

**EDUCATIONAL PROVISION FOR CHILDREN WITH SEBD IN KENYA:  
A REVIEW OF THE CURRENT PRACTICE**

**by**

**LEONARD GITONGA KIARAGO**

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## **ABSTRACT**

The study was conducted to investigate Kenya's milestones in realising the Millennium Development Goals and the Education for All goals with regard to educational provision for children with SEBD in Kenya. A multiple case study design involving a mainstream school and a rehabilitation school was adopted. Data was collected using semi-structured interviews, observations and document analysis, which was then systematically coded before proceeding to cross-case analysis for interpretation and to draw conclusions. The study findings revealed that despite the efforts made by the Government of Kenya to achieve the EFA goals by 2015 and to improve the quality of education for children with SEN, there was evidence that children with SEBD remained marginalised, with most receiving no education at all. This was largely attributed to an unwillingness by mainstream school teachers to accommodate children with SEBD; an exam-oriented curriculum, which did not accommodate learners with SEN; lack of alternative education for children with SEBD who could not cope within the mainstream school system; and lack of clear policy guidelines on behaviour management and the educational provision for children with SEN in general.

## **DEDICATION**

I would like to dedicate this thesis firstly to my late mother-in-law, Mercy Wambui Muriithi who provided unreserved moral and financial support. Her memory will be with me always. Secondly, to my wife Faith Kawira who provided unconditional support and encouragement whenever I felt like the journey towards the doctorate was too long. This thesis would not have been possible without their support.

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## LIST OF ABBREVIATIONS

BESD .....	Behavioural and Emotional Social Difficulties
CEB .....	County Education Board
CFS .....	Child Friendly Schools
CoP .....	Communities of Practice
EARC .....	Educational Assessment and Resource Centre
EBD .....	Emotional and Behavioural Difficulties
EFA.....	Education for All
FPE .....	Free Primary Education
GoK .....	Government of Kenya
HELB.....	Higher Education Loans Board
KCPE.....	Kenya Certificate of Primary Education
KICD .....	Kenya Institute of Curriculum Development
KNEC .....	Kenya National Examination Council
MDGs .....	Millennium Development Goals
MoE .....	Ministry of Education
MoL .....	Ministry of Labour, Social Security and Services
NACOSTI.....	National Commission for Science, Technology and Innovation
OECD .....	Organisation for Economic Cooperation and Development
SEBD .....	Social Emotional and Behavioural Difficulties
SEN.....	Special Educational Needs
SNE.....	Special Needs Education
TSC.....	Teachers Service Commission
UPE.....	Universal Primary Education

# 1 INTRODUCTION

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## 1.1 Research background

In April 2000, the World Education Forum held in Dakar, Senegal, adopted The Dakar Framework for Action, Education for All: Meeting our Collective Commitments (UNESCO, 2000). The second goal of the Framework for Action focused on ‘ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality’ (UNESCO, 2000, p.15). The goal further states that:

All children must have the opportunity to fulfil their right to quality education in schools or alternative programmes at whatever level of education is considered ‘basic’... The inclusion of children with special needs ... and others excluded from education, must be an integral part of strategies to achieve UPE by 2015... In order to attract and retain children from marginalized and excluded groups, education systems should respond flexibly, providing relevant content in an accessible and appealing format. Education systems must be inclusive, actively seeking out children who are not enrolled, and responding flexibly to the circumstances and needs of all learners. (p.15-16)

As one of the signatory countries in these educational ventures, the Government of Kenya (GoK) has been committed to achieving the goals and strategies that established the Dakar Framework for Action on Education for All (EFA) by providing free and compulsory primary education. The government’s aim in providing free and compulsory education has been to ensure that no child regardless of individual differences, including social and economic status or gender, is excluded from the school system as stipulated in the Salamanca Statement and Framework for Action on Special Needs Education (UNESCO, 1994) which calls for support of inclusive education. By committing itself to the Salamanca Statement, the GoK has an obligation to ensure that children with special



educational needs (SEN) including children with social, emotional and behavioural difficulties (SEBD) achieve their full potential within an inclusive educational setting.

## **1.2 My personal interests in the study**

My ambition for engaging in continuing professional development in special educational needs was triggered after I was posted to teach in a special school in Kenya after teaching for several years in the mainstream schools. The transition was filled with excitement and nervousness at the same time; I was excited because I was getting into a new field but nervous because I had not been initially trained to teach children with SEN.

After teaching in the special school for a while, I noted that very few teachers wanted to work with children with disability in the school; as a result, the teacher turnover in the special school was extremely high. This led me to reflect on engaging in professional development focusing on the education of children with SEN. I therefore enrolled for the Bachelor of Education in Special Education and then specialized in the education of children with Specific Learning Difficulties. After that I proceeded for postgraduate studies in the UK and focused on SEN and inclusive education. I chose to focus on inclusive education so that I could understand how the philosophy was being implemented in developed countries and to find out the feasibility of implementing the same in Kenya.

While studying for the master's degree in the UK, I at the same time worked part-time as a learning support teacher which exposed me to special schools for children with SEBD. In Kenya, children with behavioural difficulties were considered as naughty and would repeatedly be punished for misbehaving or for 'refusing' to engage in learning like the rest of the students; such terms as SEBD or ADHD were hardly used in schools. Children with behavioural difficulties would end up being suspended or permanently excluded from

schools. In the UK, I noticed that the field of SEBD was widely researched and that there were alternative educational programmes and special schools for children who could not cope in the mainstream schools due to challenging behaviour resulting from SEBD and ADHD.

My experience in the UK with regard to the provision for children with SEBD inspired me to investigate the educational provision for children with SEBD in Kenya for my doctorate due to the common stance that among children with SEN, teachers consider them to be the most difficult to include in the mainstream school system. Working with children with behavioural difficulties in the UK who had been placed in an alternative educational provision after they were excluded from the mainstream schools increased my quest to find out how the Ministry of Education in Kenya ensured that such children were not marginalized from the education system.

Another factor which led me to investigate the educational provision for children with SEBD in Kenya was that with the year 2015 approaching, which was the target for achieving EFA goals and the UPE as stipulated in MDG 2: ‘to ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling’ (UN, 2012), I was inspired to investigate how the GoK has achieved EFA goals and MDG 2 with regard to children with SEBD. In addition, I wished to investigate the changes that have taken place over the years in line with the current universal trend of ensuring that no child is left out regardless of individual differences, especially students with SEBD whom as I have stated earlier, are deemed difficult to include within the mainstream school system.

### **1.3 Statement of the research problem**

Despite the wide support of the international community for inclusive education, there is some evidence (e.g., Cooper, 1999; Evans and Lunt, 2002; NCSE, 2012) that teachers consider pupils with SEBD among the groups of children with SEN who are most difficult to include within the mainstream education system. Due to the behaviour exhibited by children with SEBD, supporting them within mainstream classrooms raises great concern to educators on how to balance inclusive schooling policy and the drive for raising academic standards. The question on how schools and teachers in countries with few resources like Kenya are prepared for inclusive education reforms while at the same time maintaining quality education has raised a lot of controversy, even as the international community pushes for the implementation of inclusive policies (Knutsson and Lindberg, 2012).

### **1.4 Purpose of the study**

The main purpose of this study was to investigate Kenya's milestones in realising the United Nations Millennium Development Goals (MDGs) and the EFA goals as stipulated in the Dakar Framework for Action (UNESCO, 2000). The study was exploratory and descriptive; I investigated the educational provision for children with SEBD in Kenya, which involved examining, among other factors, the role played by the Ministry of Education (MoE) in meeting the educational needs of children with SEBD, parents'/guardians' involvement and the teachers' perceptions of inclusive education for children with SEBD (see the conceptual framework, Figure 4-1).

Exploratory and descriptive research approaches were deemed appropriate in providing better understanding of educational provision in Kenya to be able to identify the gaps that existed in meeting the educational needs of children with SEBD and consequently, highlight measures that could be taken to ensure that they were not marginalised in meeting

their educational needs. By using an exploratory approach I was able to familiarise myself with the education system in Kenya and to explore the educational provision for children with SEN in general. Thus I was able to determine the scope of educational provision for children with SEBD in relation to the existing philosophy of inclusive education and the MDG (UNESCO, 1994; Government of Kenya, 2005; UN, 2012).

However, exploratory research is not without criticism; for example, Singh (2007) argues that the results of exploratory research cannot be generalised and may not be representative of the population being studied. Nonetheless, he maintains that the approach can be used as the initial research which consequently forms the basis of more conclusive research; it also helps in determining the sampling and data collection methods (p.63). Singh (2007) further states that its descriptive approach provides a factual and accurate description of the population being studied. Similarly, although descriptive research is sometimes dismissed as being just a ‘mere description’, de Vaus (2001, p.1) argues that a good description is fundamental to the research enterprise since it adds to the knowledge of the elements of the population being studied.

## **1.5 Study objectives**

The overall aim of the study was to contribute to policy development on special needs education (SNE)<sup>1</sup> in Kenya, specifically for children with SEBD. Seven specific objectives were then formulated to be able to achieve the overall research aim. The seven objectives were:

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<sup>1</sup> The term SEN refers to children and young people with learning difficulties or disabilities that make it harder for them to learn than most children of the same age whereas in Kenya the term SNE refers to education which provides appropriate modification in order to cater for children with learning difficulties or disabilities – the two terms are normally used interchangeably

1. To investigate the assessment and referral procedure for children with SEBD in Kenya
2. To investigate the educational provision for children with SEBD in Kenya
3. To investigate the support and intervention strategies employed by teachers in mainstream schools and in rehabilitation schools to meet the educational needs of children with SEBD in Kenya
4. To investigate parents'/guardians' involvement in the education of children with SEBD
5. To investigate the perceptions of teachers on inclusive education practice in Kenya
6. To investigate the perceptions of the children in rehabilitation schools on the rehabilitation practice
7. To highlight measures that can be taken to meet the educational needs of children with SEBD in Kenya

## **1.6 Research questions**

To achieve the research objectives, the following general research questions were addressed:

1. What is the educational provision for children with SEBD in Kenya?
2. How do mainstream schools and rehabilitation schools meet the educational needs of children with SEBD in Kenya?
3. How can the educational needs of children with SEBD be met in Kenya?

To arrive at the answers to the general research questions, eight specific questions were formulated which were then used to prepare the interview guides (Appendix 8 to 13); they were designed thematically to be able to respond to the research objectives above.

- a) What is the assessment and referral procedure for children with SEBD in Kenya?
- b) How does the MoE ensure that the educational needs of children with SEBD are met in Kenya?
- c) How do teachers in rehabilitation schools and in mainstream schools meet the educational needs of children with SEBD in Kenya?
- d) How are parents/guardians involved in the education of children with SEBD in Kenya?
- e) What are the teachers' perceptions of inclusive education for children with SEBD in Kenya?
- f) What are the perceptions of children in rehabilitation schools on the rehabilitation practice in Kenya?
- g) How can the educational provision for children with SEBD be improved in Kenya?

### **1.7 Significance of the study**

My passion in the education of children with disabilities inspired me to conduct this research. My expectations were that the research findings would contribute to policy development in SNE in Kenya, which would consequently be beneficial not only to children with SEBD but also to all children with SEN as well as teachers and parents. The study was equally important to my professional development as a SEN teacher. The research findings were to be disseminated through oral presentations at conferences, online publications in educational journals and by making the final thesis available at the MoE in Kenya and the library at The University of Birmingham.

## **2 RESEARCH CONTEXT**

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### **2.1 Chapter overview**

To justify my decision to research the educational provision for children with SEBD in Kenya, it is necessary to provide a clear picture of the research context. In this chapter, therefore, I have focused on the development of education in Kenya since independence, including an overview of the management and structure of Kenya's education system, achievements and challenges in meeting EFA goals, and an overview of the historical background of rehabilitation schools in Kenya.

### **2.2 Development of education in Kenya: A historical perspective**

Formal education in Kenya was introduced by the missionaries as a strategy for evangelical success (Eshiwani, 1993). Later, the Colonial Government became interested in the provision of education in order to provide cheap labour to their business enterprises in Kenya (Mwiria, 1991). This resulted in the setting up of the Fraser Commission, which in 1909 proposed a three-tier system of education to be provided along racial lines with different curriculums for Africans, Asians/Arabs and Europeans.

The curriculum for Africans, who were regarded as intellectually inferior, focused on vocational training and basic arithmetic, reading and writing (Husbands et al., 1996); hence, the education provided to Africans basically prepared them for manual jobs in farms and factories and as clerks (Mwiria, 1991). As a result, only the children who were deemed capable of coping with the type of education provided were given the opportunity to join a school (Mukuria, 2012). Consequently, children with special needs were left out because they were considered unproductive, a trend which, unfortunately, continued after independence.

Mwiria (1991) notes that this segregation in education resulted in Kenyans craving to acquire the same quality of education as their counterparts, the Europeans and Asians, so that they could get white-collar jobs (Husbands et al., 1996). After independence in 1963, the GoK embarked on promoting educational opportunities for its citizens, which was seen as an important channel for socioeconomic and political development as well as for self-advancement (Eshiwani, 1993). To achieve this endeavour, over the last five decades the education sector in Kenya has undergone major changes with more than ten educational reviews by special commissions and working parties established by the government to address important issues such as access, relevance, quality and efficiency of the education system in the country (Republic of Kenya, 1999).

Some of the recommendations made by the commissions had a significant impact on the development of education in Kenya, with some of them contributing to a total change in the education system. For example, the Mackay report of 1982 led to changes in the structure of education in 1985. The system went from seven years of primary education, four years of secondary education, two years of high school and three to five years of university education (7-4-2-3) to the current 8-4-4 system of eight years of primary education, four years of secondary education and four years of university education (Eshiwani, 1993), a system which over the years has received serious criticism. For example, Amutabi (2003, p.136) has this to say about the 8-4-4 system of education:

The 8-4-4 system of education introduced in 1985 still remains the most radical and perhaps mindless change in education in Kenya since independence. It has already caused great devastation to Kenya that even if it were changed today, the toll on the nation will be felt for many years to come.

### **2.3 An overview of the management and structure of education in Kenya**

In this section, I highlight major issues pertaining to Kenya's educational policy. I concentrate on the structure of the education system and the legal framework to determine



the obligations of the MoE in meeting the educational needs of children with SEN in Kenya. The information highlighted in this section was vital for this study and was referred to during data interpretation to determine whether the educational policy corresponded to practice in meeting the educational needs of children with SEBD.

Education in Kenya is provided by the MoE in collaboration with other sectors such as the Teachers Service Commission (TSC), which oversees teacher recruitment, the Kenya National Examination Council (KNEC), Higher Education Loans Board (HELB) and the Kenya Institute of Curriculum Development (KICD).

To meet the educational goals in line with the Kenya's new constitution, which was effected in 2010, the Basic Education Act No. 14 of 2013 was enacted in January 2013 replacing the Education Act Cap 211 of 1980 (see appendix 24). The aim of the new education act was to:

Promote and regulate free and compulsory basic education; to provide for accreditation, registration, governance and management of institutions of basic education and to provide for the establishment of the National Education Board, the Education Standards and Quality Assurance Commission, and the County Education Board and for connected purposes in the provision of basic education in Kenya. (Republic of Kenya, 2013a)

The Sessional Paper No 14 of 2012 is another policy document which highlights the government's mission in meeting the educational needs of its citizens. The Sessional Paper states that:

The mission of the Government of Kenya is to create an education and training environment that equips learners with desired values, attitudes, knowledge, skills and competencies, particularly in technology, innovation and entrepreneurship, while also enabling all citizens to develop to their full capacity, live and work in dignity, enhance the quality of their lives, and make informed personal, social and political decisions as citizens of the Republic of Kenya. (Republic of Kenya, 2013b)

To achieve this mission, paragraph 41 of the Basic Education Act (Republic of Kenya, 2013a) states that the Cabinet Secretary (in the MoE) and other relevant stakeholders

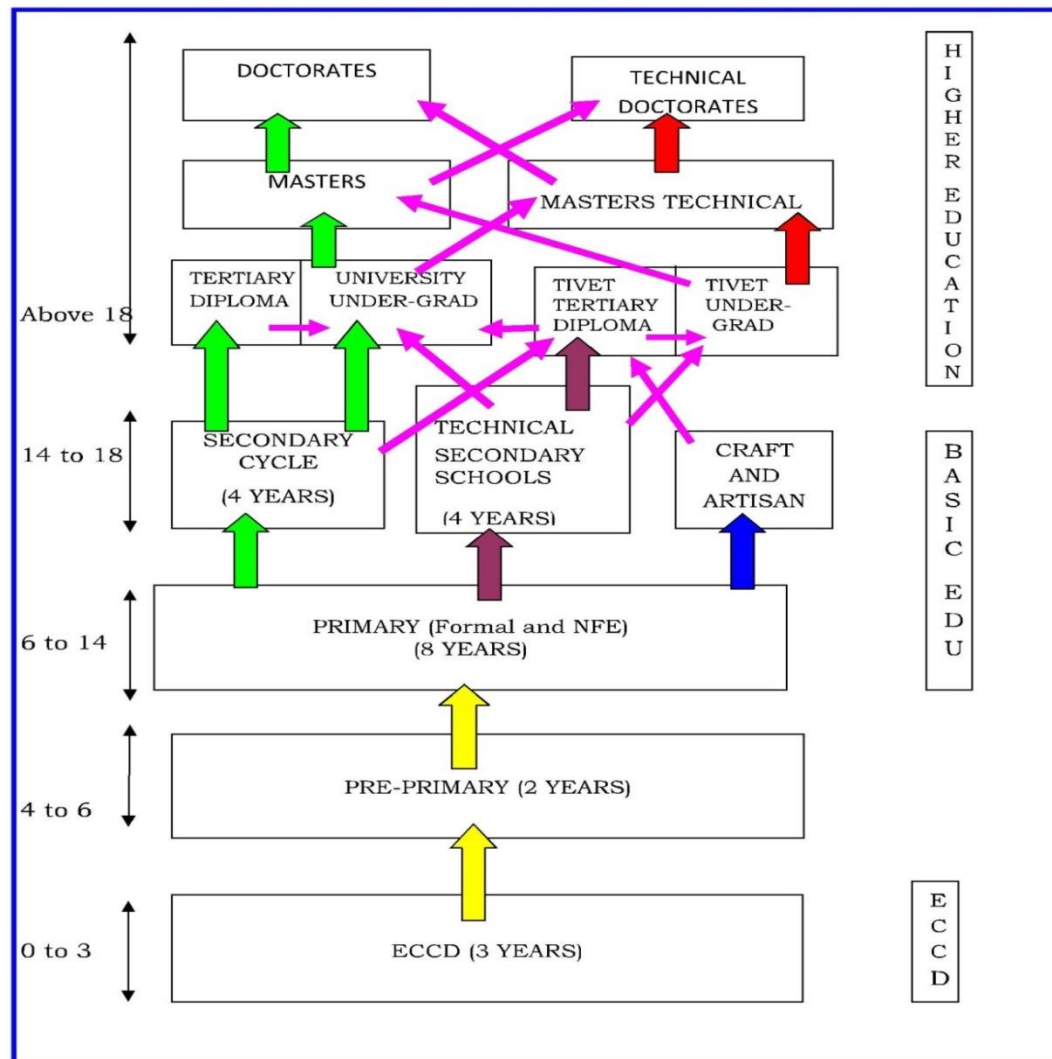
should promote education and training in Kenya using the following system and structure:

(a) pre-primary education; (b) primary education (c); secondary education; and (d) middle-level institutions of basic education. Figure 2-1 below shows the envisaged structure and organisation of the education and training sector as articulated in the Sessional Paper No. 1 of 2005 (Republic of Kenya, 2005). This is clarified further in paragraph 42 of the Basic Education Act of 2013, which stated that:

The (education) system shall be so structured as to enable learners to access education and training at any level in a sequence, and at a pace that may be commensurate with the individual learner's physical, mental and intellectual abilities and the resources available. (Republic of Kenya, 2013a)

The Basic Education Act of 2013 provides interpretations of various terms used in education as shown in Appendix 14.

Figure 2-1: Structure of Education in Kenya



The Sessional Paper No. 1 of 2005 (Republic of Kenya, 2005, p.29)

Paragraph 53 of the Basic Education Act confers the responsibility of overseeing the provision of education to the Cabinet Secretary in the MoE:

The Cabinet Secretary shall be responsible for the overall governance and management of basic education as well as for the provision of quality education and training for all children in basic education. (Republic of Kenya, 2013a)

The table below (see also appendix 25) shows the summary of some of the responsibilities of the Cabinet Secretary and the County Education Boards (CEB) in regard to the provision for children with SEN (Republic of Kenya, 2013a).

Table 2-1: Some of the Responsibilities of the Cabinet Secretary and the CEBs

Section 44 (1)	Establish and maintain public special schools
Section 44 (2)	Provide special needs education in special schools established under subsection (1) or in pre-primary, primary and secondary schools suitable to the needs of a pupil requiring special education
Section 44 (4)	Ensure that every special school or educational institution with learners with special needs is provided with appropriately trained teachers, non-teaching staff, infrastructure, learning materials and equipment suitable for such learners
Section 45 (2)	(a) Prescribe the duration of primary and secondary education suitable to the needs of a pupil pursuing special needs education (b) Provide for the learning and progression of children with special needs through the education system
Section 46 (1)	Subject to the Constitution and the provisions of this Act, it shall be the duty of every County Education Board in consultation with the relevant county government to provide for education, assessment and research centres, including a special needs service in identified clinics in the county

(Republic of Kenya, 2013a)

## 2.4 Benchmarks in Kenya's commitment to providing Education for All

Through various events and benchmarks, the GoK has demonstrated its commitment to the Jomtien and the Dakar Conferences held in 1990 and 2000 respectively, which called on the international community to embrace EFA. However, it was not until there was a political transition in Kenya in 2002 when the political party, Kenya African National Union (KANU), that had ruled since independence, lost to the opposition party, the National Rainbow Coalition (NARC), that Free Primary Education (FPE) was implemented in January 2003. The provision of FPE attracted a huge proportion of pupils who were out of school, such that the response was overwhelming (UNESCO, 2005a).

