KENYA

Regional Seminar “Poverty Alleviation, HIV and AIDS Education and Inclusive Education:
Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa”

Nairobi, Kenya, 23 – 27 July 2007
INCLUSIVE EDUCATION; THE WAY OF THE FUTURE

KENYA COUNTRY PAPER
Approaches, Scope and Content

Definition of inclusive education

An approach that challenges exclusionary policies and practices so as to address learning needs of all learners in regular schools and classrooms.

It means including all children who are left out or excluded from school and can be catered for in both formal and informal setting.
Critical aspects of the conceptualization

- Addressing needs of all learners equitably
- Elimination of bias in the educational system
- Developing diverse curricula in education.
- Use of 3rd channel approaches
- All children have a right to be educated together regardless of learning difficulties: a social and educational responsibility
- In curriculum development process, all stakeholders in the community are involved to ensure needs of all children in the society are met.
term inclusive over the years has meant including children with disabilities in regular classroom where all other children are.

Now targets groups that have been excluded from educational opportunities; orphans and vulnerable children, children living in poverty, those from ethnic and linguistic minorities, girls, and children from remote areas and those with disabilities or other special educational needs.
Groups to focus on:

- Orphaned and Vulnerable Children (OVCs)
- Those with special needs
- Those effected by HIV and AIDS
- Those discriminated because of gender, culture and religion
- Adult learners
- Out-of-school youth
- Those in ASAL/ marginalized areas
- Street families
- Nomadic children
- Adolescent mothers
Current main sources of exclusion

- Due to lack of clear guideline in inclusion policy
- No mechanism for flexible delivery of curriculum to cater for children with special talents and abilities
- Culture/cultural barriers
- Religious inclinations
- Discrimination due to handicaps/disabilities
- Poverty/inadequate resources
- Child labour
- Inadequate places to allow for maximum transition from primary to secondary
- Regional and gender disparities
- Inadequate quality assurance mechanism to oversee inclusion
- Teachers not adequately qualified to handle special cases in school
Sub-Theme 2: Public Policy
Role of inclusive education on the curriculum reform and educational agenda for Kenya

- Policies in place for Non Formal Education to reach those who are not able to attend formal schools
- Adaptation of curriculum for special needs education
- Development of curricula for special needs education
- Policy in place for child labour and orphans and vulnerable children
Significance of its role (evidence)

- Giving financial sustainability to policies
- Setting up of Street Families Rehabilitation Trust Fund by government where education plays a key role
- Provision of Free Primary Education (FPE) for learners in primary schools
- Using FPE support grants to NFS on formal/non formal education centres in informal urban settlements, ASAL areas and pockets of poverty areas.
- Increased number of learners accessing basic education
Provision of effective learning opportunities for children in regular school.

Provision of Free Primary Education for learners in primary schools

Conducting parents and leaders orientation workshops.

Training of School Management Committees to manage institutions and finances.

Children with special needs receive special capitation grants

Constituency Development Funds support access to education

Government policy on construction of learning institutions to be user friendly.

Provision of bursaries
Sub theme 3: System, Links and Transition
How the concept of inclusive education is integrated in the curriculum structure of basic education

- mainstreaming Early Childhood Development and Education as part of basic education
- enhancing school readiness for children who are joining primary school with no ECD experience
- adapting the regular curriculum for learners with special needs
- increasing access among children with special needs by facilitating prompt and appropriate identification, assessment and placement
- increased access, retention and completion rates in basic education
- increasing transition rates from primary to secondary schools.
If inclusive education is conceived as a way of democratizing opportunities for life-long learning

- System that allows a smooth transition of learners from ECE to primary school, NFE to formal/regular system and primary to secondary.
- Different curricula providing diverse foundation for life long learning.
- Need for compulsory basic education to lay a foundation for future learning.
If the system is flexible enough to allow accessing education and developing life-long learning

The following is in place:
- Free Primary Education policy
- Re-entry to school for adolescent mothers
- Developing of Non Formal Education secondary curriculum (on going)
- Mobile schools
- Multi-shifts and multi-grade learning
- Fast tracking over age learners
- Creation of learner friendly environment in schools.
- Diversified curriculum
- Flexibility brought by diverse modes of NFE delivery
Sub theme 4: Learners and Teachers
On going processes of curriculum change that foster learning environment that can facilitate inclusion at the school and classroom levels

- Boarding schools and mobile schooling in arid and semi-arid districts
- Revision of curriculum to make it manageable
- Provision of curriculum support materials
- Orientation of teachers on the new curriculum
- Government commitment to providing teachers to schools
- Government support by provision of learning materials under FPE support programme.
How the learning process can be activated with children of very different abilities

- Curriculum that is all inclusive and addresses learners with special needs
- Teaching methods varied to suit different learners
- Fast tracking learners of higher age
- Enhancing quality control through the work of Quality Assurance and Standards.
- Preparing teachers adequately
- Identify and meeting the needs of the learners
How and extent to which teachers are equipped with the required competencies to attend to diversity of learners expectations and needs

- Teachers trained for learners with special needs
- Orientation of teachers for non formal education (those in it are regular teachers and volunteers)
- A component of special needs education being incorporated in primary teacher education curriculum.
- Regular in-servicing of teachers
Outcomes that are already achieved in these areas