy mainstreaming and management of inclusive education needs training in operationalizing some of the acts promoting Inclusive Education.

One of them said that "the ministry does not train us on special needs education and there is no in servicing". This implies that they lack the skills required to efficiently manage inclusive education. Another administrator said that, "in my

college i have only two students with a disability out of 1000 students and i rarely see them.....". This indicates that the students are marginalized, vulnerable and un noticed by the managers within the institutions. This implies that the relationship is minimal, however the administrators should demonstrate a characteristic of being an outstanding teacher, establish and maintain a good rapport with students and display excellent interpersonal skills. Lack of adherence indicates that administrators are not acquainted with The Persons with Disabilities Act 14 of 2003 in Kenya which advocates for equal opportunities and realization of rights for persons with disabilities.

✓ Training on Management of Disability Mainstreaming Policy Specific competencies covered were; in organized trainings, areas taught, required skills and role of support committees. The findings are reported in Table 5.

| Trainings and skills acquired | Frequency | % |
|---|---|---|
| Organized by National Council for Persons with Disabilities | 1 | 7.7 |
| Kenya Bureau of Standards | 1 | 7.7 |
| Skills on ramps construction | 2 | 15.4 |
| Knowledge on Inclusive Education | 1 | 7.7 |
| Workshops and seminars exposure | 2 | 15.4 |
| Skills on formation of disability mainstreaming committees | 2 | 15.4 |
| Requires Training | 4 | 30.8 |
| Total | 13 | 100.0 |

*Table 5: Training on Management of Disability Mainstreaming Policy*

The findings on Table 5 show that all (100.0%) respondents agreed on need for more training if they are to implement and manage Inclusive Education in the public TVET Institutions. In analysing training of the implementers on the necessary skills and knowledge on Inclusive Education, 50.0% of the administrators had interacted with various organisations and exposure on skills promoting Disability Mainstreaming Policy on Management of Inclusive Education in Public Technical and Vocational Education and Training Institutions in Kenya. However, they noted that key areas of concern were not tackled. Such as curriculum instruction with respect to the entry requirements, class schedules, physical education requirements, screening students with disabilities and interpretation of legal documents. One respondent said that, " I did not know that hunch back is a disability among students, otherwise there is one in my college." This can be explained by the fact that their pre – service training did not cover Special Needs Education ( SNE) . From the interview non of the administrators is a graduate in SNE .

The purpose of training administrators is to improve disability mainstreaming in the public institutions. The administrators should have the following qualities;
✓ willingness and eagerness for continued learning
✓ qualified with sound up to date knowledge of the subject areas
✓ well trained in techniques of evaluation and
✓ experienced in teaching ( Lovell and Wiles, 1983).

It is worth noting that the functions stipulated above are missing among the administrators. The training of

administrators is essential as a means of providing them with skills unique to disabilities mainstreaming and to facilitate their understanding of the appropriate policies and legal framework regarding inclusive education.

The respondents were further asked to indicate areas that if trained would influence the performance of the mainstreaming policy in TVET institutions in Kenya.
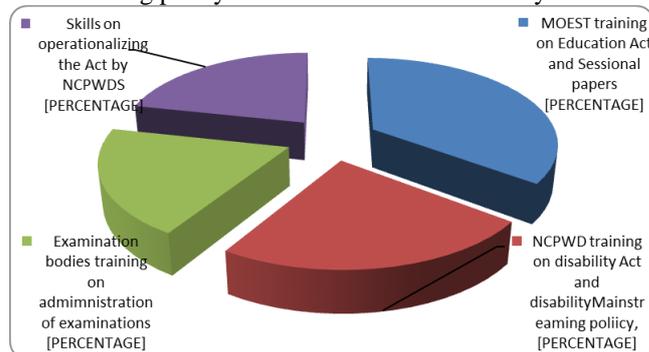


*Figure 1: Trainings by different organizations*

The findings in figure 1 show that, 35.0% of the respondents needed training by National Council for Persons with Disabilities while 23.0% of them indicated the need for training by MoEST. However, 22.0% of them needed skills on operationalizing the disability Act. Further 20.0% of them also indicated the need by the examination bodies such as Kenya National Examinations Council, National Industrial Training Authority, Kenya Accounts Schools National Examination Board and City and Guilds on administration of examinations for people with disabilities.

The government has allocated funds for strategies to this effect: developed a Constitution (RoK , 2010) that promotes equal rights and opportunities, advocates for inclusion in education, and offers bursaries for TVET education. Thus training of the Administrators and staff in Public TVET institution to realize the access of education for persons with disabilities at this level of education is well-dressed in the educational Sessional paper no.14

Each institute is required to establish support committee to take care of the students with disabilities needs. The study established that among the institutes visited only one had such a facility. It is important to note that it was not actively operational. Administrators unanimously agreed that they needed additional training before and after recruitment. They felt that they do not appear credible at times because they are normally picked from classroom without prior training in mainstreaming of disabilities. The prioritization of the training of administrators is essential in addressing the question of maximizing use of resources against competing needs (Ajuoga, 2014).

## IV. CONCLUSIONS AND RECOMMENDATIONS

On the objective of resources, it can be concluded that they are inadequate and inaccessible. The Ministry of Education to consider increasing budget allocations for TVET in meeting needs of the mainstreaming policy in the public institutions. Administrators are not prepared for implementing inclusive education, the administrators are lacking training on management of disability mainstreaming policy. Training is

needed for various stakeholders in touch directly or indirectly to TVET institutions especially the staff, administration and parents. Students with disabilities should be given medical support not only by well wishes but also through a structured system.

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