#### 2.4.1 Challenges facing implementation of EFA in Kenya

With the provision of free and compulsory primary education, schools found themselves enrolling more pupils than they could cope with. An assessment report on free primary education in Kenya from a study carried out in 162 primary schools, which was funded by UNESCO in February 2004, found that the implementation of FPE contributed to numerous challenges. Some of the challenges cited in the report include, ‘increased student population; shortage of teachers; lack of clear guidelines on admission; lack of consultation with key stakeholders such as teachers and parents; delay in disbursement of funds; and expanded roles for headteachers’ (UNESCO, 2005a, p.8).

Another report prepared by the Ministry of Planning and National Development in 2005, Courtesy of the UNDP, the Government of Kenya, and the Government of Finland outlining the Millennium Development Goals (MDG) Needs and Costs, identified several challenges facing the education sector in Kenya (Government of Kenya, 2005). The report acknowledges that the introduction of FPE in January 2003 led to significant educational achievements in the realisation of EFA goals. The report indicates that after the implementation of FPE, enrolment in public primary schools increased significantly from 5.9 million in 2002 to 6.9 million in 2003. The report, however, notes that despite this accomplishment, primary education continued to experience a number of challenges, such as overstretched facilities, overcrowding in most schools, high pupil-teacher ratios and high equipment costs for children with special needs (Government of Kenya, 2005, par.3). Consequently, this led to frequent strikes by teachers demanding that the government employ more teachers (see Figure 2-2 below). Nevertheless, subsequent reports indicated that the GoK was yet to address the challenges fully.

Figure 2-2: Effects of FPE<sup>2</sup>



Extract from The Kenya Daily Post, February, Friday 8th 2013

In November 2003, the same year FPE was implemented, the National Conference on Education and Training was organised in which the participants raised concern about the lack of a clear policy framework for the education sector which would cater for all learners regardless of individual differences. Among other recommendations made by the conference was the development of a new policy framework for the education sector by the then Ministry of Education, Science and Technology (MOES&T). This resulted in the Sessional Paper No. 1 of 2005 (Republic of Kenya, 2005), with the aim of meeting the challenges of education, training and research in Kenya in the 21st Century. The Sessional Paper embraced EFA and the MDGs including UPE by 2015 (Government of Kenya, 2005; UN, 2012).

## **2.5 Background of rehabilitation schools in Kenya**

Rehabilitation schools were introduced in Kenya by the British Colonial Government as juvenile correctional institutions, which were referred to as approved schools. These included the borstal institutions, which were also introduced in Kenya by the Colonial

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<sup>2</sup> <http://africanewsonline.blogspot.co.uk/2011/09/did-kenyan-teachers-have-genuine.html>

Government. The two systems were methods of rehabilitation formerly used in Great Britain for young offenders.

The earliest correctional and rehabilitation institution, the then Kabete Approved School (now Kabete Rehabilitation School) was built between 1910 and 1912. The school was founded to cater for youths who had been imprisoned for failing to register themselves with the government or to carry their national identity card, which was a requirement by the Colonial Government (Worger et al., 2010). With the reorganisation that followed after the attainment of independence, approved schools were up-graded into a full-fledged department under the Children and Young Persons Act, Cap 141 (Repealed by Children Act, Cap 141) (Republic of Kenya, 1963, 2001). Initially, the Department was known as the Department of Approved Schools which, after independence, became the Department of Children's Services (Republic of Kenya, 2012a).

While the Kenyan government still maintains the two systems for rehabilitating young offenders, fundamental changes have been made in the United Kingdom (UK). For example, in the UK the Children and Young Persons Act 1969 replaced approved schools with Community Homes with Education (HMSO, 1969), and in 1982 the Criminal Justice Act abolished the borstal system and introduced youth custody centres (HMSO, 1982). In December 2010, the coalition government in the UK published a green paper setting out plans for fundamental changes to the criminal justice system titled 'Breaking the cycle: effective punishment, rehabilitation and sentencing of offenders' (Ministry of Justice, 2010).

In Kenya, the Children and Young Persons Act Cap 141 of 1963 was repealed in 2001 and replaced by the Children Act Cap 141 of 2001 so that approved schools became known as

rehabilitation schools (Republic of Kenya, 1963, 2001). Before 2001, children in the rehabilitation schools spent their entire school life in the institutions where they were expected to complete primary and secondary education before joining tertiary institutions. After 2001, Section 53 (3) of the Children Act, Cap 141 of 2001 set the maximum period children could stay in rehabilitation schools at three years (Republic of Kenya, 2012a).

The three-year policy was indeed a step towards inclusive practice as stated in the Salamanca Statement (UNESCO, 1994). Nonetheless, the changes made in the Children Act (Republic of Kenya, 2001, 2012a) regarding the maximum duration children could stay in the rehabilitation schools raised four fundamental questions which were investigated in this study:

1. Was it the system, the children or both who changed within the three years to ensure that when the children returned to the mainstream schools they would not be excluded as before?
2. How were the mainstream schools prepared to accommodate the children after their release from the rehabilitation schools to ensure that they were not excluded once they returned?
3. What kind of support was given to children in rehabilitation schools to ensure that the three years were adequate for a long-lasting behaviour change?
4. What were the links between the rehabilitation schools, the mainstream schools and the families/guardians to facilitate smooth transition from the rehabilitation schools to mainstream schools and to society?

These and other questions were addressed during the investigation as explained in Chapter 5.



### **3 LITERATURE REVIEW**

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#### **3.1 Chapter overview**

This chapter is divided into four sections which provide the background information for the study by reviewing related literature from primary and secondary sources (Thomas, 2009). The first section contains the rationale for conducting a literature review. In the second section I then go on to explain the inclusion and exclusion criteria from what was known about the phenomenon under investigation. Next I provide an overview of inclusive education from an international perspective and in the Kenyan context. Since I was focusing on children with SEBD in Kenya, in the last section I examine the definitions and causes of SEBD from different perspectives. I concluded the chapter by determining whether children with SEBD were recognised in Kenya.

#### **3.2 Rationale for the literature review**

According to Thomas (2009, p.30), a researcher is not an island and their work occurs in a context already known; thus, the essence of conducting research is to make a contribution to knowledge, towards the phenomena being studied (Bryman, 2012). Bryman (2012) maintains that the existing literature represents an important element in all research; hence, literature reviews are a valuable research tool in all research studies. By conducting literature reviews, researchers can benefit from previous work on the topic and consequently be in a position to contribute something in return (Parahoo, 2006). In addition, Thomas (2009, p.30) argues that review of the literature should lead the researcher down some paths that would help to define more exactly what needs to be, which would ultimately help in refining the research questions.

The literature review was a process which was carried out prior and during the study (Parahoo, 2006). The main purpose for conducting the literature research was to ultimately provide a rationale for my study by placing it into a context of what was already known about the topic. It was also useful in formulating and refining the research questions and in examining the theoretical basis for my study (Thomas, 2009).

### **3.3 Criteria for the literature search**

Thomas (2009) advises that after identifying the research problem and subsequently outlining the research questions, the next step should then be to find out what other people have accomplished in researching the same topic (p.30).

Thomas (2009, p.30) argues ‘that literature is not all the same quality: there are different kinds of sources, each with strengths and weaknesses’. To identify the most appropriate sources of the literature to be reviewed, it was necessary to define the criteria for inclusion and exclusion for the literature review. The research questions and underpinning conceptual and theoretical framework determined the documents to include in the literature review so that I could answer the research questions and achieve the research objectives. In this section, I will draw attention to the strategy applied in the inclusion and exclusion of documents reviewed in this study. As I stated in section 3.2, the literature review was conducted prior to and during the research. This was an on-going process which involved going back and forth as new information about the phenomenon I was investigating emerged.

The literature review process involved the seven tasks identified by Fink (2010, p.5). I began by formulating research questions. Fink (2010) asserts that if clearly stated, research questions have the benefit of including the words which the researcher needs to search

online for appropriate studies. She describes such words as ‘key words’, ‘descriptors’ or ‘identifiers’. Following the suggestion by Fink (2010), the documents for review were searched using the following key words: ‘social, emotional and behavioural difficulties (SEBD/BESD/EBD)’, ‘special educational needs’, ‘SEN policy’, ‘Education Act’, ‘behavioural difficulties’, ‘emotional difficulties’, ‘emotional problems’, ‘behaviour management strategies’, ‘inclusive education’, ‘challenging behaviour’, ‘aggressive behaviour’ and ‘juvenile delinquents’. The second criteria involved selecting bibliographic or article databases, websites and other sources, which included textbooks and education journals focusing on inclusive education, special education, special educational needs and social, emotional and behavioural difficulties’ (SEBD/EBD/BESD). The third stage involved limiting articles and publications to those with the following terms: ‘SEBD/EBD/BESD’ and ‘behaviour management’.

The Fourth stage was setting up the criteria for inclusion and exclusion from the review by screening the literature to obtain the relevant articles. During the screening criteria for inclusion, I focused on factors such as:

1. The language in which the article or document was printed. Articles written in English or Swahili were considered since those were the two languages I was familiar with.
2. Documents which focused on primary-aged school children with SEBD. In Kenya, children between 6 and 13 years are normally in primary school.
3. Documents focusing on the education of children with SEBD and SEN in Kenya.
4. Documents where the primary research evaluated the effectiveness of strategies for supporting children with SEBD.

5. Articles that were peer reviewed, for example in journal publications, including professional journals, authored books, chapters in edited books, etc. (Ridley, 2008; Thomas, 2009).

The final stage in the document search for the literature review involved applying the methodological screening criterion for evaluating the adequacy of a study's coverage and its scientific quality, including, reviewing and synthesising study findings (Thomas, 2009; Fink, 2010).

Studies that evaluated behaviour management strategies for general discipline problems were excluded although this was a bit challenging due to the complexity of distinguishing between children with SEBD and children who are generally naughty or had other conditions like Autism and ADHD. Articles that were printed in languages other than English and Swahili were excluded. In Kenya, these two are the official and national languages respectively. English is the medium of instruction in schools from standard four, although the subject is taught from standard one.

Following the set criterion, more than thirty documents were included in the study, including journal articles, authored books, government reports, legislation documents, reports and documents from international organisations such as the UNESCO. Seven of these documents were intensely analysed to examine whether policy corresponded to practice in the educational provision for learners with SEBD in Kenya.

Out of these documents, I identified four articles, which although they mentioned children with SEBD in Kenya, they had a more general perspective on the status of children with SEN contrary to my study where I particularly investigate the educational provision for children with SEBD in relation to other children with and without SEN. The lack of

literature on children with SEBD in Kenya was an indication that the field was poorly researched in the country.

The literature review and document analysis formed the initial stage of data collection, but as I said earlier, this was an on-going process which continued prior to and during data collection in the field. Data collected from documents was later cross-checked during semi-structured interviews and observations for triangulation as explained in the methodology chapter.

### **3.4 Inclusive education**

The rationale for reviewing literature on inclusive education was that since I was interested in the educational provision for children with SEBD in an inclusive setting in Kenya, one of my objectives was to investigate the teacher's perception of inclusive education for children with SEBD in the country. For that reason, it was necessary to understand the concept of inclusive education so that I could be well informed when developing a theoretical framework and be able to contextualise my study in relation to the current global trends in meeting the educational needs of children with disabilities.

The literature on the current knowledge on inclusive education practice from a general perspective and how the concept was interpreted in Kenya was highlighted in this section. I specifically focused on the definition of inclusive education, common barriers to inclusive education and the factors that generally support inclusive education practices.

#### **3.4.1 An overview of inclusive education and the Kenyan perspective**

The philosophy of inclusion was at first supported by the UN Standard Rules on the 'Equalization of Opportunities for Persons with Disabilities' (UN, 1993) which advocated for participation and equality for all. The idea was later adopted at the World Conference on

SNE commonly known as ‘The Salamanca Statement’ (UNESCO, 1994) which focused on access and quality in education. The deliberations of the conference were restated at the World Education Forum held in Dakar in 2000 generally known as The Dakar Framework for Action (UNESCO, 2000).

In recent years, inclusive education has been the focus in the development of education with the human rights movements and international organisations like the United Nations calling on governments to adopt inclusion of all people with disabilities in all aspects of life (UNESCO, 1994, 2000, 2005b, 2009). For example, The Salamanca Conference called upon the international community ‘...to endorse the approach of inclusive schooling and to support the development of special needs education as an integral part of all education programmes’ (UNESCO, 1994, p.x).

My claim in reviewing the literature on inclusive education is that understanding the concept of inclusive education practice and having a precise definition would contribute in setting the targets and goals on how it should be implemented. Nonetheless, due to the complex nature of the concept, inclusive education is a difficult concept to define with no single definition that has been universally accepted (Florian, 1998; Lunt and Norwich, 1999; Allan, 2008; Frederickson and Cline, 2009). It is a philosophy which is seen as a force to reform schools to accommodate the full diversity of pupils in a community (UNESCO, 2005b). The Salamanca Statement based inclusive education on the principle 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; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (UNESCO, 1994, p.ix)

According to Frederickson and Cline (2009), inclusion is contrasted with integration in that it encourages schools to adopt the needs of pupils rather than expecting pupils to adapt to fit into the schools. In addition, Cowne (2003) maintains that the philosophy of inclusive education is not just limited to pupils with disabilities, but is about responding to diversity and celebrating differences which she argues link to the idea of social inclusion and exclusion.

In Kenya, for example, inclusive education is defined in the National Policy Framework for SEN as ‘...an approach in which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools’ (Republic of Kenya, 2009). In the Sessional Paper 14 of 2012 (Republic of Kenya, 2013b), the philosophy is viewed from a broad perspective which does not just focus on children with disabilities. It perceives it as a process of ensuring the implementation of an all-inclusive education policy by removing all barriers to disadvantaged, hard-to-reach and vulnerable groups, including children living in poverty, those from ethnic and linguistic minorities, girls, children from remote areas and those with disabilities or other special educational needs.

### 3.4.2 Challenges in the implementation of inclusive education

Despite the call by the UN and human rights agencies for inclusive education to be high on the educational reform agenda around the world (Farrell and Ainscow, 2002; Lindsay, 2007), the question of how schools can include all children regardless of their individual differences and enable them to achieve their full potential is of great concern (Ainscow and Sandill, 2010). In her book, ‘Rethinking Inclusive Education: The philosophers of difference in practice’, Allan (2008, p.9) notes that ‘inclusion has been attacked from a number of directions, making it seem an even greater impossibility than ever before’.

While there are many countries supporting inclusive education policies, according to Ainscow and Sandill (2010, p.401) ‘the issue of how to develop more inclusive forms of education is arguably the biggest challenge facing school systems throughout the world’. In the same vein, in their analysis of educational planning in developing countries, Knutsson and Lindberg (2012, p.809) argue that the:

Context of educational planning dilemmas is different in poor countries in the South primarily for three reasons. First, such countries are racked by severe financial limitations. Second, they are heavily dependent on external donors. Third, they suffer from big, and often widening, internal development gaps, e.g. between urban and rural areas.

These statements are true for the situation in Kenya. For example, Section 4.31 of the Sessional Paper No 14 of 2012 (Republic of Kenya, 2013b, p.37) states that the main challenges relating to access and equity in the provision of education and training to children with special needs in Kenya include:

Cultural prejudice and negative attitude, the slow implementation of guidelines on SNE policy and inclusive education, inadequate data on the number of children with special needs, inadequate tools and skills for assessing and identifying learners with special needs, inadequate funding, inadequate facilities and teachers.

As countries try to move their education system in a more inclusive direction, a range of controversies have emerged regarding how the practice should be implemented (Booth and Ainscow, 1998 cited in Ainscow and Sandill, 2010). In Kenya, for example, teachers face a lot of pressure from parents and the MoE in terms of the expectations placed on them to post high grades in the national examinations, to the extent that the Ministry of Education threatens to demote headteachers in schools that do not perform well (Oduor, 2014)<sup>3</sup>.

This happens without due consideration that there are schools without adequate facilities and resources to facilitate effective teaching and learning or consideration for learners’

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<sup>3</sup> <http://www.standardmedia.co.ke/thecounties/article/2000126138/non-performing-principals-face-demotion>



individual differences. To avoid being reproved by the MoE for poor performance, ‘weak’ students are denied the opportunity to sit for the national exams by making them repeat classes so that their ‘poor’ performance does not impact negatively on the general school performance (Republic of Kenya, 1999; UNESCO, 2005a). As a result, such children end up dropping out of school all together.

Another challenge faced by the teachers is that the national curriculum prescribes uniformity of content and intended outcome without room for modification to meet the needs of individual learners, especially those with SEN. As a result, teachers without SEN training find themselves in a difficult situation when they encounter learners with SEN in class. The table below is a summary of some of the challenges the GoK faces in implementing inclusive education.

Table 3-1: Summary of Barriers to Inclusive Education

Organisational	<ul style="list-style-type: none"> <li>• Centrally designed and rigid curriculum</li> <li>• Education system not accommodative to children with SEN</li> <li>• School/classroom organisation that does not cater for pupils' individual needs</li> <li>• Absence of enabling legislation</li> <li>• Shortage of teachers</li> </ul>
Attitudinal	<ul style="list-style-type: none"> <li>• Negative attitude, e.g. due to traditional prejudices in society, teachers and pupils</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>• Lack of trained personnel</li> <li>• Lack of awareness among teachers, pupils and society</li> </ul>
Resources	<ul style="list-style-type: none"> <li>• Shortage of funds</li> <li>• Shortage of schools leading to overpopulated classrooms</li> <li>• Inadequate facilities and resources</li> <li>• Poverty</li> </ul>

### 3.4.3 How teachers fail to promote welcoming schools: Personal experience

As I have stated in section 3.4.2, in Kenya teachers generally work under pressure from all quarters ranging from parents to the MoE's quality assurance inspectors as they all demand academic excellence. As a result, teachers are then left with no option but to exert the same pressure on pupils. A good example was a scenario in 2012, when parents in one school in western Kenya attacked teachers after the school posted poor results in the Kenya Certificate of Primary Education (KCPE) examination (Amadala and Yonga, 2012).

To avoid such situations, teachers resort to using any methods and approaches to ensure their school is among the list of best-performing schools in the national examinations. Some

of the tactics used include forcing children who are performing poorly to repeat classes as stated earlier (Republic of Kenya, 1999; UNESCO, 2005a).

Another common practice in primary schools in Kenya is naming and shaming pupils who perform poorly. This is mostly done during the closing assembly at the end of every term or at the end of the year when parents are also invited. During the assembly, the top three pupils with the highest marks and the bottom three with the lowest marks from every class line up before the whole school. The leading children are then rewarded for their good performance, whereas the bottom three are ridiculed before the entire school for their poor performance and for letting the school down. From experience, I noted that most pupils who were aware that they would be among the bottom three would actually not attend school on that day. Those children who failed to attend school on that day would then be punished when the school resumed the following term. Such children eventually ended up quitting school all together.

In conclusion, teachers have a big challenge in balancing meeting the demands of the wider society and at the same time making schools a welcoming place for children regardless of their individual differences. According to Phillips and Crowell (1994, p.3), in early-childhood education, children feel accepted in schools only to the degree that their classroom experiences are adapted so that they are compatible with their home culture. Children's first experience when they are born is the home environment where generally, the element of stiff competition does not exist. Teachers and parents, therefore, have a responsibility to ensure that children's initial exposure to school is positive regardless of individual differences.

While considering the social and economic differences in families, overall, it is important to acknowledge the disparity in the extent to which home environments provide children with the materials and experiences that are broadly considered desirable for success in schools. Children's adaptation to the norms and expectations of school environments can be affected by the culturally determined experiences that they have been exposed to at home. The important issue, as noted by Bohart and Stipek (2001), concerns how these two varying contexts in which children learn can reinforce and complement each other.

#### 3.4.4 Overcoming barriers to inclusive education

For inclusive education to be successful, the Salamanca Conference called upon governments to 'adopt as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise' (UNESCO, 1994, p.ix). Likewise, Ainscow et al. (2003) suggest the need to develop clear policy guidance on implementation of inclusive education practices.

Supporting the social model of disability which is based on the proposition that it is the society and its institutions that are 'oppressive', 'discriminatory' and 'disabling', Campbell and Oliver (1996) cited in Mittler (2000, p.3) maintain that there is need for institutions to remove barriers to inclusion. The model calls for social and structural change to enable persons with disability to participate fully in society. According to McKenzie (2013), the social model of disability contrasts with the medical model of disability in that the latter views disability as a problem within the person which, therefore, requires medical care with an aim of curing the 'patient'.

The Salamanca Conference further called for a strong collaboration between non-governmental organisations and the government to promote inclusive education. In the UK,

for example, the SEND Code of Practice (Department for Education, 2015) spells out the principles of inter-agency working for children with SEN. Emphasising the need for collaboration, Lacey (2001, p.16) states that ‘it is easy for each agency or professional involved with individual children to concentrate only on the small aspect of the child’s needs for which they are directly responsible’. Lacey (2001) argues that with such a ‘fragmentary view’, there is a possibility for individual children to work in different and conflicting ways with other people and then goes on to suggest the need for parents and staff to work collaboratively to pursue the same goals in a coordinated manner (p.17).

### **3.5 Social, emotional and behavioural difficulties**

There is far-reaching agreement in the literature that the meaning and causes of SEBD are problematic, hence making it difficult to define and find the causes (Topping, 1983; Lloyd-Smith and Dwyfor Davies, 1995; Munn and Lloyd, 1998, all cited in MacLeod and Munn, 2004, p.171). Although several attempts have been made to find the causes of SEBD, there is neither a simple and single cause, nor is there a specific definition of SEBD. Consequently, SEBD is in most cases defined in terms of the exhibited behaviour. Garner et al. (2014, p.1) acknowledge that ‘of all special education or special needs categories, EBD is most likely to cause the most soul-searching and debate’. For example, in the UK, the SEND Code of practice was recently amended in section 6.32 to include the term ‘mental health’ leaving out the term ‘behavioural’ to become ‘social emotional and mental health difficulties’ (SEMH). The SEND Code of practice states that:

All Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and

young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder (Department for Education, 2015, p.98).

In the attempt to understand and explain the causes of maladaptive behaviour, different schools of thought have emerged, these are summarised in Appendix 15.

Kauffman (2005) disregards the importance of teachers' knowledge of the causes of SEBD, maintaining that for schools such knowledge may not be as significant as the management of the behaviours that are exhibited. Instead, Kauffman (2005) argues that regardless of whether the causes are environmental, medical or biological, if a child is exhibiting disruptive behaviours, which consequently affects their learning outcome, it is important to understand that they have SEN and therefore require special educational provision. My viewpoint, however, is that knowledge of the causes of maladaptive behaviour can help teachers in determining appropriate behaviour management strategies, hence putting them in a better position to facilitate effective learning.

Despite the problems in the definition and causes of SEBD, the common factor in children with SEBD is that they all present challenges, not only to teachers but also to parents, peers and to other professionals (Cooper, 1999; Garner et al., 2014). In the school setting, for example, pupils experiencing SEBD continue to present significant professional challenges for teachers and others working with them (Garner and Groom, 2010, p.92; see also Cooper, 1999). Most often, SEBD manifest in the form of non-cooperative or oppositional behaviour, which poses a threat to the authority of the adult working with them (Cooper, 1999). Students' emotional difficulties may also be manifest in terms of extreme withdrawal from the social environment, leading to social isolation within the school, which can lead to truancy or school refusal (Cooper and Tiknaz, 2007).

Children with SEBD may be involved in bullying either as victims or as perpetrators; they 'may also engage in attention-seeking behaviours', which according to Cooper (1999, p.10) are sometimes at the 'expense of "legitimate" classroom behaviour and consequently, tends to attract the negative attention from the teacher in the form of reprimands and punishments'. Garner and Groom (2010, p.97) affirm that 'pupils who present SEBDs form a very high percentage of pupils who are excluded from schools and are the least likely to be seen as potential candidates for a subsequent return to the mainstream'.

Children with SEBD are quite often subjects of dislike and resentment by those around them due to their behaviour. According to Cooper (1999), the low opinion that others have of them becomes internalised resulting in the child, and those with whom he/she interacts, unwittingly collaborating to form cliques, which may consequently maintain or increase the behaviour. This assertion by Cooper forms the basis for my theoretical framework which is analysed in details in the next chapter.

Proponents of the Individual, Medical and Deficit model of SEBD, like MacLeod and Munn (2004) maintain that it is important to think of SEBD in the same manner as other special needs such as hearing impairment, learning disability or physical disability. They argue that teachers tend to be more tolerant of students with these disabilities when they experience difficulties performing tasks as a result of their disability, such that teachers do their best to manage the school and classroom settings so that the children are able to learn.

MacLeod and Munn (2004) note that such children are never reprimanded, for instance, when a pupil with a physical disability is unable to perform some tasks during physical education lessons, but on the contrary, teachers hardly apply the same rationale to students with SEBD; when they exhibit behaviours that are an indicator of their 'disability', they are

often castigated (Zionts, et al., 2002, p.4). Since SEBD is a hidden disability, children with SEBD are in most cases viewed as ‘naughty’, ‘aloof’, etc.; hence, teachers expect them to behave appropriately, or else they are excluded from classrooms (MacLeod and Munn, 2004).

In conclusion, there is the need for teachers to understand that just like children with other disabilities, children with SEBD require necessary accommodation in order to facilitate their learning. Reprimanding them, therefore, does not always lead to behaviour change. In the same vein, Zionts et al. (2002) state that it is like insisting a student with a visual impairment should try harder to see in order to complete a given task. One of the possible effects of frequent reprimands is that most children with SEBD eventually learn that their disability, which they cannot control, makes people condemn them; this may consequently lead to an escalation of oppositional defiant behaviours and projection. It is necessary for adults working with children with SEBD to apply appropriate strategies for supporting them to avoid escalating the condition.

### 3.5.1 International Perspectives in SEBD

Despite the efforts by the international community to uphold the rights of children with disability, the lack of agreement on universal definition for certain categories of children with SEN is one of the challenges faced when making worldwide comparisons of the numbers and proportions of students with disability since data on children with SEN are still being collected according to national definitions (OECD, 2007). For example, the field of SEBD remains controversial across nations, whether in the developed countries or in the developing countries. This is evident in the discrepancies in the data on all students for whom additional resources are made available by the member countries of the Organisation for Economic Cooperation and Development (OECD). OECD countries are committed to



ensuring that their education systems are equitable for all students, including the provision for groups with diverse needs.

OECD has 34 member countries, including many of the worlds' most advanced countries and has been working with national authorities since 1996 to develop internationally comparable data on students with disabilities, learning difficulties and disadvantages. OECD data on students with disabilities, learning difficulties and disadvantages is clustered into three cross-national categories; "A/Disabilities", "B/Difficulties" and "C/Disadvantages" respectively (OECD, 2003, 2005). Category A includes students with disabilities or impairments viewed in medical terms as biological disorders; Category B consists of students with educational needs considered to arise primarily from problems in the interaction between the student and the educational context; Category C comprises of students with disadvantages arising primarily from socio-economic, cultural, and/or linguistic factors (OECD, 2000, 2003, 2005, 2007).

Despite the agreement regarding the cross-national definitions, the number of categories used varies from country to country, as do their national labels (OECD, 2007). For example, although the number of students considered to have EBD is seemingly rising, not all OECD countries use the category; for instance, countries such as Greece, Hungary, Italy and Turkey do not have such a category (OECD, 2005; Lopes, 2014). Still, those countries which have, students with EBD are perceived very differently as compared to students in other categories; there is evidence of inconsistency in terms of identification and provision than in other categories (OECD, 2005).

To be able to understand EBD fully, Lopes (2014) argues that there are critical issues underlying the condition which should be taken into consideration, including the

developmental level of the country, the role of culture, compulsory education and inclusive education (p.9). Cameron et al. (2011) cited in Lopes (2014, p.10) maintains that availability of information about EBD varies across countries because while countries with high human developmental indexes are able to provide extensive information about identification procedures, categories, support systems, and funding, regarding children with SEBD, countries with medium or with low human developmental indexes have difficulties in gathering the information required.

The Developmental Indicator by OECD (2005) on students with SEN indicates that although many countries have positive policies towards equitable educational provision and the inclusion of those with special needs into society, on the contrary,

The historical structure of the education and special education systems were frequently cited as a severe barrier. These had led to inflexible school organisation (tracking, for instance, was viewed as a barrier to inclusion), over large class sizes, the lack of relevant teaching skills and of individualised teaching programmes, prejudiced attitudes on the part of teachers and parents, poor quality or limited teacher preparation, biased funding systems, unhelpful contractual agreements involving employers and trade unions and a lack of co-operation between relevant ministries and services (OECD, 2005, p.22).

The data from OECD shows differences between countries in the type of school in which students with SEN, including those with SEBD are educated. For example, while one country may deem it reasonable to educate some categories in regular classes, in another country the same categories would be educated in special schools. With regard to students with SEBD, Lopes (2014) notes that while some behaviour may be acceptable in one cultural setting, they may be seen as a deviation from the norm in another culture, which further complicates cross-national definition of the condition and the implementation of inclusive policies as well as in making comparisons across nations.

#### *3.5.1.1 Child Friendly Schools*

Despite the discrepancies in definition and provision for children with SEBD, Mesquita and Walker (2003) cited in Garner, et al. (2014, p.13) maintain that it is important to acknowledge the notion that the condition has to do with deviance against a norm or social pattern. The Child Friendly Schools (CFS) model is an initiative by UNICEF designed to cultivate desirable behaviours so that children who bring to school disrespectful or violent behaviour learned at home would replace that behaviour with the more positive conduct promoted within the school, and in the process help to change the negative behaviours in their homes and in their communities (UNICEF, 2009, p.7).

The CFS initiative ensures that all schools work in the best interest of the children entrusted to them by acknowledging individual differences. The initiative emphasises that schools should build on the experiences children bring from their homes and communities and at the same time compensate for shortcomings in the home and community environment (UNICEF, 2009, p.4). The CFS manual acknowledges the role of culture in children's behaviour and acknowledges that children bring to school beliefs, practices, knowledge, expectations and behaviours acquired from their family and from the community. Similarly, when they return from school, they take back new forms of knowledge, practices, behaviours, attitudes and skills learnt in schools (p.16).

The CFS model is grounded on the notion that schools do not exist in isolation; hence, child-friendly schools should promote a strong sense of community where by learning is linked to the wider community to be able to prepare children to become active and productive members of the society. The CFS manual states that there should be a pedagogic dimension to link the school, home and the local communities so that children can learn

from both worlds with teachers, family members, neighbours and community acting as facilitators (UNICEF, 2009, p.2).

The model emphasises on teacher training and preparedness, so that they are able to identify early signs of behavioural change and forms of violence and then adopt such values as non-confrontation and peaceful negotiation in behaviour management (UNICEF, 2009). Nonetheless, UNICEF acknowledges that sometimes community's values and practice may demand that corporal punishments be administered for behaviour management, but maintains that such demands are not to the best interest of the child and can be a challenge in building child-friendly schools.

The CFS model advocates for nonviolent methods of maintaining discipline and protecting the rights of children as stipulated in Article 28 of the Convention on the Rights of the Child which affirms that ‘State parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity...’ (OHCHR, 1989). The model is built on the tenet that when the school environment is perceived as unwelcoming or threatening, truancy among children tends to increase. In child-friendly schools, any form of abuse, bullying or sexual exploitation is discouraged so that students would feel safe not only at school but also at home (UNICEF, 2009).

UNICEF introduced CFS as a pilot in 10 districts in Kenya in 2002. Thereafter, the national manual on CFS was developed and launched by the MoE in 2011, as a strategy for quality improvement in education. The CFS Monitoring Toolkit was then distributed across all public primary schools to promote self-evaluation for measuring educational quality (See appendix 23). Kenya’s CFS monitoring toolkit focuses on the following components and indicators, (1) An inclusive child-friendly school, (2) Safe and protective school, which

includes positive discipline in use (3) Equity and Equality Promoting School (4) Health and Nutrition Promoting School (5) School/Community linkages and Partnership. The last component of the toolkit is based on the premise that schools reside within the communities they serve and must cultivate relationships with them (UNICEF, 2009).

### 3.5.2 Children with SEBD in Kenya: Are they recognised?

It was paramount before embarking on further investigation to establish the position of children with SEBD in Kenya in order to ascertain whether they were recognised as having SEN; hence, the reason for collecting preliminary data from documents before proceeding to collect data in the field. After establishing that children with SEBD were acknowledged as having SEN in Kenya, I was then confident to continue with my study.

After examining two policy documents in Kenya, I found out that the National Special Needs Education Policy Framework identifies 22 categories of learners considered to have SEN including children with ‘Emotional and Behavioural Disorders’ (Republic of Kenya, 2009, p.14), while in the Basic Education Act No 14 of 2013 they are referred to as children who are ‘Emotionally Challenged’ (Republic of Kenya, 2013a). This, therefore, indicated that there was no general term for referring to children with emotional and behavioural difficulties in Kenya. The umbrella term, social, emotional and behavioural difficulties (SEBD) was therefore preferred in this study because it captures more of these children’s complex needs, such as challenges within social and educational settings, to themselves, their peers and to the adults involved in their education (Cooper and Tiknaz, 2007).

Moreover, Garner et al. (2014, p.xxi) argue that:

Whether the official language refers to emotions or behaviour or both, or to a difficulty or disorder, makes little substantive difference. The point is simply that emotionally or behaviorally (typically both), they are unable to meet the demands of the typical educational setting.

## **4 CONCEPTUAL AND THEORETICAL FRAMEWORK**

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### **4.1 Chapter overview**

This chapter has two sections. Section one is an illustration of the conceptual framework which demonstrates how several factors influence one another in determining the educational outcomes for children with SEBD. In section two, I examine the theory applied in the study to explain how peer interaction can escalate deviant behaviour in a school setting. The conceptual framework and theoretical framework are significant in linking the literature review to the research methodology.

A conceptual framework, according to Mertens (1998), influences the planning and conducting of the literature review. Robson (2002, p.63) describes a conceptual framework as a diagrammatic expression of what is happening and why. Morse (1994) cited in Mertens (1998, p.51) notes that ‘the theoretical framework in qualitative inquiry is used to focus the inquiry and give it boundaries rather than to serve as the guide for data collection analysis’. The theoretical framework was necessary for providing the perspective through which I examined SEBD. According to Thomas (2009, p.228) theory is concerned with links, generalising and connecting the research findings with those of others.

### **4.2 Conceptual framework**

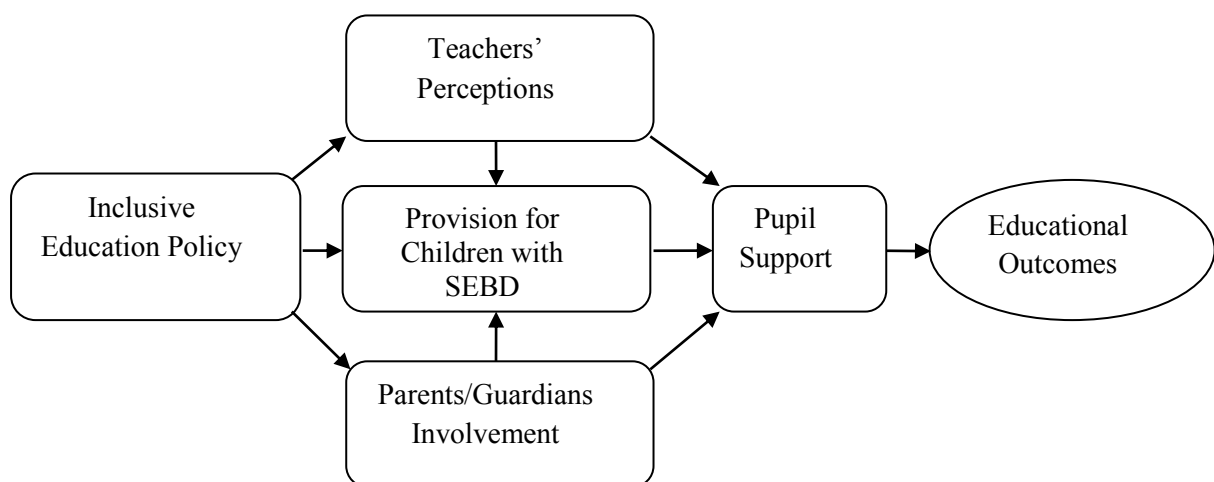
According to Miles and Huberman (1994) ‘a conceptual framework explains, either graphically or in narrative form, the main things to be studied – the key factors, constructs, or variables – and the presumed relationships among them’ (p.18).

The conceptual framework served several purposes. Firstly, it helped in identifying who and what to include and not to include (see Figure 4-1 below). For example, I examined the

MoE's SEN policy framework and the role played by the MoE to ensure that the educational needs of children with SEBD were met. In addition, I also investigated teachers' perceptions on inclusive education, as well as parents'/guardians' involvement in supporting children with SEBD in schools. All these factors were examined since they are interdependent in supporting children with SEBD, consequently determining the educational outcomes.

Secondly, in a conceptual framework there are assumed relationships as indicated by the arrows in Figure 4-1 below. Miles and Huberman (1994, p.18) maintain that the relationships in a conceptual framework are generally based on 'logic', 'theory' and 'empirical findings'. Lastly, the conceptual framework served as an anchor for the study. It was referred to at the stage of data interpretation in formulating the final conceptual framework to include all the themes that emerged from the data analysis. Yin (2009) suggests that returning to the propositions that initially formed the conceptual framework ensures that the analysis is reasonable in scope, and that it provides the structure for the final report.

Figure 4-1: Conceptual Framework



### **4.3 Theoretical framework**

Participation in the community is cited in the Salamanca Statement as a key component for ‘combating discriminatory attitudes, creating welcoming communities and building an inclusive society’ (UNESCO, 1994, p.ix). This declaration in the Salamanca Statement was fundamental in the selection of communities of practice (CoP) theory by Wenger (1998) which I examined to explore some of the factors that may inspire challenging behaviour in a school setting. Although the CoP theory focused on relations in a working environment, I found the elements of the theory very applicable in the different behavioural perspectives summarised in Appendix 15, as I have explained in the following section.

#### **4.3.1 Communities of practice**

This is a social learning theory (Bandura, 1977) and is based on the proposition that learning involves a profound process of participation in a CoP (Wenger, 1998). In his bid to explain CoP, Wenger (1998) identified four premises to support his theory. One of the premises of CoP is that ‘we are social beings’ such that every person is a member of a communal or civil society and not simply a mere member of a socio-cultural group or a mere individual (Wenger, 1998, p.4). For survival and belonging, Gripaldo (2003) argues that a person has to cooperate with the members of that group.

The assertion corresponds to the ecosystemic theory by Bertalanffy (1969) who argued that behaviour does not originate from within the individual who displays it, but is a product of social interaction, a cyclical chain of actions and reactions between participants and the environment. According to Garner and Groom (2010, p.96), ‘...institutional factors within a school might be a contributory factor in BESD’. Similarly, in the ecological theory Bronfenbrenner (1979, 1993) maintains that behaviour is influenced by interactions



between factors within the person, and the immediate environment, for example, the family and the wider society.

In Kenya, for instance, teachers are generally deemed directly liable for the academic performance of learners such that if children perform poorly at the end of the academic year, they face the wrath of parents, the community and the school inspectors; for example in the case mentioned previously in western Kenya where teachers were attacked by parents and pupils after posting poor results (Amadala and Yonga, 2012). When such incidences happen, teachers find it hard to manage behaviour since the very behaviour they are trying to discourage in schools is being displayed by the parents and the community. Wearmouth (2010, p.82) argues that ‘pupil behaviour does not occur in a vacuum. Difficult behaviour may be indicative of a range of contextual issues associated with the family, school, classroom, peer group or teacher, as well as the pupil’.

Wenger et al. (2002) maintain learning occurs through social participation. In CoP theory, Wenger (1998, p.4) argues that participation is ‘not just to local events of engagement in certain activities with certain people, but to a more encompassing process of being active participants in the practices of the social communities and constructing identities in relation to these communities’. He further asserts that such participation shapes not only what people do, but also who they are and how they interpret what they do (see also Wenger et al. 2002). The assertion supports the interpretivist paradigm which claims that reality is relative because ‘the social world is created by the interactions of the individuals’ (Burton and Bartlett, 2005, p.22). Cognitive-behavioural theorists like Albert Ellis believe that cognitive processes, such as reasoning, understanding and interpretation of events influence human behaviour (Ellis and Ellis, 2011).

In his explanation of how learning takes place in CoP, Wenger (1998) states that learning is not necessarily planned; hence, three crucial components must exist in a community for it to be a CoP. The first component is the 'domain' which Wenger (1998) describes as 'unique' and defined by shared common interests. Membership in a CoP, therefore, implies a commitment to the domain, and for that reason a shared proficiency that distinguishes members from other people (Wenger et al., 2002).

The second component of CoP is the 'community'. Wenger (1998) states that in pursuing their interest in their domain, members of a CoP engage in joint activities and discussions and in doing so, they share information and help each other (Wenger et al., 2002). As a result, they build relationships that enable them to learn from each other to realise their full potential. The humanistic theory which is associated with Carl Rogers and Abraham Maslow contends that realisation of one's full potential includes creative expression, pursuit of knowledge and the desire to give to society (Maslow, 1998). The third component of CoP is the 'practice'. Wenger (1998) refers to members as 'practitioners' who develop a shared range of resources, which can include stories, helpful tools, experiences and ways of handling typical problems.

Cooper (1999) notes that once children with SEBD are rejected, by their peers and adults, there is a possibility of unwittingly cooperating with others with SEBD like themselves to form cliques, which I equate to CoP; consequently, this may maintain or increase the behaviour. The psychodynamic perspective maintains that the unconscious mind, early-childhood experiences and interpersonal relationships all influence human behaviour (Ayers et al., 2000). Similarly, the behavioural perspective perceives behaviour as the result of the individual's past and present learning experiences (Ayers et al., 2000). These principles encourage teachers to create a learning environment where children feel valued

regardless of their individual differences. For example, Cooper and Tinkaz (2007) suggest the need for nurture groups in schools for supporting children with SEBD so that children can learn from one another through mentoring instead of rejecting and isolating them.

The argument above by Cooper and Tinkaz (2007), reminded me of an incident I witnessed in one of the schools in Kenya where I used to teach some years back. The incident involved a boy who used to bully other children resulting in him being frequently punished. The punishments, however, did not deter the boy from bullying other children; actually after every punishment, he would bully another child within a short time. The behaviour seemed to be an endless cycle until we decided to change the tactics used to manage the boy. One of the tactics that we all agreed to engage in was to appoint the boy as one of the prefects and to involve him in assisting the staff whenever they needed help. The change in the way we dealt with the boy led to him developing a sense of acceptance, which consequently led to a remarkable change of behaviour.

#### 4.3.2 How teachers promote CoP among children with SEBD: Personal experience

This section is an anecdote from personal experience in one of the schools I once taught in in the UK, which I will use to demonstrate how teachers create CoP in a school setting. The school was a specialist resource base for children on the autistic spectrum (ASD) with additional severe emotional needs and challenging behaviour.

One of the strategies for managing behaviour in the school was a reward system for good behaviour which was referred to as 'golden time'. Every Friday afternoon, students were given an opportunity to spend the golden time in an activity of their choice. Any undesirable behaviour led to a deduction of some minutes from the golden time. School rules were displayed on the notice boards in all the classrooms to be clearly seen by the

pupils; any time a student misbehaved, the teacher gave them a first warning and reminded them that they risked losing their golden time. Persistence with the undesirable behaviour led to the teacher deducting some minutes from the golden time. Students who had lost some of their golden time would then be put in seclusion in one room for the corresponding amount of time. They were then allowed to join the others if there was any golden time remaining. However, a student could redeem deducted golden time by behaving extremely well before Friday, the day they were being rewarded.

The lesson that I learnt from this method of behaviour management in reference to CoP theory was that confining students with challenging behaviour in the same room as a punishment, actually gave them an opportunity to identify other students with challenging behaviour like themselves who, according to Wenger (1998), belonged to the same 'community'. While in their confinement, the students had an opportunity to share stories and experiences, which Wenger (1998) refers to as the 'practice'. In seclusion, they would share stories, experiences and ideas, which as a result strengthened their behaviour (Wenger, 1998; Wenger et al., 2002). After a period of time, those students who were constantly losing golden time, and consequently being confined in one room, stopped feeling the effect of the 'punishment' and eventually started making friends among themselves.

The outcome of what was supposed to be a corrective measure ended up being an opportunity for students with challenging behaviour to meet and team up. After a period of time, the school found they were eventually dealing with a clique of students with deviant behaviour. Although the teachers had created a strategy that was meant to counter the undesirable behaviour in the school, it instead acted as a reinforcer, which Merton (1936) a sociologist, referred to as 'the law of unintended consequences'.

Lave and Wenger (1991, p.100), maintain that ‘because the place of knowledge is within a community of practice, questions of learning must be addressed within the developmental cycles of that community’. Teachers, therefore, should consider the principle of learning as social participation, where an individual is an active participant in the practices of the social community, and in the construction of his or her identity through these communities which include the school.

Wenger (1998) maintains that people continuously create their shared identity through engaging in and contributing to the practices of their communities. The motivation to become a more central participant in a CoP can therefore provide a powerful incentive for learning desirable behaviour (Wenger, 1998). Schools have a responsibility for supporting students to engage with schooling if they are to make a positive contribution to the development of all students, regardless of their individual differences (Cefai and Cooper, 2006). Thus, teachers have a duty to create CoP in schools and in their classes where students can feel valued and appreciated, instead of marginalising students due to their behaviour or for any other reason; hence, defeating the core essence of inclusive education (Frederickson and Cline, 2009).

## **5 METHODOLOGY**

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### **5.1 Chapter overview**

Robson (2002) asserts that the nature of any research determines the methodology by which it is to be investigated. Researchers use a variety of approaches in deciding what they intend to study; hence, the research questions serve as an initial guide to the types of information to gather. In Chapter 1 I stated that the aim of this study was to conduct a descriptive piece of research to establish whether theory corresponded to practice in meeting the educational needs of children with SEBD in Kenya. As I stated in Chapter 1, by conducting descriptive research I was able to obtain a comprehensive and precise description of the educational provision for children with SEBD in Kenya.

This chapter has six sections. In the first section I explain the philosophical approach of the study, including ethical considerations. The second section contains a detailed justification of the research design used for the study. The third and fourth sections include clarification of the data collection methods and the process for data collection respectively. In section five I explain the procedure for data analysis. In the last section, I highlight some of the effects of reflexivity on the research design.

### **5.2 Philosophical considerations**

It is common practice for every piece of research to involve philosophical assumptions as well as distinct methods; hence, in planning a study, Creswell (2014, p.5) argues that researchers need to consider the philosophical worldview assumptions that would guide their study, the research design related to the worldview and the specific methods that translate the research approach into practice. To emphasise the importance of the philosophical worldview in a piece of research, Slife and Williams (1995) cited in Creswell

(2014) argue that although philosophical ideas are generally concealed in research, they have a lot of influence in the practice of research. Consequently, researchers should identify their philosophical worldview in order to help explain why they chose qualitative, quantitative or mixed method approaches for their study. Although there are several philosophical worldviews in research, in this section I only discuss the theoretical perspective that was pertinent to my study.

### 5.2.1 Interpretivist worldview

My approach to data analysis stems from an interpretivist worldview which claims that reality is not absolute but rather relative. Burton and Bartlett (2005, p.22) argue that ‘the social world is created by the interactions of the individuals’. Similarly, Creswell (2014) states that interpretivist researchers tend to depend on the participants’ views of the situation being studied (p.8). As an interpretivist researcher, I was not there to judge the participants’ opinions or responses during the interviews. Interpretivism presupposes that the meaning of experiences and events are constructed by individuals; thus, ‘reality is socially constructed’ (Mertens, 1998, p.11). Charmaz (2006) argues that there can be more than one reality. For example, in the literature review I noted that the meanings of inclusive education and SEBD are not straightforward since they are individually constructed, resulting in different interpretations and definitions.

My goal was to understand and interpret how participants constructed their individual or shared meaning and knowledge of inclusive education for children with SEBD in Kenya from an interpretivist viewpoint (Hudson and Ozanne, 1988; Mertens, 1998). In this approach, data is generated from socially constructed interpretations; therefore, Bryman (2012) states that researchers prefer ‘naturalistic’ forms of data collection by using flexible designs. Likewise, citing Hitchcock and Hughes (1995), Burton and Bartlett, (2005, p.22)

argue that the ‘methods favoured in interpretivist studies are informal interviews and observations which allow the situation to be as “normal” as possible’ (see also Mertens, 1998).

With the social construction of reality assumption, I obtained data from multiple perspectives in a bid to yield a better interpretation of the study findings; thus, the perceptions of a variety of participants were sought (Mertens, 1998). Burton and Bartlett (2005) refer to this process as triangulation which they define as ‘a process carried out by researchers to increase the validity of their research, and it means checking one’s findings by using several points of reference’ (p.28).

It was necessary as an interpretivist researcher to provide information about the backgrounds of the participants and the contexts in which they were being studied; hence, the reason for providing a detailed overview of the research context in Chapter 1. Flexible research design was used to collect data from multiple sources which involved document analysis, semi-structured interviews and observations.

### 5.2.2 Ethical considerations

Irrespective of the research paradigm used by the researcher, Mertens (2010, p.12) argues that ethics in research should be an integral part of the planning and implementation process. Mertens (2010) maintains that since ethical considerations are intertwined with methodology, researchers have an obligation to conduct ‘good’ research which, according to Christians (2005, p.159) cited in Mertens (2010, p.12), involves ‘intellectual honesty, the suppression of personal bias, careful collection and accurate reporting of data, and candid admission of the limits of the scientific reliability of empirical studies’.



To achieve ethical principles in social research, I adhered to ‘good practice’ in conducting the study as recommended by the University of Birmingham. This was an on-going process from the start of the study to the end. To ensure high ethical standards in conducting the research, it was essential to bear in mind that I had to respect the right and dignity of participants by treating them as equal partners in the study. Heron (1996) cited in Hiles (2008, p.55) refers this to as ‘co-operative inquiry’ where both the researcher and the participants contribute equally to the design of the research and share equally in the experience. It was therefore my responsibility to follow the procedures for confidentiality, anonymity, informed consent and to protect the rights of all participants. This was achieved by explaining to the participants the purpose of the study verbally and in writing in a letter inviting them to participate in the study (Appendix 4). The participants were then given the consent forms and requested to read and sign as an indication of their acceptance to voluntary participation in the research (Appendix 7).

Throughout the study, I observed ethical guidelines set by the British Educational Research Association (BERA, 2011), the Code of Human Research Ethics published by The British Psychological Society (2010) and the Data Protection Act 1998 (HMSO, 1998) in establishing the ethical framework for the sampling strategy and data collection methods. Since the study took place in Kenya, I made every effort to adhere to ethical guidelines set by the National Commission for Science, Technology and Innovation (NACOSTI) and the MoE by obtaining authority to conduct research in Kenya before embarking on data collection (see Appendix 1).

#### *5.2.2.1 How I obtained authority to collect data*

After completing the ethical procedures required by the University of Birmingham for conducting research, I proceeded to apply for authority to conduct research in Kenya as

required by the MoE. Therefore, before embarking on data collection, I obtained a letter of authority to collect data in Kenya from NACOSTI (Appendix 1). The letter of authority issued by NACOSTI required that I report to the respective county commissioners and county directors of education where data was to be collected. At the county offices, I was issued with four permits, two from each county to facilitate data collection in their respective areas and in the schools.

#### *5.2.2.2 Challenges in obtaining authority to collect data*

Obtaining letters of authority to collect data in Kenya was not as straightforward as I initially thought. Nonetheless, I had an obligation to respect the legitimate interests of all stakeholders, including, the institutions, the GoK and the society at large (The British Psychological Society, 2010). I anticipated that it would take me one week to obtain authority to collect data; however, due to the lengthy protocols, it took me two weeks to get the letters of authority that I required before engaging in data collection.

On my first visit to the rehabilitation school, I learnt that since the school was not in the MoE but under the Ministry of Labour, Social Security and Services (MoL), the letters of authority that I had obtained from the MoE and from NACOSTI could not be honoured. I was therefore required to get authority from the Department of Children's Services in the MoL to collect data from the Rehabilitation School (Appendix 3). Getting all these letters was time-consuming and appeared as a duplication of services; however, I had to adhere to good practice in conducting the research by following the procedures required by the MoE in Kenya.

#### *5.2.2.3 Informed consent*

Before engaging in data collection, all participants were informed about the purpose of the study and procedure for data collection and how they would be involved, including why their participation was necessary. They were also informed how data would be used and to whom it would be reported. During the briefing I informed the participants that their involvement in the study was voluntary, and that they had the right to withdraw entirely from the process or have some of the information they would have provided withdrawn from inclusion in the study. Since ethical guidelines require that inquiries involving human subjects 'be based as far as practical on the freely given informed consent of subjects' (Bryman, 2012, p.138), the participants were provided with consent forms, and then asked to sign them after reading through and ticking the relevant boxes as an indication that they were voluntarily participating in the study and to confirm their informed consent (Appendix 7). Before signing the consent forms, I gave the participants the opportunity to ask questions for clarification. A copy of the consent form was left with the participants for their records.

#### *5.2.2.4 Involving children in research*

According to Skånfors (2009), it is good practice for researchers to seek consent from any child involved in the research to ensure that they are willing participants. Similarly, BERA (2011) requires researchers to comply with Article 3 and 12 of the 'United Nations Convention on the Rights of the Child' (UN, 1990), which requires the rights of the child to be observed, and that children capable of forming their own views be granted the opportunity to express them, and at the same time be facilitated to give fully informed consent. Likewise, the 'Code of Human Research Ethics' by the British Psychological Society (2010, p.17) states that:

In relation to the gaining of consent from children and young people in school or other institutional settings,...and where a risk assessment has identified no significant risks, consent from the participants and the granting of approval and access from a senior member of school staff legally responsible for such approval can be considered sufficient.

In that respect, I issued heads of institutions with letters detailing the purpose of the study and the methods of data collection, and at the same time requested permission to conduct research in their institutions (see Appendix 5 and 6). The heads of the institutions were required to sign the letters to approve my data collection in their institutions.

To meet the ethical standards for involving children in the study, in addition to getting the consent from the heads of the institutions to conduct research in their school, children were individually accorded the opportunity to provide informed consent and to demonstrate their willingness to participate in the study. Since consent is not a one-off process, but continuous, I was aware of the signs and indicators to observe from the children to be able to determine whether they were willing or unwilling to participate in the study. Some of the indicators observed in children to imply they were unwilling to participate in the study were, for example, 'not responding', 'walking away' and 'ignoring'. However, such gestures were not construed to mean permanent withdrawal or unwillingness to participate. Nonetheless, I made every effort to create a rapport with the children and to comply with the child protection procedures stipulated in the Protection of Children Act 1999 (HMSO, 1999), the Children Act No 8 of 2001 (Republic of Kenya, 2001, 2012a) and with BERA's guidelines for involving children and vulnerable adults (BERA, 2011).

#### *5.2.2.5 Anonymity and confidentiality*

It is considered the norm for researchers to recognise and uphold the participant's anonymity, confidentiality and privacy, unless they willingly waive that right (BERA, 2011). Before embarking on data collection, I assured the participants that neither they nor

the institutions where data was collected would be identified in reporting research findings. I also assured them that all data would be confidential and protected with a password in the researcher's computer, and that I would only share it with my research supervisor. Since audio recording was my preferred option to avoid the need to take notes during interviews in order to save time, I informed the participants that interviews would be audio-recorded and that only my supervisor and I would listen to the interviews. However, some participants requested not to be audio recorded so I took notes during their interviews.

I ensured confidentiality and anonymity by complying with the Data Protection Act (HMSO, 1998). Pseudonyms for all the participants were used during reporting of the study findings to avoid mentioning the names of the participants. For example, participants in the Rehabilitation School were identified with the abbreviation 'RT-1', 'RT-2' etc. (Rehabilitation Teacher) and children as 'CD-1', 'CD-2' etc. Those in the Mainstream School were identified as 'MT-1', 'MT-2' etc. (Mainstream Teacher). Participants from the MoE and from the Children's Department were identified as the 'Education Officer' and the 'Children's Officer' respectively. The participant from the EARC (Educational Assessment and Resource Centre) was identified as the 'EARC Coordinator'. The heads of the Rehabilitation School and the Mainstream School were referred to as the 'Manager' and the 'Headteacher' respectively. To protect the possibility of identifying the institutions where data was collected, the institutions were referred to by their type; i.e. the 'Mainstream School', the 'Rehabilitation School' and the 'EARC'.

The Data Protection Act (HMSO, 1998) was observed concerning storage of all the data collected during the study. Any cited work of other authors was carefully referenced and where necessary, permission was obtained to include such works in the study. I ensured that

data was stored in a personal laptop secured with a password, and the documents related to the study secured with encryption and a password as well.

At the end of the data collection exercise, participants were debriefed and requested to provide their contact details. With this information, I was able to contact them in case I required more information and also provide them with the research findings.

### **5.3 Research design**

The flexible research design was employed in which I adopted a multiple case study approach to collect data from a mainstream school and a rehabilitation school in Kenya. As an interpretivist researcher, the study was descriptive resulting in qualitative data. According to Cohen et al. (2007), research methods and the design are determined by the purpose of the study; hence, there is no single model for planning research. Likewise, de Vaus (2001) maintains that the research design is developed to facilitate making decisions about the kind of evidence required to address the research question.

From an interpretivist pointview, flexible research design was preferred because it allows the researcher to explore ‘reality’ through the participants’ viewpoint of the phenomenon being investigated (Mertens, 1998). The flexible research design was selected in order to achieve the four goals suggested by Yates (2004, p.138) in Burton and Bartlett (2005, p.23):

1. To attain an in-depth and detailed description of the participants’ experiences of inclusive education practice which, according to Robson (2002), enhances the rigour of the research.
2. To explore how individuals or group members, including teachers and non-teaching staff gave meaning to and expressed their understanding of the concept of inclusive education and SEBD.

3. To find out and describe in detail how the educational needs of children with SEBD were met and whether all stakeholders, including, teachers, parents, the MoE and other agencies were collaborating in the provision of education for children with SEBD.
4. To explore the complexity, ambiguity and specific detailed processes that were taking place within the context of my research, for example, the home-school partnership.

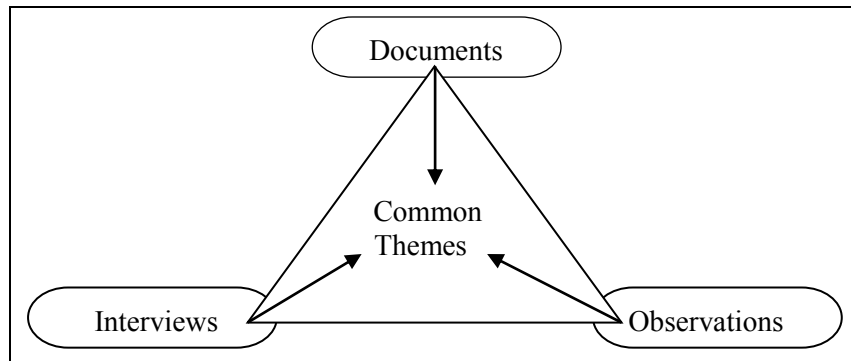
#### 5.3.1 Triangulation

To achieve the research objectives and to increase the reliability of the research findings, a triangulation approach was applied (Creswell, 2014) which involved cross-checking data from interviews, observations and documents to locate common major and minor themes (Creswell and Miller, 2000; Bryman, 2012). Burton and Bartlett (2005) describe triangulation as ‘checking one’s findings by using several points of reference’ (p.28). Similarly, Robson (2002, p.174) states that triangulation ‘involves the use of multiple sources to enhance the rigour of the research’ (see also Mertens, 1998 and Bryman, 2012). By looking at a range of similar and contrasting cases (in the Rehabilitation and the Mainstream School) I was able to strengthen ‘the precision’, ‘the validity’ and ‘stability’ of the research findings (Miles and Huberman, 1994, p.29).

Denzin (1978) cited in Thomas (2009, p.111) subdivides triangulation into ‘investigator triangulation’, ‘methodological triangulation’ and ‘theory triangulation’. Methodological triangulation was achieved in this study by using different methods for data collection, including interviews, observations and document analysis, which consequently increased the reliability of the research findings. According to Woods (1999) in Burton and Bartlett

(2005, p.28) ‘the interpretivist would use the distinctive sources of data to give greater depth to their analysis, corroborating or leading to discussion of variation in the findings’.

Figure 5-1: Data Triangulation



#### *5.3.1.1 Advantages and disadvantages of triangulation*

Triangulation has several advantages, one of which is that it allows researchers to be more confident in reporting research findings (Thurmond, 2001). For example, using interviews, observations and document analysis resulted into an in-depth understanding of the phenomenon that I was investigating, which would have been difficult using a single data collection strategy. Robson (2002, p.175) maintains that triangulation can be used to ‘counter all of the threats to validity’. Robson (2002) further argues that by involving the use of multiple sources of data, it enhances the rigour of the research. Similarly, citing Campbell and Fiske (1959), Cohen et al. (2007) stress that triangulation is a powerful way of demonstrating concurrent validity, particularly in qualitative research since it helps in dealing with most of the threats to validity.

Emphasising the importance of triangulation in research, Cohen et al. (2007) warn that exclusive reliance on one method may ‘bias’ or ‘distort’ the researcher’s picture of the particular segment of the reality being investigated. According to Cohen et al. (2007), if, for



example, the outcomes of interviews correspond to those of the document analysis of the same phenomena, the researcher would be confident about the findings; hence, the more distinct triangulation sources are and the greater the results correspond, the more reliable the research findings would be (Miles and Huberman, 1994).

Despite the benefits of triangulation, the strategy is not without some limitations. For example, Robson (2002) argues that triangulation ‘can open up possibilities of discrepancies and disagreements among the different sources ... e.g. when findings collected by different methods differ to a degree which makes their direct comparison problematic’ (p.175). To avoid this threat to my study, data was collected from three sources with the conviction that there would be agreement in at least two sets of data if not all.

Another limitation in triangulation is that collecting data from multiple sources can be time-consuming and costly. For this to be avoided, convenience sampling was deemed necessary as explained in section 5.3.3. Similarly, collecting data from multiple sources can lead to difficulty in dealing with a vast amount of data (Robson, 2002). This threat was avoided by preparing an interview guide and an observation guide so that I could remain focused on the research objectives during data collection.

### 5.3.2 Multiple case study design

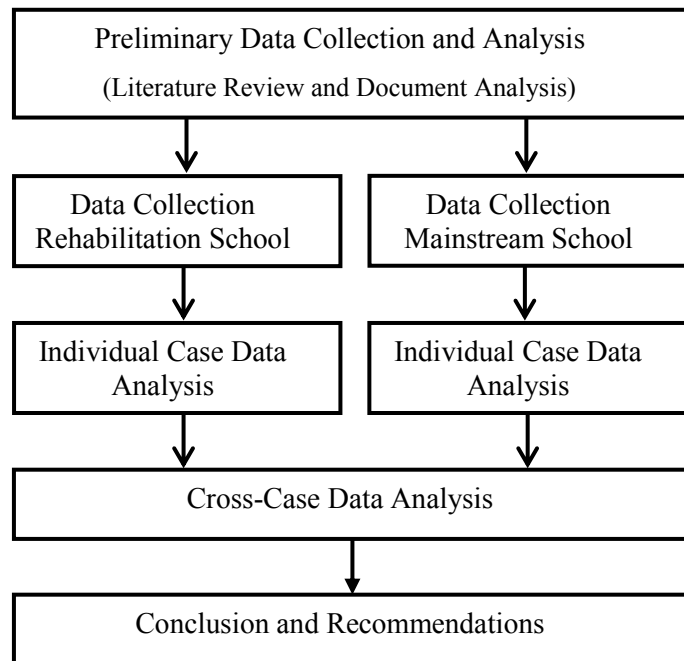
To be able to conduct a comprehensive study, a multiple case study design was adopted, which involved data collection from a rehabilitation school and a mainstream school. The suggestion by Yin (2009) that multiple case studies can increase the validity of a study influenced the choice of the research design. Although I had no intention to generalise my research findings, Cohen et al. (2007) argue that case studies provide insights into other

similar cases, thereby making it possible to understand other similar cases. Nonetheless, I was not seeking to generalise the research findings but rather to understand the selected cases from the Kenyan context, hence the need for document analysis, which provided a wider picture of the phenomenon I was investigating. Figure 5-2 below shows the Framework for the Multiple Case Study Design (Yin, 2009).

Yin (2009) as well as Bryman (2012) maintain that the characteristic feature of a case study is its approach in capturing all details of a particular group, event or individual within a real life context, allowing an in-depth understanding of the phenomenon under investigation. For that to be achieved, multiple data sources, including documents, interviews and observations were used to allow data triangulation as explained in section 5.3.1 above (Thomas, 1998; Yin, 2009; Denscombe, 2010).

In his book 'Applications of Case study Research', Yin (2003, p.4) maintains that 'case study is the method of choice when the phenomenon under investigation is not readily distinguishable from its context'. This statement by Yin (2003) was pertinent in justifying my choice of the case study design considering that the concepts 'inclusive education' and 'SEBD', as noted in the literature review, were difficult to define due to their complexity since they are hard to distinguish from the general education provision and from other behavioural problems respectively. As each case has its common and unique features, by using a multiple case study design I could identify such features and show the cause-effect relationship (Bell, 2005).

Figure 5-2: Framework for Multiple Case Study Design



#### 5.3.2.1 Rationale for the multiple case study design

Cohen et al. (2007) identify several strengths in case study design, some of which I mentioned above. Using a case study approach, I was first able to conduct an in-depth investigation by collecting data from participants in their contexts. I was, therefore, able to establish whether the policy on SNE in Kenya corresponded to practice, especially in the provision for children with SEBD; thus, it was possible to understand the complex inter-relationships between different factors and stakeholders as indicated in the conceptual framework (see Figure 4-1). Moreover, Yin (2009) argues that case study design is very intensive and aims at studying everything, thereby giving a holistic view of the phenomena being studied.

Second, I was able to collect data individually from the two case studies, selected through convenience sampling, without the need to hire research assistants, which was cost effective. Third, data collection was flexible such that I was able to collect data using a variety of methods, including interviews, documents and observations in the same context.

Finally, in collecting data from different sources and using different methods, triangulation automatically took place, thereby increasing the reliability of the study findings.

#### *5.3.2.2 Challenges faced in using case study design*

One of the common concerns about case study designs is that the results may not be generalisable, which can be a threat to external validity (Burton and Bartlett, 2005; Yin, 2009). Threat to external validity was addressed by conducting a multiple case study in an attempt to replicate the findings (Yin, 2009). Although the selected schools in the case study were typical of other schools in Kenya, such that it was possible to generalise the study findings (Stake, 1995), my intention was not to generalise the research findings but rather to understand the phenomenon under investigation from the data gathered from the two schools.

To justify the generalisability of case study designs, Bassey (1999) and Denscombe (2010) argue that the degree to which case study findings can be generalised depends on how far the case study is similar to others of its type. Denscombe (2010) maintains that when reporting the case study findings, it is important for the researcher to include sufficient details about how the case compares with similar cases. Document analysis was, therefore, deemed necessary to provide background information on the educational provision for children with SEBD in Kenya. Document analysis was followed by conducting a multiple case study for data triangulation to be able to confidently report on the phenomenon I was investigating.

The second limitation with case studies cited by Yin (2009) is that they can be time-consuming and they may result in massive, unmanageable data. This was avoided by preparing an interview guide for the participants as shown in Table 5-3 in section 5.4.2.1.

By using the interview guides, I was able to control the interview process, focus on the main issues and avoid digressing to irrelevant topics. I had also prepared a time frame for the period I would spend in every institution as indicated in Table 5-5 in section 5.5.

Finally, construct validity is considered a threat to case study design, which Yin (2009) attributes to the possibility of investigator prejudice. Yin (2009) notes that sometimes researchers find it difficult to define the construct they are investigating. In this study, for example, concepts like, 'inclusive education', 'SEBD' and 'mainstream school' did not have a straightforward definition. Cohen et al. (2007) suggest that in case there are constructs that have no clear definition, there is a need for researchers to confirm the concept with that given in related literature, as well as looking for various examples, to then stipulate how the construct would be used in the study.

In Kenya, for example, the terms 'emotionally challenged' and 'emotional and behavioural disorders' were used in various documents. However, I preferred the term SEBD because, as I have stated in section 3.5.1, I considered it more broad as it accommodates the emotional, behavioural and social aspects. During the pilot study I also noted that the terms 'mainstream school' and 'regular school' were used interchangeably by the participants. I chose to use the former because I considered it to be widely used internationally in defining different educational settings for children with SEN.

### 5.3.3 Strategy for selection of case studies and the participants

There are several factors which determine the sampling strategy applied in a piece of research. Cohen et al. (2007) recommend that researchers get a large sample because it gives greater reliability and has a high chance of being representative. They at the same time suggest that before deciding on the sampling strategy to apply, researchers need to

consider the following four factors: (1) the sample size; (2) representativeness; (3) access; and (4) the sampling strategy to be used (p.100). While my endeavour was to achieve all four factors, Thomas (2009) argues that representativeness in case studies can be hard to attain.

Of the two general methods of sampling, including probability and non-probability sampling (Cohen et al., 2007; Bryman, 2012), I adopted the latter because, as Bryman (2012) suggests, if the research questions imply that particular categories of people should be sampled (for example, children with SEBD in this case) then non-probability sampling is most appropriate, although the study findings may not be generalised.

Three types of non-probability sampling strategies, convenience sampling, purposive sampling and snowball sampling, were adopted to be able to achieve the research objectives. According to Mertens (1998) ‘researchers working within the interpretivism/constructivism paradigm typically select their samples with a goal of identifying information-rich cases that will allow them to study a case in depth’ (p.261).

Non-probability sampling is, however, not without criticism. For example, Thomas (2009) argues that when in ‘the pursuit of the kind of person in whom the researcher is interested, profess no representativeness’ (p.104).

#### *5.3.3.1 Convenience sampling*

According to Denscombe (2010, p.58), ‘In the practical world of research, with its limits to time and resources, the selection of cases is quite likely to include a consideration of convenience.’ Denscombe (2010) further argues that in a situation where there are equally suitable alternatives, it is reasonable for the researcher to select the one which is cost-effective in terms of money and travel, and the one easily accessible.

As a self-sponsored student, raising funds for my tuition and upkeep was a big challenge. Convenience sampling was, therefore, deemed appropriate since it was easy to set up and cost-effective in terms of money and time. In that case, the Rehabilitation and Mainstream Schools and the EARC were selected through convenience sampling due to their proximity to where I was residing in order to cut the cost of travelling and to save time (Bernard, 2006; Cohen et al., 2007).

#### *5.3.3.2 Purposive sampling*

Purposive sampling is mostly done with direct reference to the research questions; thus, the approach does not involve random sampling. Bryman (2012) maintains that in purposive sampling, ‘the research questions should give an indication of what units need to be sampled’ (p.416); likewise, May (2011, p.100) argues that the sample should be ‘fit for purpose’, and that it should not only understand the research questions, but also possess the knowledge to answer them.

By using purposive sampling, I could gain access to as wide a range of individuals relevant to the research questions as possible. Since I was primarily investigating the educational provision for children with SEBD, it was prudent to select participants who were involved in the education of children with SEBD. The Rehabilitation School and the Mainstream School were, therefore, selected after determining that they had children with SEBD after collecting preliminary data from documents and from the EARC. By using purposive sampling, I had confidence that the participants had the knowledge and understanding, either through training or through experience working with learners with SEBD in their schools, to be able to participate in the study.

Although this method of sampling is usually criticised for being selective and biased, Cohen et al. (2007), as well as May (2011), argue that a study is of no benefit for random sampling when the sample cannot provide the information being sought by the researcher. Cohen et al. (2007) further maintain that the main concern in a study ‘is to acquire in-depth information from those who are in a position to give it’ (p.115); likewise, Denscombe (2010) argues that it is difficult to adhere to the principle and procedures of probability sampling when selecting people or events for small-scale research.

#### *5.3.3.3 Snowball sampling*

The rationale for using snowball sampling was that it was difficult to determine which schools had children with SEBD without first conducting preliminary data collection on assessment and placement of children deemed to have SEBD. By using the snowball sampling approach, I was able to identify schools that had children with SEBD (Bernard, 2006). For this to be achieved, the data collection process was planned to be in five stages, as explained in section 5.4. The second phase of data collection involved semi-structured interviews with the EARC's personnel who were considered to be the most appropriate in providing the data that was required to be able to identify the schools that had children with SEBD.

Using this strategy, I was referred to the schools that had children with SEBD by the EARC personnel. The schools were then selected using purposive and convenience sampling as explained in section 5.3.3.2. To adhere to the principal of good practice as explained in section 5.2.2.1, my intention to contact schools where children who had been assessed and determined to have SEBD were placed was clearly stated in the letter that I sent to the EARC Coordinator requesting permission to collect data in the Centre (see Appendix 5). Data from the EARC was, therefore, used to suggest the institutions for the case study (the



Rehabilitation School and the Mainstream School) using the snowball sampling approach (Mertens, 1998; Cohen et al., 2007; Bryman, 2012, p.428).

#### 5.3.4 Sampling strategy

According to Robson (2002), determining sample size is one of the challenges novice researchers in qualitative research face. Robson (2002), Cohen et al. (2007) and Bryman (2012) all agree that the decision about the sample size is not a straightforward one as it depends on factors such as time, cost and the style of the research. As a self-sponsored student, financial constraint was one of the challenges that I was faced with, which greatly influenced my research design and in turn determined the sample size.

For that reason, purposive and convenience sampling strategies were adopted as explained in section 5.3.3, which resulted in the selection of the two schools for the multiple case study design. The rationale for selecting the two schools was that there was a high possibility of finding children with SEBD in the Rehabilitation and Mainstream Schools. The document analysis which was done prior to the field data collection revealed that there were no specific schools for children with SEBD in Kenya, unlike children with other types of SEN. This was confirmed by the data collected from the EARC which indicated that children deemed to have SEBD were either in mainstream school or in rehabilitation schools or not attending school at all.

Sampling involved different levels, including sampling of contexts and of the participants (Bryman, 2012). Sampling of contexts was done by selecting two distinctive schools, a mainstream primary school and a rehabilitation school. Each of these schools was a case in its own right since they were chosen to exemplify different types of educational settings for children with SEBD in Kenya (Bryman, 2012). The schools were sampled from the data

collected from the EARC, which provided information on assessment and placement of children with SEBD. The EARC was purposively selected due to its role in assessing children with special needs.

Sampling of all the participants involved selecting participants depending on the role they were playing within the schools and in their involvement in supporting children with SEBD. Therefore, as much as it was possible, I selected the participants who had direct involvement in the education of children with SEBD or who had key roles for supporting children with SEBD in the schools. The selection of participants purposively was necessary in order to involve suitable participants who could provide answers to the research questions and to save time (May, 2011).

The Rehabilitation School provided the bulk of my data since all the children in the institution had behavioural problems, although they were not necessarily regarded as having SEBD. I, therefore, decided to interview both the teachers and the children in the Rehabilitation School as well as to conduct observations to determine how the educational needs of the children were met in the institution. I interviewed children in the Rehabilitation School because I reasoned that since they had been in mainstream schools at one point, they would be in a better position to provide data regarding their perception of the two types of educational settings.

Table 5-1: Sample Size

Stage	Context	Semi-structured interviews
1	EARC	1 EARC Coordinator
2	Rehabilitation School	10 Members of staff
		10 Pupils
3	Mainstream School	6 Teachers
4	Ministry of Education	1 Officer
5	Children's Department	1 Officer
Total		29

#### 5.3.4.1 Challenges faced in sampling

Following the completion of the first phase of the study, which involved the literature review and document analysis, I was able to determine with certainty that children with SEBD were recognised as having SEN in Kenya. This was because they were listed among children with SEN in the National Special Needs Education Policy Framework (Republic of Kenya, 2009) and in the Basic Education Act (Republic of Kenya, 2013a). Nonetheless, neither the SEN Policy Framework nor the Basic Education Act specified how their educational needs would be met in Kenya.

The Children Act, 2001 and 2012 (Republic of Kenya, 2001, 2012a), which specify the mandates of the rehabilitation schools in Kenya, were not specific on the issue of educational provision for children in rehabilitation schools. With that information lacking in the documents that were analysed, I found it necessary to interview officers from the Ministry of Education and from the Children's Department for more information.

#### *5.3.4.2 Consideration of the representativeness of the sample*

As I have stated earlier, one of the common criticisms of case studies is that they provide little basis for generalisation (Yin, 2009). Critics of purposive sampling and snowball sampling like Thomas (2009, p.104) argue that since they lack the element of representativeness, they should, therefore, not be referred to as ‘samples at all’. Likewise, Denscombe (2010) maintains that selection of case studies should not only be based on their relevance to the phenomenon being researched, but consideration of other factors should also be made, such as how the study findings would be used.

Although I indicated earlier that my intention was not to generalise the study findings but rather to understand the phenomenon under investigation with the aim of contributing to the educational provision for children with SEBD in Kenya, some of the considerations when selecting the two distinct schools for the case study included what Denscombe (2010) refers to as ‘typical instance’. The logic was that these particular cases were typical in that they were similar in ‘crucial’ respects to others that might have been chosen. In such cases, Denscombe (2010) argues that the degree to which case study findings can be generalised depends on how far the case study is similar to others of its type (p.57).

Similarly, Guba and Lincoln (1989) cited in Mertens (1998, p.255) maintain that it is good practice to provide sufficient ‘thick description’ about the case studies so that the readers can understand the contextual variables operating in that setting; once that is done, Stake (1994) in Mertens (1998) argues that ‘the burden of generalisability then lies with the readers, who are assumed to be able to generalise subjectively from the case in question to their own personal experience’ (p.255).

#### **5.4 Data collection methods**

Guba and Lincoln (1989) cited in Mertens (1998, p.161) suggest using qualitative data collection methods as the preferred strategies when working in the interpretive/constructivist paradigm. Likewise, Denzin (1988) cited in Robson (2002, p.371) suggests that researchers should choose data collection methods that are diverse in order to be able to get a better estimate of the answers to the research questions. According to Robson (2002), strategies for data collection are generally determined by the type of information being sought, from whom and under what circumstances with the aim of achieving the study objectives.

Creswell (2014), however, warns that using a single method for data collection and finding a straightforward result may mislead the researcher. Underscoring the importance of using multiple sources of data in a research study, Creswell (2014) argues that the strategy is important in enhancing the reliability of the research findings. Similarly, Bell (1999, p.102) maintains that by gathering data from a number of informants and a number of sources, and subsequently comparing and contrasting one account with another helps a researcher to produce a full and balanced study.

As I stated in section 5.2.1, the interpretivist paradigm was adopted to investigate the educational provision for children with SEBD in Kenya. In order to determine whether theory corresponded to practice in the provision of education for learners with SEBD in Kenya, the flexible research design was used to collect data from multiple sources, which involved document analysis, semi-structured interviews and observations. Data was collected in two phases as illustrated in Figure 5-3. In this section I explain how the data collection tools were developed and applied at each stage.

#### 5.4.1 Documents

Document analysis was the first phase of the data collection, which included the literature review. During the literature review, as described in Chapter 2, I searched the existing knowledge related to my study. According to Prior (2003) cited in Burton and Bartlett (2005, p.143), documents form a field for research in their own right. Document analysis was, therefore, necessary because the process provided primary data (Thomas, 2009), which was vital in determining the educational provision for children with SEBD as illustrated in the conceptual framework in Figure 4-1.

The reason for collecting data from the documents was that all organisations, whether small or large, have huge quantities of documents and records that trace their past and current status, some of which are in the public domain and can be easily accessed online (Mertens, 1998, 2010; Bryman, 2012). These may include documents and reports at an institutional, national and international level and may not only be available in paper form, but also as computer files, and in audio and video formats. According to Mertens (1998, p.342), ‘qualitative researchers must turn to these documents and records to get the necessary background of the situation and insights into the dynamics of everyday functioning’. He further argues that since the researcher cannot be in all places at all times, documents and records provide information that would otherwise be unavailable (p.324).

Bryman (2012) maintains that documents reveal something about what goes on in an organisation and helps the researchers to uncover such things as its ‘culture’ or ‘ethos’. Nonetheless, Bryman (2012, p.554) cite Atkinson and Coffey (2011) to argue that documents should be viewed in a distinct level of ‘reality’ and should be examined in terms of the context and their implied readers. By reviewing the documents I had an assumption that they would reveal an underlying reality about how the educational needs of children

with SEBD were met in Kenya. Bryman (2012, p.550), however, warns that some documents may seem interesting due to the biases they reveal, hence the need for researchers to take caution in attempting to treat them as depictions of reality.

Data collected from documents made it possible to establish how the MoE in Kenya was committed to meeting the educational needs of children, not only those with SEBD but children with SEN in general. Consequently, the data from the documents contributed to data triangulation and supplementing and checking the reliability and validity of the information obtained from interviews and observations (Yin, 2009).

In Chapter 2, I explained the inclusion and exclusion criteria for the documents reviewed in this research. Seven documents (see Table 5-2 below) were analysed, which included Kenya's Education Act, the Children Act, the National SNE Policy Framework, various education reports by education commissions, sessional papers, as well as research papers related to this study. All these were examined to identify possible connections to the themes developed from the research objectives and the research questions.

Table 5-2: Analysed Documents

<b>Year</b>	<b>Documents</b>	<b>Theme</b>
1999	EFA 2000 Assessment Country Report (Republic of Kenya, 1999)	Assessment of Education for All ten years after the Jomtien conference in 1990
2005	Challenges of implementing free primary education in Kenya: Assessment report (UNESCO, 2005a)	Challenges of inclusive education as a result of implementing FPE
2005	Sessional Paper No 1 of 2005 On a policy framework for education, training and research (Republic of Kenya, 2005)	Development of education and the challenges experienced
2007	Occasional Report: Objects of pity or individuals with rights: The right to education for children with disabilities (KNCHR)	Assessment of policy, legislative and administrative gaps in the provision for children with disabilities
2008	Strategic plan 2008-2012: Kenya Vision 2030 (Republic of Kenya, 2008)	Key policy actions and reforms as well as programmes and projects that the Ministry intended to implement during the plan period (2008-2012)
2009	The National Special Needs Policy Framework (Republic of Kenya, 2009)	Policy framework for educational provision for children with SEN
2012	Sessional paper No 14 of 2012 on reforming education and training in Kenya (Republic of Kenya, 2013b)	Development and challenges in the education sector

The data from documents was necessary for several reasons. First, I was able to understand the phenomenon and the context of the study after gathering background information from the existing documents. Second, I was able to determine whether the phenomenon I was investigating existed so that I could plan my research. For example, after reviewing the Basic Education Act (Republic of Kenya, 2013a) and the National SNE Policy Framework in Kenya (Republic of Kenya, 2009), I was able to establish that children with SEBD were recognised as having SEN since both documents listed them among children with disabilities.



The third reason was that document analysis helped in developing the other data collection tools that were used in the fieldwork, including semi-structured interviews and observations. These were necessary for data and method triangulation as explained in section 5.3.1. Semi-structured interviews and observations were used for further investigation into the issues and concerns that emerged from the document analysis. For example, the Children Act 2012 (Republic of Kenya, 2012a) indicated that the maximum period for children to be in rehabilitation schools was three years. For that reason, I needed to check whether the teachers considered that duration adequate for long-lasting behaviour change. Document analysis, therefore, facilitated the formulation of the interview and observation guides to investigate whether policy corresponded to practice in meeting the educational needs of children with SEBD.

#### *5.4.1.1 Challenges encountered in using documents*

Several challenges were encountered in using documents as a method for data collection. For example, it was difficult to interact with the people who produced the documents, which Mertens (1998) argues may pose a challenge to researchers in interpreting the meaning of some documents. Hodder (1994, p.398) in Mertens (1998, p.325) suggests that researchers use the same rules of thumb that guide other types of qualitative data by asking questions such as, ‘How does what is said fit into more general understating?’ then examine patterns and inconsistencies in the evidence. The other challenge was in determining the amount of documents to review. Bell (2005, p.128) suggests that since it is not possible to analyse everything, the quantity of documents to be analysed would inevitably be influenced by the time available. She further says that it is important to familiarise oneself with different categories of documents and then select the ones that are fundamental to the study.

#### 5.4.2 Interviews

Interviewing constitutes an important research tool in data collection, and as Bryman (2012) states, it is probably the most widely employed method in qualitative research. The second phase illustrated in Figure 5-3 involved data collection using semi-structured interviews. Although in section 5.2.1 I referred to Burton and Bartlett's (2005) suggestion that informal interviews are preferred in interpretivist studies, in contrast, Bryman (2012) maintains that if the researcher has a clear focus of the study, semi-structured interviews would be preferable so that the more specific issues can be addressed. Bryman (2012) further argues that in multiple case study research, some structure is essential in order to ensure cross-case comparability (p.472). Since multiple case study design was the approach for this study, I found it necessary to prepare an interview guide (Table 5-3) to ensure that as far as possible similar questions were asked to all the participants. Lofland and Lofland (1995) in Robson (2002, p.278) define an interview guide as 'a list of things to be sure to ask about when talking to the person being interviewed'.

Semi-structured interviews were selected as one of the strategies for data collection in this study after considering three factors. First, they were well suited for the exploration of the perceptions and opinions of the respondents' experiences working with children with SEBD, their perceptions about inclusive education practice and their opinion on rehabilitation practice in Kenya. Second, using semi-structured interviews, I could change a question's wording and offer explanation where necessary without changing the intent of the question. I could also ask new questions to probe for more information or clarification where necessary. In addition, it was possible to vary the order in which the questions were asked depending on the participants' responses. By probing, I was able to maximise interactive opportunities between myself and participants, which helped to establish a sense

of rapport and reducing the risk of socially desirable answers (Robson, 2002; Cohen et al., 2007). I was, however, cautious not to become overly friendly with the participants or judgemental about their responses (Bryman, 2012). The interview guide helped in asking the questions that were relevant to specific interviewees and omitted those that were not (Robson, 2002; Bryman, 2012). Third, the participants had freedom to express their views freely and in their own terms according to how they viewed their social world (Cohen et al., 2007; Bryman, 2012).

Using semi-structured interviews as a method for data collection is not without criticism. Some of the criticisms of semi-structured interviews are that the process of conducting interviews, transcribing and analysis can be very time-consuming (Bryman, 2012). Burton and Bartlett (2005, p.126) maintain that if not well prepared, the researcher can significantly affect the participants' responses by inadvertently influencing or leading the respondent during the interviews, which I tried to avoid by preparing an interview guide. Even though Maxwell (2005) suggests that interviewers should avoid leading questions so as to avoid bias when interviewing, conversely, Hammersley and Atkinson (2007, p.101) argue that 'neither non-directive interviewing nor even reliance on unsolicited accounts avoids the problem entirely'. Intrusion of one's own biases and expectations is another challenge faced by researchers when conducting interviews, which was avoided by not being judgemental about the participants' responses (Bryman, 2012).

#### *5.4.2.1 How I planned to conduct the interviews*

When preparing for qualitative interviews, Bryman (2012) suggests that one should consider asking the question, 'What do I need to know in order to answer each of the research questions I am interested in?' (p.473). In response to that question, I decided to prepare a general interview guide with key questions as I have stated above. The questions

were grouped thematically, guided by the research objectives (see Table 5-3 below) which made it easier to analyse the data. The questions were then expanded further during interviews to elicit more information from specific participants (see Appendix 8-13). By preparing the interview guide beforehand, I was able to cover all the areas that I needed, but from the participant's viewpoint (Bryman, 2012).

Since the participants played different roles, they were purposively selected to be able to achieve the research objectives. For example, to determine the referral, assessment and placement procedure for children with SEN, the EARC personnel were better placed to provide such data. Semi-structured interviews were accordingly tailored to suit particular respondents so that I could ask questions that were relevant to specific interviewees depending on the role they were playing and the objectives that I intended to achieve (Robson, 2002; Bryman, 2012). However, the semi-structured interviews had minimal variations.

Table 5-3: General Interview Guide

Objectives	Key Questions
1. To investigate the assessment and referral procedure for children with SEBD in Kenya	a. What is the assessment and referral procedure for children with SEBD in Kenya?
2. To investigate the educational provision for children with SEBD in Kenya	b. How does the MoE and the Ministry of Labour ensure that the educational needs of children with SEBD are met in Kenya?
3. To investigate the support and intervention strategies employed by teachers in mainstream schools and in rehabilitation schools to meet the educational needs of children with SEBD in Kenya	c. How do teachers in rehabilitation schools and mainstream schools meet the educational needs of children with SEBD in Kenya?
4. To investigate parents'/guardians' involvement in the education of children with SEBD	d. How are parents/guardians involved in the education of children with SEBD in Kenya?
5. To investigate the perceptions of teachers on inclusive education practice in Kenya	e. What are the teachers' perceptions of inclusive education for children with SEBD in Kenya?
6. To investigate the perceptions of children in rehabilitation schools on rehabilitation practice	f. What are the perceptions of children in rehabilitation schools on the rehabilitation practice in Kenya?
7. To highlight measures that could be taken to meet the educational needs of children with SEBD in Kenya	g. How can the educational provision for children with SEBD be improved in Kenya?

#### 5.4.2.2 Piloting and validation of interviews

To avoid ambiguity in data collection tools, May (2011) emphasises the importance of conducting a pilot study on a sub-sample before the research instruments are used on the full sample. At this stage, the researcher can determine whether or not the research tools measured what they were meant to measure, and whether the respondents in the sub-sample faced any difficulties in responding to the question. The researcher is also able to determine

whether the constructs used mean the same thing to all the respondents to avoid ambiguity. May (2011) further points out that the pilot stage can result in the revision of how questions are laid out and questions are worded to make sure they mean the same thing to all respondents, hence increasing the reliability, validity and practicality of the research tools.

In support of the pilot study, Robson (2002) points out that respondents must be able to understand the questions in the way that the researcher intends, and that they should have the information needed to answer them because misunderstanding of some concepts would lead to different interpretations of the questions, hence undermining internal and construct validity. Similarly, Cohen et al. (2007) warn against assuming that the respondents will have an opinion or information about the subject that the researcher is investigating.

The pilot study was conducted in a special school in Kenya for several reasons. First, I was confident that the teachers in the special school were in a better position to provide good feedback and suggestions about my interview questions and how they felt as participants due to the experience they had working with children with SEN and their awareness of the challenges regarding their educational provision. Second, the school was convenient for me because, where necessary, I could interact freely with both the teachers and the pupils in a language they could all understand. Third, I could comfortably ask the teachers to assess the suitability of the questions and provide feedback as to whether there was potential for the questions to reduce responses from participants that would reveal data relevant to the study. Finally, I was able to ask them to assess the suitability of the language used in the questions and whether they were clearly stated to be understood by the participants.

Before commencing the pilot study, I followed the ethical guidelines explained in section 5.2.2 using the same method I was required to use in the main study. I explained to the

participants the purpose of undertaking the research and the intended outcomes. I also informed them what was expected of them at that stage of the study to facilitate effective data collection in the actual research. With that information, the participants were able to give informed consent to participate in the pilot study. All the participants were assured that confidentiality and anonymity would be observed, such that neither they nor the school would be identified in the study. They were informed that they were free to withdraw at any time or refuse to respond to questions they were not comfortable with.

Several issues came up following the pilot study which needed to be addressed. For example, during the pilot study I noted that the terms ‘mainstream school’ and ‘regular school’ were used interchangeably, by the participants. I decided, therefore, to use the two terms when conducting the interviews and to rephrase the questions where I found it necessary, especially if I noted that the respondents were hesitating to answer either because the question was not clear. I also noted that the questions in the interview guide were not flowing systematically, such that I would sometimes ask a question at the bottom of the list as a result of the response given by the participant. I then rearranged the questions to ensure that each question was closely linked to the next. I was at the same time prompted to include further questions and to avoid questions that were not relevant to particular respondents.

Another issue which emerged at this stage was with the timing. During the pilot study I noted that the interviews were taking longer than I had planned. Therefore, I simplified the questions to avoid spending too much time on explanations to the participants. In doing so I was able to adhere to the time allocated for each participant and avoid interfering with their timetables.

Pilot studies, however, have weaknesses; for example, the fact that in the pilot study I only focused on a small sample of participants who were not working in a mainstream or rehabilitation school, it was difficult to make an assumption that the process would work in a full-scale study. Nonetheless, the pilot study increased the likelihood of success by considering the participants' input, hence justifying the use of semi-structured interviews. Another justification for the pilot study was that it provided the opportunity to practise and gain experience in using the semi-structured interviews to increase my confidence in conducting the full-scale study.

#### 5.4.3 Observation and field notes

Observations provided an opportunity to determine whether indeed what the participants said they did was actually what they were doing in the real setting (Burton and Bartlett 2005). According to Robson (2002, p.310), 'saying is one thing; doing is another'.

Data collected from observation was used to compliment the data obtained by other methods through triangulation (Robson, 2002). However, observations have an advantage because they are direct, making them a valuable source of primary data. Robson (2002) argues that an observer does not need to ask the staff about their views, feelings or attitudes, but just watches what they do and listens to what they say (p.311). He maintains that observation is the most appropriate technique for getting at 'real life' in the real world which, according to Burton and Bartlett (2005, p.140), may bring certain behaviours and practices to the attention of the researcher that may not be realised through other means.

Observation takes many forms, either overt or covert (Burton and Bartlett, 2005; Bryman, 2012). I chose the former in that all the staff in the Rehabilitation School were aware that I was conducting observations as well as interviews for data collection. I informed them



before I started the data collection during the briefing. Observations can also be structured and systematic or informal and unstructured (Cohen et al., 2000; Thomas, 2009).

According to Thomas (2009, p.186), unstructured observation is usually consistent with the interpretivist paradigm where researchers immerse themselves in a social situation. I chose unstructured approaches which, according to Robson (2002) allow the observer substantial freedom in what information to gather and how it is recorded leading to qualitative data. Robson (2002), however, warns that this method is complex and may lead to a huge amount of data, which can be difficult to manage. To avoid this, I prepared an observation guide as shown in Table 5-4.

Another dimension of the observation method concerns the role played by the researcher which relates to the extent of participation in the context being observed (Robson, 2002). According to Cohen et al. (2007) and Mertens (2010), this can be either as a ‘pure’ observer, which means the researcher does not get involved in the activities of the group being observed or as ‘participant observer’, which involves the researcher taking some roles within the group. Thomas (2009, p.186), however, argues that it is difficult to disentangle where one form of participation begins and another ends. He suggests a continuum of observation with structured at one end and unstructured at the other end since there are no hard and fast rules about which to adopt. Likewise, Adler and Adler (1994) in Cohen et al. (2000, p.305) argue that ‘all research is some form of participant observation since we cannot study the world without being part of it’.

Burton and Bartlett (2005, p.131) point out that observation can in some situations be regarded as a form of ‘snooping’ and it is important, therefore, for the researcher to adhere to the research ethics by considering who needs to be aware that the observation is taking

place (Cohen et al., 2007). To avoid ‘snooping’ during observations, I had stated in the research request letters that I sent to the Rehabilitation School that I would use observations as one of the data collection methods (Appendix 6). This was also emphasised during the briefing by making the participants aware of the data collection methods to be used, including documents, observations and semi-structured interviews.

As derived from the interpretivist paradigm, I relied heavily on naturalistic methods for data collection with the intention that I would discover things that participants would not freely talk about during interviews (Cohen et al., 2007). I, therefore, adopted a multi-method ethnographic approach in the Rehabilitation School for a whole month, which included participant observation, semi-structured interviews and document analysis (Bryman, 2012).

I conducted participant observation with moderate participation in the Rehabilitation School to be able to ‘catch’ what Cohen et al. (2000, p.306) refer to as ‘the dynamic nature of phenomenological complexity of participants’ world’. Mertens (1998) describes moderate participation as a situation in which the researcher balances the insider and outsider roles by observing and taking some roles in the group. So while in the Rehabilitation School, where the bulk of observation data was collected, I would take a few roles just like the other members of staff. For example, on one occasion I was asked to teach a lesson in Religious Education in one of the classes. I would also join the children and the staff in some activities in the school. The table below shows the general observation guide, including the settings and what I was looking for.

Table 5-4: Observation Guide

<b>Setting</b>	<b>Objective</b>
General school atmosphere	To evaluate the school's general environment in relation to mainstream schools and to have a clear picture of the school in general
Classroom atmosphere	To examine the general classroom organisation in creating a learning environment
Staff interaction with children	To evaluate how teachers interacted with pupils in behaviour management
Class time	To evaluate how the students behaved and engaged in learning activities
Lunch time	To evaluate how the students behaved during meal time and the teachers' involvement
Co-curricular activities	To evaluate what kind of co-curricular activities the students engaged in
Staffroom	To engage in informal chat with the teachers and evaluate how the teachers worked as a team

To be able to observe each of these settings, I would stay in the school from the start of the day at 8am, sometimes earlier so that I could attend morning briefings with the rest of the staff. Observations were continuous rather than 'snapshots' so that I could build a clear picture of the school as a participant observer.

Having prior knowledge working for over fifteen years in Kenya both as a teacher in mainstream schools and in special schools, as well as a teacher trainer, I understood what a typical day in schools was like in the country. Nonetheless, I had no previous knowledge of what happened in rehabilitation schools since I had not visited any prior to conducting this study. This was a totally new experience for me; therefore, I needed to collect substantial data from the Rehabilitation School using observations, unlike in the Mainstream School where I only conducted interviews. As a consequence, the observation guide just focused on the observations made in the Rehabilitation School.

The aim of conducting observations in the Rehabilitation School was to observe what went on at the school and to build up a picture of what it was like being in such a school from the children's perspective. However, my intention was not to observe how teachers were teaching or how they dealt with specific undesirable behaviours, but rather to have a general impression of the school environment, and to find out the differences and similarities between the two types of educational settings using the experience I had teaching in mainstream schools and in a special school in Kenya. My past knowledge and experience working in mainstream schools and in a special school contributed immensely to my analysis of the observations made in the Rehabilitation School.

The reason for having a keen interest in the Rehabilitation School and collecting more data from the institution was that since this was neither categorised as a special school nor a mainstream school, it was necessary to check the amount of time the children spent in academic work in a week as compared to children in the Mainstream Schools. Before visiting the Rehabilitation School, I had preconceived ideas about such institutions since from childhood I had heard scary stories about how children in approved schools (currently rehabilitation schools) were severely punished. As a child, we were actually threatened with being taken to an approved school if we misbehaved, not only at school by the teachers but also by parents at home. That kind of threat made us behave appropriately in fear of being taken to an approved school.

I had also heard stories that teachers in rehabilitation schools carried pistols to protect themselves because the children were very violent. I actually held this belief up until the time I went to begin my data collection in the Rehabilitation school. Since this was my first visit to such an institution in Kenya, these preconceived 'myths' about the schools were fresh in my mind and I was very keen to establish the truth behind them. As a result, the

observation actually began from the first day I visited the school to ask for permission to collect data in the institution.

#### *5.4.3.1 Weaknesses of observation*

Observations have fundamental weaknesses which researchers have to be aware of. For example, it was difficult to observe and note down everything that occurred while at the institutions. To overcome that, I prepared an observation guide in advance as shown in Table 5-4 so that I could identify the settings that I intended to focus on (Bryman, 2012). Since it was not possible to jot down everything I had an interest in as it happened, I would more often make mental notes under broad headings and then write them up as soon as possible afterwards (Burton and Bartlett, 2005).

Another weakness in observation is that it is susceptible to observer bias and observer effect, which can affect the validity of the technique (Robson, 2002). According to Ary et al. (2009), observer bias occurs when the observers' own perceptions, beliefs and biases influence the way he or she observes and interprets the situation (Robson, 2002). This can happen when the researcher records not what actually happens, but what they either wanted to see, expected to see or assumed they saw. To overcome this effect, I tried to be as objective as possible, hence the need for the observation guide. Of course I had heard many stories about rehabilitation schools since I was young, but I was very careful not to allow such preconceived 'myths' to influence my interpretation of what I observed.

Observer effect, according to Robson (2002) occurs when people being observed behave differently just because they are being observed. This was minimised by spending long and frequent periods of time in the Rehabilitation School so that eventually the staff and children started seeing me as one of them (Ary et al., 2009). Although initially I would

delay everything I needed to record until the end of the day or the session to avoid being seen taking notes all the time, with time I was able to create a strong rapport with the participants such that I could scribble notes freely using shorthand as I interacted with the staff and children (Bryman, 2012).

## **5.5 Process for data collection**

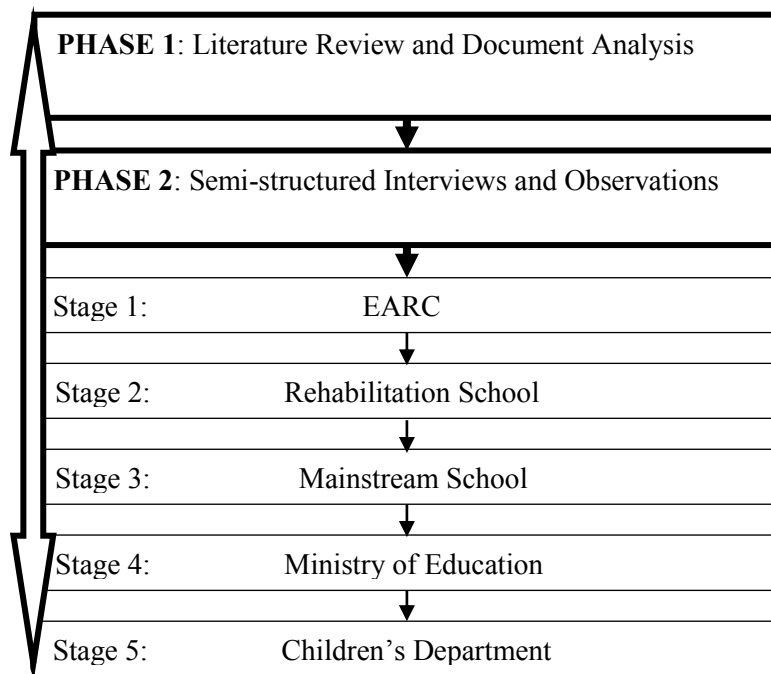
Data was collected in two phases. Phase one provided background information for the study from the literature review and document analysis. This phase was an ongoing process which was conducted prior and during the data collection process. Phase two involved field work in which data was collected using semi-structured interviews and participant observation. This phase was conducted in five stages as shown in Figure 5-3 (see the research process in appendix 22).

Stage one involved interviews with the EARC staff to collect data on assessment and placement of children with SEBD so that I could identify schools that had children with SEBD through the snowball sampling approach. The schools to be visited, as I said earlier, had to have children with SEBD so purposive sampling was deemed most appropriate for the study (see section 5.3.3).

Stage two involved semi-structured interviews with the participants in the Rehabilitation School. Unlike in the Mainstream School where I only interviewed the teachers, in the Rehabilitation School, the children were also interviewed to investigate their perception of the rehabilitation practice. At the same time I collected data as a participant observer to be able to gather as much details about the institution as possible. Stage three involved semi-structured interviews with teachers in the Mainstream School. Stages four and five involved

semi-structured interviews with the officers from the Ministry of Education and from the Children's Department respectively.

Figure 5-3: Data Collection Process



In order to maximise the limited time that I had for data collection and to obtain quality data that would adequately provide answers to the research questions, I prepared the data collection schedule as shown in Table 5-5 below.

Table 5-5: Timetable

Duration	Activity
2 Weeks	Obtained relevant authority to collect data
1 Week	Data collection from the EARC
4 Weeks	Data collection from the Rehabilitation School
1 Week	Data collection from the Mainstream School
1 Week	Data collection from the Ministry of Education
1 Week	Data collection from the Children's Department
2 Weeks	Data verification where it was deemed necessary

After obtaining letters of authority from all the offices as required, I then wrote to the heads of the institutions that I had intended to collect data from including the EARC, the Rehabilitation School and the Mainstream School, explaining the purpose of my study and to seek their permission to participate in the study (Appendix 5 and 6). The heads of the institutions were required to sign the letter as an indication that I was granted permission to conduct research in their institutions. All letters were hand delivered in order to save time. In the sections below, I explain how I went about engaging the participants at every stage.

#### 5.5.1 Stage 1 – Educational Assessment and Resource Centre (EARC)

The EARC was selected through convenience sampling due to its proximity to where I was residing as it was cost-effective in terms of money and travel time.

On my first visit to the EARC, I explained to the Coordinator the purpose of my research project and the reason why the Centre was vital in providing the data that I needed to be able to make progress with the study. I provided the officer with the letters of authority granting me permission to collect data in the county, which had been issued by NACOSTI, the county director of education, and from the county commissioner. I then provided the Coordinator with the letter I had written requesting permission to collect data from the Centre, which required a signature of approval (Appendix 5). After providing the officer with the letters, we then agreed on a convenient day, time and venue for the interview.

On my second meeting with the EARC Coordinator, I was introduced to the members of the staff at the Centre. I was given an opportunity to explain to them the purpose of my study and how it was relevant to their work. After that, I went to a private room with the Coordinator for the interview while the other staff members continued with their work. Before commencing the interview, I provided him with the consent form which he signed



after reading as an indication of informed consent to participate in the study (Appendix 7). The EARC Coordinator did not object to my request to record the interview using an audio recorder to save time.

In line with the sampling strategies, as explained in section 5.3.4, the interview guides were skewed in a manner so that they were targeting individual participants depending on their roles; this enabled them to respond to specific research questions in order to achieve specific research objectives. For example, the data collected from the EARC was more specific to the following research objectives: one, to identify children with a statement of SEN, which specifically indicated that they had SEBD regardless of whether they had any other diagnosis of SEN; two, to identify the school where the children were referred to after assessment; and three, to investigate the assessment and referral procedures for children with SEBD.

From the data collected from the EARC, I was able to identify three mainstream schools each with one child deemed to have SEBD. Of these three children, only one had a statement of SEN. The school with the child with the statement of SEN in SEBD was therefore selected as one of the case studies. The Rehabilitation School was also selected following the referral by the EARC Coordinator who indicated that since there were no special schools for children with SEBD, there was a high possibility that most children with SEBD who could not cope in a mainstream school ended up in a rehabilitation school. Although the EARC Coordinator was confident that more children with SEBD could be found in rehabilitation schools, he said that the EARCs did not refer children to the them because they were in a different Ministry to the MoE, and outside their jurisdiction (Appendix 16:38).

### 5.5.2 Stage 2 – The Rehabilitation School

The Rehabilitation School was selected through convenience and purposive sampling as I explained in section 5.3.4. On my first visit to the Rehabilitation School, I met one of the senior members of staff; the head of the institution was not in. After introducing myself and explaining the reason for my visit, I submitted to her the letters of authority to collect data in the institution which were issued by the county director of education and the county commissioner. She, however, informed me that since the school was not under the MoE, I needed to apply for authority to conduct research from the Children's Department in the MoL (Appendix 2 and 3).

After acquiring the letter of authority from the Children's Department, I then arranged a second visit to the school. On the second visit, I submitted all the letters of authority, including the letter I had written to the head of the institution which he was required to sign to demonstrate acceptance to participate in the study. On this visit, I explained to the head of the institution the methods of data collection that I intended to use including interviews and participant observation. I also requested to interview some children, just as I had indicated in the letter (Appendix 6). A senior member of staff was assigned to provide me with the demographic information of the school and to facilitate my data collection.

Before engaging in data collection, I was given an opportunity to brief the staff. This gave me the opportunity to inform them of the purpose of my study. I reassured them that my intention was not to judge how they were supporting children in the school, but rather to gather data that would contribute to policy development in the provision for children with SEBD in Kenya. In doing so, I was able to gain the participants' trust, and at the same time encourage them to provide as much information as they could regarding my study (Bryman, 2012).

It was necessary to build trust among the staff and pupils so that I could gather reliable data (Cohen et al., 2000). Authors such as Cohen et al. (2000), Robson (2002) and Denzin and Lincoln (2005), encourage researchers to introduce themselves to inform the participants of the aims and objectives of the study prior to data collection so that they can get the opportunity to prepare themselves for the study.

I explained to the staff how I would collect data and that their individual participation was optional as explained in section 5.2.2.3. From the demographic and background information that I gathered about the Rehabilitation School, I was able to identify the staff who would participate in semi-structured interviews. Each participant was provided with a consent form as explained in the section on ethical considerations (Appendix 7). I was careful not to interfere with the school timetable and routines. I, therefore, planned the interviews after consultation with the participants so that I could fit around their timetables.

After the briefing with the staff, I was then introduced to the children during the morning assembly. They were informed that I was a student conducting research in the institution, and that they would be seeing me in the school for a while. When the children heard that I was studying in the UK, most of them became very curious to learn from my experience in the UK. Consequently, I seized that opportunity to create a rapport with them since most of them were coming to ask whether it was possible for them to ever visit the UK. That curiosity actually worked to my advantage because I was able to interact with almost all the pupils without difficulties.

Although children in the Rehabilitation School were involved in the study, it was difficult to obtain consent from their parents/guardians since some children were from as far as 200 miles from the school. I was also informed by the Rehabilitation School Manager that some parents could not be traced since the children were arrested while on the streets and were

therefore considered homeless. Faced with such a scenario, I sought approval from the head of the institution as it is stated in the ‘Code of Human Research Ethics’ by the British Psychological Society (2010, p.17) that ‘approval and access from a senior member of school staff legally responsible for such approval can be considered sufficient’. Nonetheless, I still sought consent from individual children who were interviewed as I have explained in section 5.2.2.4.

To ensure good practice in conducting the research, we agreed with the head of the institution that I would not tell the children that my research was specifically focusing on children with SEBD as this would have made them feel uncomfortable since other children would view them as having a disability. This was meant to protect the children and to ensure they all felt treated equally so that they could participate freely. People with a disability are viewed with a lot of suspicion due to cultural and belief differences in most communities in Kenya where disability is largely attributed to witchcraft or to a curse.

Participants in the Rehabilitation School were selected purposively by virtue of the role they were playing in the school. The Rehabilitation School had five departments: education, vocational, welfare, hospitality and administration. Since my focus was to investigate how the educational needs of the children were met in the institution, all the staff in the education department were interviewed. The rationale for interviewing more staff in the education department was that they were all trained teachers, unlike staff in other departments; the assumption was that they had better knowledge in my field of study. I then interviewed one staff member from each of the four other departments so that I could produce balanced data from the Rehabilitation School. The intention was to obtain some extra data which the teachers would possibly not provide and so reducing the risk of socially desirable responses (Robson, 2002; Cohen et al., 2007).

I interviewed six teachers from the education department, and four participants from other departments, one from each department, making a total of ten interviewees from the Rehabilitation School. However, that did not mean that the rest of the staff were not involved in the study given that as a participant observer, I was taking field notes as I interacted with the teachers and the children (Bryman, 2012). Although I had an interview guide for the children, the ten children were informally interviewed as I interacted with them as a participant observer to investigate their perceptions of the rehabilitation practice (see Table 5-1 in section 5.3.4).

After identifying the staff to be interviewed, I then booked an appointment with each one of them so that I did not interfere with their daily activities. I tried as much as possible to fit into their routines, which made the participants relaxed and willing to participate. As I have stated above, I interviewed staff from all the departments so that I could capture the different strategies for supporting children in the Rehabilitation School and their perception of the rehabilitation practice.

Before commencing the interviews, I reassured the participants that the information they provided would remain confidential and that their identity would remain anonymous. I then requested that they sign the consent forms as evidence of voluntary participation. After the interviews, I went through what I had recorded for them to verify the accuracy of the data. The interviews were scheduled to last for 45 minutes. Although I had planned to record all interviews using an audio recorder in order to save time, only one participant was comfortable with the recording; therefore, I took notes during the interviews which prolonged their duration. The participants did not mind the extra time taken.

Contrary to my preconceived expectations about approved schools, the impression of the Rehabilitation School on the first day was that of a friendly environment where teachers

and pupils were interacting freely. At some point I doubted whether I was actually in the right place. To be able to maximise the observations in the Rehabilitation School, I would join a different group on every visit to be able to get a clear picture of the institution and to get an opportunity to interact with as many staff and children in the school as possible. As I explained in section 5.4.3, observations were informal and unstructured; although, I had an observation guide to avoid missing out the areas that I thought would be most important to my study. That, however, did not mean not taking note of any issues that emerged on any one occasion (Bryman, 2012).

To avoid bias in the observations, I would sometimes ask staff for clarification in case I observed something that I could not understand. This helped me not to be judgemental by failing to gather background information as to what was happening. For example, after noting that children were being involved in domestic activities, including preparing meals in the kitchen, which is not usual in most educational settings, I found it necessary to ask the reason for engaging children in such activities.

### 5.5.3 Stage 3 – The Mainstream School

The reason for conducting interviews in the Mainstream School was to obtain data on the strategies the teachers were using to support children with SEBD to achieve their full academic potential and to examine the support they were getting from the MoE. I also wanted to find out the teachers' perceptions of inclusive education for children with SEBD.

I selected the Mainstream School after determining that there was a child who had been diagnosed with SEBD and had a statement of SEN from the EARC. Unlike in the Rehabilitation School where I collected data from the staff and children using semi-structured interviews and observation, in the Mainstream School I just used semi-structured

interviews to collect data from the teachers. The school had only one child who had a statement of SEN in SEBD, but according to the teachers, there was another child who had behavioural problems which they attributed to SEBD although she had not been formerly assessed.

When I first visited the Mainstream School, the Headteacher was not present; I had to make another appointment when she would be available. I was then given her telephone contact which I used to arrange my second visit at a time convenient for her.

Before leaving the school, I informed the deputy headteacher of the purpose of my visit and then left the letters of authority to conduct research in the county which I had obtained from NACOSTI and from the county government offices, including the letter from the county director of education and from the county commissioner. The other letter which I left with the deputy headteacher was the one I had written requesting permission to conduct research in the school, which the Headteacher was required to sign as an indication that I was free to collect data in the school (Appendix 6).

On my second visit, I explained to the Headteacher the purpose and objectives of my study and how I intended to collect data. The Headteacher signed the consent form and the letter that I had left on my first visit requesting for permission to collect data in the school.

Before commencing the interviews, the Headteacher gave me some brief background and demographic information about the school. I was then given an opportunity to meet the teachers in their staffroom where I explained to them the purpose of my study and its relevance to their work. The teachers showed keen interest in my study, especially because there was a child with SEBD in the school. Therefore, I received a lot of cooperation from all the staff who were involved in the study. During the briefing, I informed the teachers

that I would not refer to their school by name but just as the ‘Mainstream School’ for confidentiality. I also explained to them how their identity would be protected as explained in section 5.2.2.5.

My initial plan for selecting participants in the mainstream schools was to interview the Headteacher, the special educational needs coordinator (SENCo) or any other teacher who was playing a key role, such as counselling, in supporting the children with SEBD. The setting, however, turned out to be different because the Headteacher was the only one who was trained in SNE so her role doubled as the teacher-in-charge of SNE in the school as well.

I had also planned to interview the teachers who had direct involvement in teaching the child with SEBD in the school. This proved to be easy because the child was in upper primary; therefore, there were several teachers who were directly involved in teaching the class she was placed in. Teachers in upper primary, (standard four to standard eight) were allocated lessons depending on the subjects they were comfortable teaching; consequently, several teachers were allocated different subjects in the same class and there could be as many teachers teaching the same class as there were subjects allocated for that grade in the curriculum. I, therefore, requested to interview all the teachers who had lessons in the class where the child with SEBD was learning. To avoid interrupting the learning in the school, I made arrangements to interview the teachers who had no lessons during my visits. Six teachers, including the Headteacher were interviewed.

Before commencing the interviews, each participant signed the consent form to confirm informed and voluntary participation. I then reassured them that their identity and that of the school would not be revealed. I informed the teachers that their participation was



optional, and they had the right to withdraw from the study at any stage during the study. The interviews were scheduled to last for 45 minutes. After completion of each interview I then verified the data with the participants by reading through what I had written, the data was later transcribed and coded following the procedure described in section 5.6.

#### 5.5.4 Stage 4 and 5: The Ministry of Labour and The Children's Department

In my initial research proposal, I did not plan to interview the officials from the MoE and the Children's Department. However, after analysing the data gathered in phase one and from the last three stages of stage two, there were several questions that I realised would not be answered adequately without input from MoE personnel and from the Children's Department. For example, the data that I gathered from the Rehabilitation School indicated that the teachers service commission (TSC) withdrew teachers from all rehabilitation schools citing a shortage of teachers in the country (Appendix 17:120;302-309). I, therefore, saw the need to investigate further to get more details from an officer from the MoE.

I interviewed two participants in these two stages, including an inspector of schools in the MoE and a children's officer. These were selected from the county where the two case studies were located to reduce the cost of travelling and to save time. The reason for interviewing the officers from the two ministries was that the Rehabilitation School was under the Children's Department in the MoL while the Mainstream School was in the Ministry of Education.

The same procedures for conducting interviews explained in the first three stages were used for stage four and five as well. Ethical considerations explained in section 5.2.2 were

observed in conducting the interviews. To protect their identity, the two participants were referred to as the Education Officer and the Children's Officer respectively.

## **5.6 Procedure for data analysis**

The data analysis involved preliminary data examination followed by data analysis using the systematic procedures described by Corbin and Strauss (2008) of breaking data into codes for individual transcripts before proceeding to cross-case analysis for data interpretation. According to Miles and Huberman (1994), since interpretivist researchers are no more 'detached' from their objects of study than their informants are, their own understanding, convictions and conceptual orientation may influence how they interpret the data. To avoid such a threat to reliability, Miles and Huberman (1994, p.8) suggest that interpretivist researchers use a variety of tools for data collection, including documents, interviews and observation. Similarly, Corbin and Strauss (2008) maintain that coding data reduces researcher bias since the process allows researchers to put aside preconceived notions about what they expect to find in the research by letting the data and its interpretation guide the analysis. By coding data it was possible to detect data frequencies by identifying codes occurring together to form patterns and themes as explained below (Cohen, et al., 2007).

### **5.6.1 Coding process**

Coding, which Bryman (2012) also refers to as 'indexing' and is one of the most common forms of data analysis in qualitative research, was used in this study to be able to make sense of the data collected in all stages. The process of verifying and coding data was done as soon as the data was available as suggested by Bryman (2012, p.576) who argues that in doing so, the process 'sharpens' the understanding of data, increasing the credibility and validity of the results. Coding, as described by Corbin and Strauss (2008), involved the

process of analysing and examining data either line by line or paragraph by paragraph noting substantial events, words, statements, experiences and feelings, which were then grouped into themes and concepts for data interpretation and conclusions.

Codes were initially developed using open coding, which according to Corbin and Strauss (2008) requires a brainstorming approach to analysis. During this phase, the data was broken down into discrete parts, closely examined and then compared for similarities and differences. Open coding included labelling concepts, and defining and developing categories found in the transcripts or texts. When generating open codes, Bryman (2012) warns that the approach can generate an alarming number of data codes. To avoid a huge number of data codes, Charmaz (2006) recommends 'line-by-line coding' such that every line in a transcript or other data source has a code attached to it (Bryman, 2012).

According to Corbin and Strauss (2008, p.160), researchers can generate concepts by scrutinising the data in an attempt to understand what is being expressed in the raw data, resulting in a 'researcher-denoted concept'. Alternatively, participants can provide the conceptualisation by speaking out about something 'vividly' and descriptively such that the researcher borrows it resulting in 'in-vivo' codes.

After completing the open coding, I proceeded to axial coding, which Mertens (1998) describes as the analytic process in which the codes developed in open coding are grouped to make connections between categories and subcategories. In this phase, according to Charmaz (2006) and Corbin and Strauss (2008), researchers look for causal conditions, for example looking for what influences the phenomenon being investigated.

Axial coding was done to determine more information about each category in terms of the conditions that gave rise to it, the context in which it was entrenched, the strategies used for

addressing the phenomenon to manage it and the consequences of those strategies. For example, when examining the National SNE Policy Framework (Republic of Kenya, 2009), I at the same time investigated how it influenced the provision for children with SEBD as described in the conceptual framework in section 4.2.

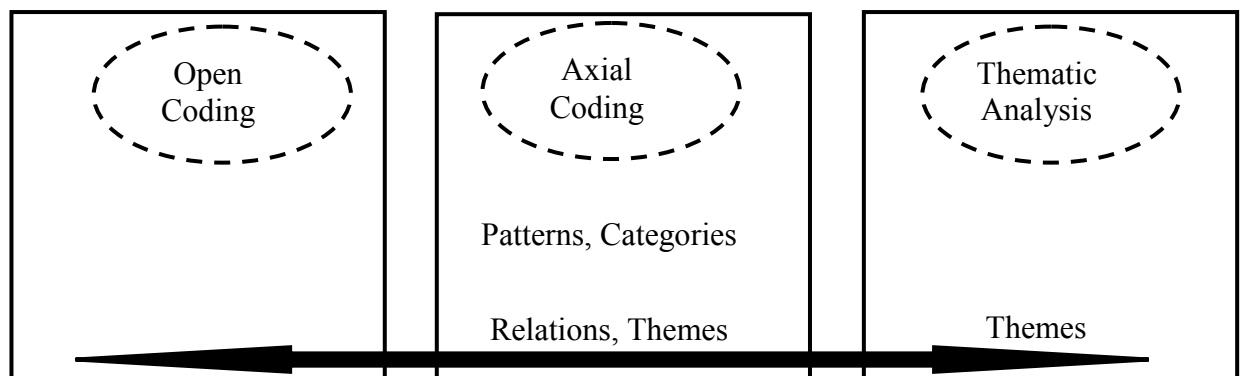
Both processes, the open and the axial coding were cyclical: as more data was collected new categories kept emerging and were refined making new connections, a process described by Strauss and Corbin (1990) in Mertens (1998, p.352) as ‘constant interplay between proposing and checking’. For example, as I read the transcripts line by line, reviewing individual words, phrases and sentences in each statement, I was able to relate the data to the research questions and to the research objectives and then develop concepts using predefined codes and codes emerging from the data (Corbin and Strauss, 2008).

Table 5-6 below shows an example of a response from one of the participants in the Rehabilitation School expressing the challenges they faced in trying to involve parents in the education of children in the school. From this response, I noted three codes, ‘poverty’, ‘parents’ involvement’ and ‘causes of rebellious behaviour’, before proceeding to the next stage of categorising the codes as illustrated in Figure 5-4.

Table 5-6: Example of How Codes were Generated

Raw Data	Codes
<u>Poverty</u> is a big issue in this country; <u>some of the parents are so poor such that they cannot afford to visit</u> . Other children were <u>rejected by their parents</u> because they <u>consider them as criminals</u> , so to have them here is a relief. Distance is another issue, some children live very far such that parents cannot afford the fare (RT-7 Appendix 17:186)	Poverty Parents' involvement Causes Rejection

Figure 5-4: Coding Process



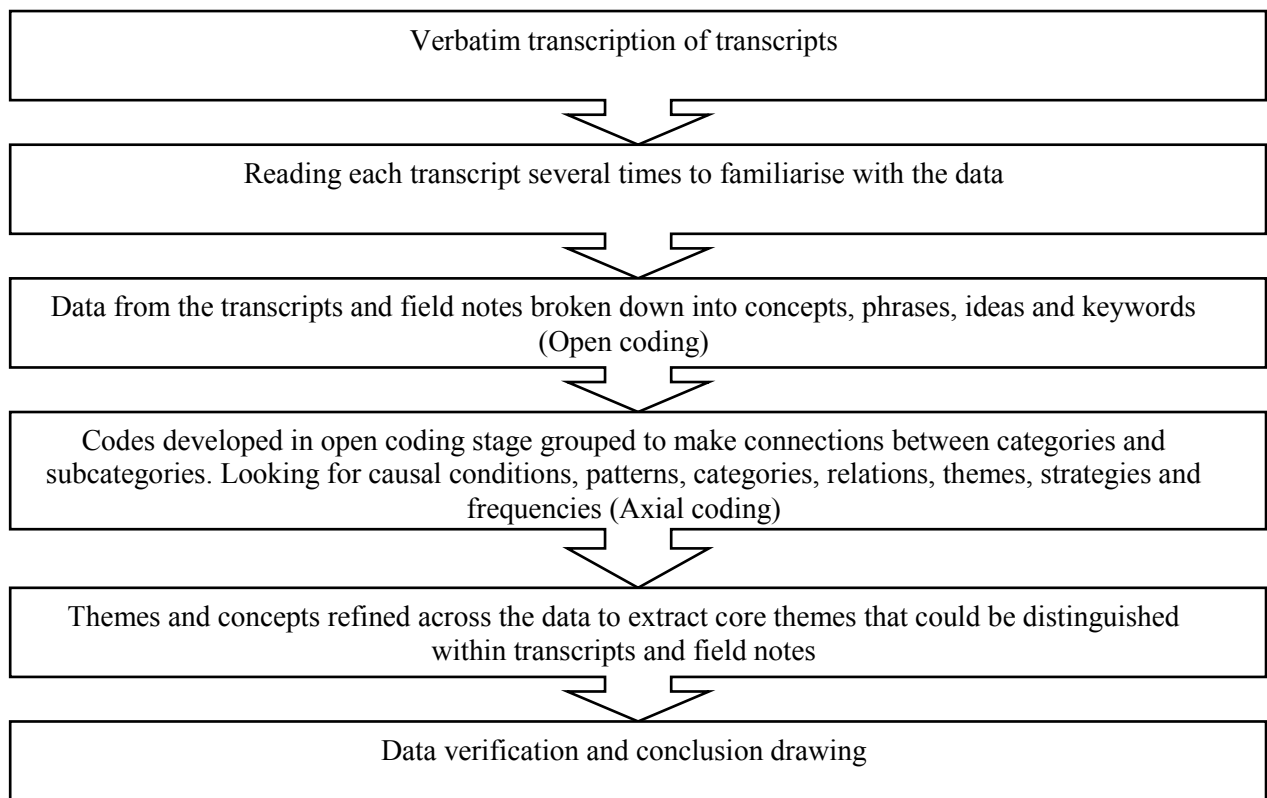
### 5.6.2 Thematic analysis

Thematic analysis was used to identify themes across the data, including data generated from the documents, from the EARC, from the two schools and from the two Ministries. Bryman (2012) describes the process as a method of searching across a data set to extract core themes that could be distinguished both between and within transcripts and field notes. He maintains that while some writers argue that a theme is more or less the same as a code, for others it transcends any one code and is built up out of groups of codes (p.578).

The systematic data analysis process was simplified by frequent sorting, coding and comparisons (Yin, 2009). Each theme and category was defined to clarify meaning and quotes of coded data from the various sources placed under each heading. These were then

compared and contrasted through elective coding, which according to Strauss and Corbin (1998) is more focused as it works around the core category to gradually produce elaborate and broad categories. To ensure reliability of coding and data interpretations, I engaged reflexive journaling and frequent debriefings with the participants. Figure 5-5 below illustrates the sequential procedure for data analysis.

Figure 5-5: Sequential Procedure for Data Analysis



## 5.7 The effect of reflexivity on my research design

Creswell (2013, p.216) describes reflexivity as a concept ‘in which the researcher is conscious of the biases, values, and experiences that he or she brings to a qualitative study’. According to Robson (2002), reflexivity can be used to identify areas of potential bias and that ‘the ability to put aside personal feelings and perceptions is more a function of how reflexive one is rather than how objective one is ...’ (Ahern, 1999, p.408, in Robson, 2002,

p.172). Ahern (1999) cited in Robson (2002, p.173) made several suggestions that can be a result of reflexivity, including the need to ‘re-interview a respondent or reanalyse the transcript once you have recognised that bias in data collection or analysis is a possibility in a specific situation’.

One of the distinct effects of reflexivity in this study was that it made me aware of my personal effect on the process and outcomes of the research based on the premise by Denzin (2009) that ‘in the social sciences, there is only interpretation. Nothing speaks for itself’. Critical self-reflection on the approach to this study prompted me to change my research design from the initial plan in my research proposal. For example, after the document analysis, which was the first stage of my data collection, I had to review the research proposal, especially the methodology chapter.

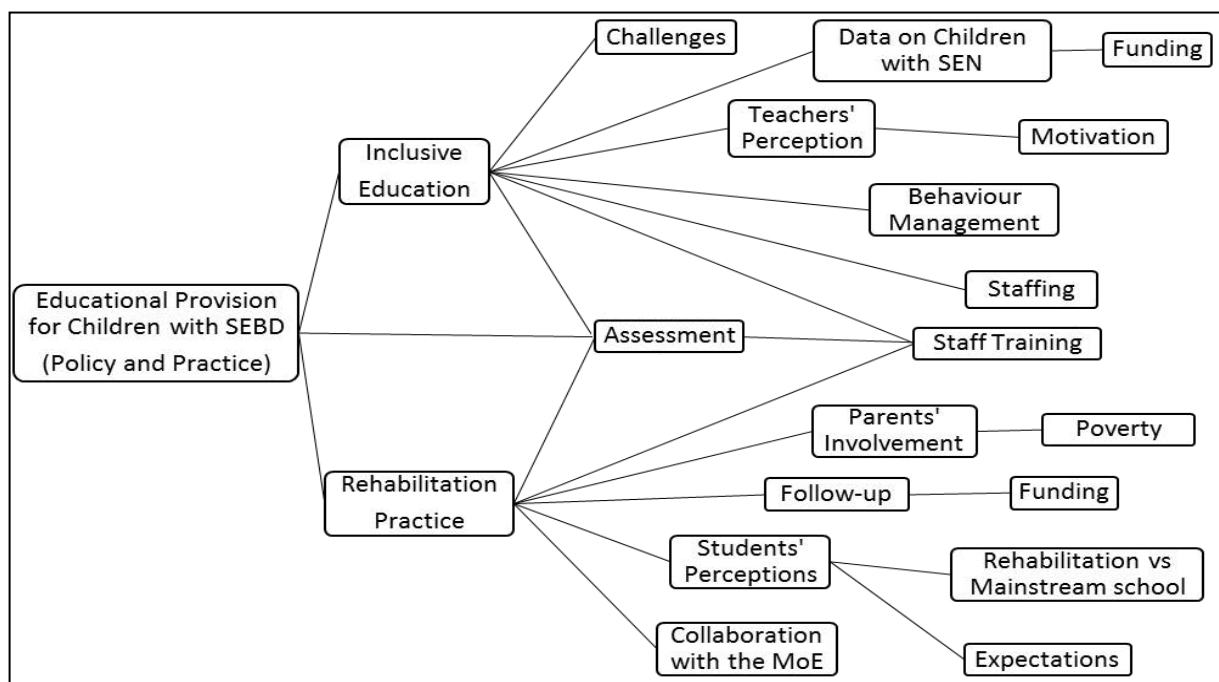
I had initially planned to conduct a comparative multiple case study design involving a rehabilitation school and a mainstream school. However, after analysing the documents, I decided to re-examine my research approach (Yin, 2009) after noting the study would be more realistic if I focused on the general educational provision for children with SEBD from a wider perspective rather than just merely comparing the support strategies in two schools. As a result, I changed the subtitle of the research from ‘A comparative case study of a rehabilitation school and mainstream school’ to ‘A review of the current practice in Kenya’.

## 6 DATA ANALYSIS AND PRESENTATION

### 6.1 Chapter overview

In this chapter, the data is analysed and presented systematically from all sources, including documents, interviews and observations. The process involved designing the initial theme map displaying the conceptualisation of the data patterns and relationships between themes as shown in figure 6-1 below. Data analysis was approached with specific questions in mind; thus, data was coded with the aim of identifying particular features of the data set. After generating a thematic map work, I then moved on to the next phase of the data analysis and presentation process. The data analysis, as explained in section 5.6 encompassed data reduction, which according to Miles and Huberman (1994, p.11) is a ‘form of analysis that sharpens, sorts, focuses, discards, and organises data in such a way that “final” conclusions can be drawn and verified’.

Figure 6-1: Theme Map





## **6.2 Document analysis**

Document analysis involved skimming, reading and interpretation. Using this iterative process, I combined elements of content analysis and thematic analysis. Content analysis involved organising information into categories related to the central questions of the research (Robson, 2002; Bryman, 2012). Similarly, thematic analysis involved pattern recognition within the data, with emerging themes becoming the categories for analysis (Bryman, 2012). The process involved a careful, more focused reading and re-reading of the documents, constantly reviewing the data. This involved taking a closer look at the selected documents to generate themes related to the research phenomenon. Document analysis produced data in the form of excerpts, quotations and entire passages that were then organised into major themes through thematic analysis (Bryman, 2012).

This section contains data analysed from each of the seven documents. I start by providing a brief background of the documents followed by the data obtained from each document.

### **6.2.1 EFA 2000 Assessment country report**

The EFA Assessment took place ten years after the World Conference on EFA, which was held in Jomtien in 1990. The exercise was coordinated by the Ministry of Education, Science and Technology (MOEST) and involved other government ministries that dealt with education and training. The assessment covered basic education and other support sub-sectors that target EFA goals, including special education. The assessment took stock of Kenya's commitment and challenges in achieving EFA goals and then used them as a base for strategising how to provide quality education, which was considered a basic need and right to all children in the country (Republic of Kenya, 1999).

Challenges cited in the document

<ul style="list-style-type: none"> <li>• Lack of data on children with SEN</li> <li>• Reliance on donor funding</li> <li>• Inadequate facilities and instructional materials</li> <li>• Children walking long distances to school</li> <li>• Low motivation among teachers</li> <li>• Negative attitudes towards children with disabilities</li> <li>• Lack of funding</li> <li>• Few teachers skilled in guidance and counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Shortage of teachers</li> <li>• Lack of clear educational policies</li> <li>• Pedagogy not learner centred</li> <li>• Rigid curriculum and examination system</li> <li>• Inflexible vocational training curriculum</li> <li>• Poor coordination among educational programmes</li> <li>• EFA goals not achieved by 2000, shifted to 2015</li> </ul>
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#### 6.2.2 Challenges of implementing free primary education in Kenya: Assessment report

The study was carried out in 2004 covering 62 primary schools from nine districts in five provinces in Kenya. The aim of the study was to identify the challenges of implementing FPE in Kenya (UNESCO, 2005a). A number of organisations, individuals and groups were also involved. The report was prepared by UNESCO, Nairobi office in collaboration with the Ministry of Education, Science and Technology (MOEST) following the study.

##### Challenges cited in the document

<ul style="list-style-type: none"> <li>• Inadequate facilities for children with SEN</li> <li>• Poor infrastructure for children with SEN</li> <li>• Lack of data on children with SEN</li> <li>• Lack of clear policy guidelines</li> <li>• Lack of clear guidelines for school admission</li> <li>• Lack of consultation with key stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Enrolment of children in classes which were not commensurate with their age</li> <li>• Children made to repeat classes</li> <li>• Lack of a motivated teaching force</li> <li>• Large and congested classes</li> <li>• Overage pupil bullying younger classmate</li> <li>• Inadequately trained teachers</li> <li>• Shortage of teachers</li> <li>• Heavy workload for teachers</li> </ul>
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### 6.2.3 The Sessional Paper No 1 of 2005

The Sessional Paper constitutes the government policy on education and training, based on the recommendations of the National Conference on Education and Training held in November 2003, which brought together over 800 key players in the education sector. It embraced the EFA and Millennium Development Goals (UN, 2012).

According to the Sessional Paper, out of a total population of 750,000 children with special needs who had reached school age, only an estimated 90,000 had been assessed to establish the nature of their special needs. Of this number, only about 26,885 were enrolled in educational programmes (Republic of Kenya, 2005).

#### Challenges cited in the document

<ul style="list-style-type: none"><li>• Lack of clear policy guidelines on inclusive education</li><li>• Lack of data on children with special needs</li><li>• Inadequate tools and skills in identification and assessment</li><li>• Inappropriate infrastructure</li><li>• Inadequate facilities/equipment</li><li>• Inadequately trained teachers to handle children with SEN</li></ul>	<ul style="list-style-type: none"><li>• Lack of coordination among service providers</li><li>• Inappropriate placement of children with disabilities</li><li>• Inadequate supervision and monitoring of special education programmes</li><li>• Insufficient funds to finance education and research</li><li>• Lack of harmonisation in research policies</li></ul>
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#### 6.2.4 KNCHR Occasional Report: The right to education for children with disabilities

The Kenya National Commission on Human Rights (KNCHR) prepared the Occasional Report in 2007 as part of its statutory mandate under the Kenya National Commission on Human Rights Act, 2002, to advise the government on matters of human rights, including making recommendations for policy and law reforms. The KNCHR conducted the study following complaints brought to the Commission alleging violation of the right to education of children with disabilities (KNCHR, 2007).

## Challenges cited in the document

<ul style="list-style-type: none"> <li>• Low enrolment in schools for children with SEN</li> <li>• Insufficient funds for children with SEN</li> <li>• Over-reliance on donor funding</li> <li>• Lack of SEN policy framework</li> <li>• Lack of consultation with stakeholders</li> <li>• Inadequate facilities/equipment</li> <li>• Shortage of SEN trained teachers</li> <li>• Teachers in mainstream schools not adequately prepared to embrace inclusive education</li> <li>• The curriculum too academic oriented</li> <li>• Expulsion of children with SEN from mainstream schools</li> </ul>	<ul style="list-style-type: none"> <li>• Special schools not regularly inspected</li> <li>• EARCs lack appropriate assessment tools</li> <li>• Shortage of trained personnel in the EARCs</li> <li>• Lack of transport for follow up by the EARCs</li> <li>• Limited awareness regarding issues of disability</li> <li>• Poverty</li> <li>• Some children with disabilities denied admission to mainstream schools</li> <li>• Inadequate funding for special schools</li> <li>• Over-enrolment in mainstream schools</li> <li>• Teachers lack knowledge on how to implement inclusive education</li> </ul>
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### 6.2.5 The MoE Strategic Plan 2008-2012 Vision 2030

The Strategic Plan was prepared by the Ministry of Education to identify the key policy actions and reforms as well as programmes and projects that the Ministry intended to implement during the period between 2008 and 2012. Section 3.3.7 of the MoE's Strategic Plan dwelt mainly on special needs education, emphasising the GoK's commitment to assisting persons with special needs to realise their full potential (Republic of Kenya, 2008, p.17).

The report estimated the population of children with SEN as 1.8 million, and that 26,885 of these were enrolled either in one of the 1,130 integrated special units or in one of the eight special schools in the country (p.17). This meant that more than 1.77 million children with SEN were either not receiving any educational support or possibly could not be accounted for (Republic of Kenya, 2008).

### Challenges cited in the document

<ul style="list-style-type: none"><li>• Shortage of teachers</li><li>• Inability to maintain quality assurance</li><li>• Inadequately trained teachers in SNE</li><li>• Inadequate funding</li><li>• Unharmonised legal framework of education</li><li>• Poor coordination among stakeholders</li></ul>	<ul style="list-style-type: none"><li>• Lack of accurate statistics on children with special needs</li><li>• Lack of policy on SNE</li><li>• Lack of appropriate tools for assessment of children with special needs</li><li>• Rigid and exam-oriented curriculum</li><li>• Negative attitude towards learners with special needs</li></ul>
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#### 6.2.6 The National Special Needs Education Policy Framework – 2009

The National SNE Policy Framework drafted in 2009 (Republic of Kenya, 2009) applied to all academic, training and research activities as well as to educational intervention programmes of special needs and disabilities in Kenya. The Policy was drafted following the report of the taskforce on SNE appraisal exercise of 2003 (Republic of Kenya, 2003; 2009), conducted by various stakeholders and the Ministry of Education officials.

The National SNE Policy Framework identifies 22 categories of learners with SEN, among them children with emotional and behavioural disorders. According to the policy framework, in 2008 there were 1,341 special units and 114 public special schools in the country which included vocational and technical institutions that catered for 45,000 learners with special needs and disabilities (Republic of Kenya, 2009, p.18).

## Challenges cited in the document

<ul style="list-style-type: none"> <li>• High pupil: teacher ratio</li> <li>• Poor attitude towards persons with disabilities</li> <li>• Stigma and discrimination</li> <li>• Inadequate data on children with SEN</li> <li>• Lack of a comprehensive SEN policy</li> <li>• Inadequate skilled manpower</li> <li>• Limiting and rigid examination system</li> <li>• Inadequate supervision and monitoring of SNE programmes</li> <li>• Insufficient number of trained teachers</li> <li>• Learners with SEN not actively involved in sporting, cultural and recreational activities</li> <li>• Inadequately trained teachers in counselling</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate infrastructure</li> <li>• Poverty</li> <li>• Inadequate teaching/learning materials and facilities</li> <li>• Lack of appropriate tools and skills for early identification and assessment</li> <li>• Inappropriate placement of children with SEN</li> <li>• Lack of coordination among service providers</li> <li>• Rigid and inaccessible curriculum</li> <li>• Limited availability of curriculum support materials</li> <li>• Most parents, families and communities not involved in the education of children with SEN</li> <li>• Inadequate research in SNE</li> <li>• Government failure to implement recommendations</li> </ul>
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### 6.2.7 The Sessional Paper No 14 of 2012 on reforming education and training in Kenya

The Sessional Paper No 14 of 2012 (Republic of Kenya, 2013b) is a policy framework for education and training, which was prepared by the Ministry of Education and the Ministry of Higher Education, Science and Technology in 2012. The aim of the document was to reform education and training in Kenya. The document provided the background to the education and training sector in Kenya, including the objectives of special needs education.

The Sessional Paper cites the school mapping data set of 2008 in Kenya, which indicates that in 2008 there were 3,464 special needs institutions throughout the country which included 2,713 integrated institutions and 751 special schools (Republic of Kenya, 2013b). The statistics, however, did not include correctional institutions and borstal institutions

which in the Basic Education Act 2013 are classified as institutions of basic education (Republic of Kenya, 2013a).

#### Challenges cited in the document

<ul style="list-style-type: none"> <li>• Emphasis on academic performance</li> <li>• Cultural prejudice and negative attitude</li> <li>• Slow implementation of guidelines on SNE policy</li> <li>• Inadequate data on the number of children with special needs</li> <li>• Inadequate tools and skills for assessing and identifying children with SEN</li> <li>• Inadequate funding</li> <li>• Inadequate facilities</li> </ul>	<ul style="list-style-type: none"> <li>• Unsatisfactory guidance, counselling and mentoring services</li> <li>• Lack of harmonisation between the MoE and other stakeholders</li> <li>• Poor coordination of different players in education</li> <li>• Shortage of teachers</li> <li>• Lack of passion in teachers to handle children with special needs</li> <li>• Inadequate specialised equipment and human resource in the EARCs</li> </ul>
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### 6.3 Data analysis from the EARC

This section contains the data analysed from the semi-structured interview with the EARC Coordinator. The section starts with a general background of the establishment of EARCs in Kenya. Following the coding procedure described in section 5.6.1, data gathered from the EARC resulted in twelve categories, which are expounded in this section.

#### 6.3.1 Background of the EARCs in Kenya

The Education, Assessment and Resource Centres (EARCs) were established in 1984 with the support of the Danish Development Agency (DANIDA) as part of the project for early identification, assessment, intervention and placement of children with special needs. After the withdrawal of support by DANIDA in 1998, the services offered by EARCs were drastically reduced. Currently, there are more than 70 EARCs in Kenya following the restructuring of the national administration in line with the devolved government system as stated in the 2010 constitution that came into force in 2013. Before the new constitution,



Kenya was divided into eight provinces, which were subdivided into 46 districts. After the new constitution, the provinces were replaced with 47 county governments, which were subdivided into sub-counties. Section 46 (1) of the Basic Education Act No 14 of 2013 requires every county government to provide for EARCs including a special needs service in ‘identified clinics’ in the county (Republic of Kenya, 2013a).

EARCs were to be managed by coordinators who reported to their respective county education officers in the Ministry of Education. Coordinators were drawn from teachers who had training in SNE; then they would undergo further training in assessing learners with special needs. The EARC selected for this study was among the first to be opened in 1984, funded by DANIDA, making it most suitable for data collection since the staff had more experience. I only interviewed the EARC Coordinator since I presumed that as both the person in charge of the Centre and the member of staff who had been at the Centre for the longest (over 20 years), he was better placed to provide in-depth information about the Centre’s operations and the EARCs in general.

The Centre had four members of staff who were required to assess children within the county. According to the Coordinator, the assessment Centre collaborated with the Ministry of Health, where children requiring specialised assessment and treatment were referred to. The practitioners in the Ministry of Health would then make their recommendations to the EARC for appropriate healthcare support and educational placement. The key departments that they collaborated with were the occupational and physiotherapy department, the eye unit, the ENT department and the psychiatry department.

### 6.3.2 Issues regarding the management of EARCs

The EARC Coordinator raised several issues regarding the management of EARCs, some of which he felt needed streamlining. According to him, it was not clear whether the MoE

or the TSC were directly responsible for overseeing the running of EARCs (Appendix 16:58-60). The Coordinator stated that due to poor coordination in the management of EARCs, some centres were poorly managed (Appendix 16:66).

From the experience I had when I worked with children with SEN in Kenya, I reminded the EARC Coordinator that before I left the country in 2005, there used to be an officer in the MoE at the District Education Office designated to oversee special needs education in the district (the current counties). According to the Coordinator, with the new structure as per the Basic Education Act (Republic of Kenya, 2013a), the EARC staff reported directly to the district staffing officer (DSO), who was part of TSC. This was because the EARC staff were employees of the TSC like other teachers, not under the Public Service Commission which recruited staff in the MoE. Therefore, the DSO was their immediate supervisor; although, according to him, in practice, EARCs were supposed to be funded by the County Education Board, which was under the Ministry of Education, causing the confusion in the management of the EARCs (Appendix 16:60).

The EARC Coordinator explained to me that they were required to work with the county education officers because the MoE was responsible for the schools in Kenya, including providing the infrastructure. When EARCs needed funding they consulted the MoE, but when it came to issues regarding staffing, then they consulted the TSC (Appendix 14:60).

The EARC Coordinator explained to me that in every county in Kenya, there was the county director of education (CDE) who was under the Ministry of Education. One of their roles was to ensure that children within the county received appropriate education. They were also responsible for providing the necessary equipment, resources and finances to ensure that EARCs were well equipped to deliver their mandate. The Coordinator went on

to explain that in every county there was then the county director, in the Teachers Service Commission (CD, TSC) who supervised the staff not only in the EARCs but also in all schools. According to the EARC Coordinator, the parallel system of administration caused confusion in the management of EARCs due to lack of clarity as to whether the EARCs were directly under the TSC or under the MoE, an issue which he said was yet to be resolved (Appendix 16:60).

I asked the Coordinator about the hierarchy of management in the EARCs. In his answer, the EARC Coordinator referred to a time when there was an officer in charge of SNE in every county in the CDE's office, an office which has since ceased to exist such that there was no officer in charge of SNE in the county. He said that the chain of command in the administration of the EARCs depended on what they required. For example, he said that if they needed more staff, or if they wanted to apply for annual leave, he would contact the TSC. However, if they wanted funding and assessment tools, then they contacted the MoE (Appendix 16:60).

According to the EARC Coordinator, due to lack of clear-cut guidelines on how the TSC and the MoE operated to facilitate the functioning of EARCs, there were serious conflicts, which greatly hampered their service delivery. For example, although the EARC was understaffed with only four members of staff, the TSC wanted to reduce them to two due to the shortage of teachers and redeploy them to schools. This would be done regardless of how much the MoE may have invested in training the staff in the EARC (Appendix 16:4).

### 6.3.3 Assessment procedure for children with SEBD

According to the Coordinator, children suspected to have SEBD were assessed using a checklist of behaviour attributes. The tool was developed by the Kenya Institute of

Curriculum Development to assess children with challenging behaviour to determine whether they had SEBD. I asked the Coordinator to explain the assessment process:

*Most times the children are brought to the Assessment Centre either by parents, or guardians, or a teacher who has a concern. Some of the issues, we enquire from those people I have mentioned, or we observe some of the behaviour in the process of the interview... on average the assessment takes about 30 minutes, even though the standard time is an hour. But in practice, what is supposed to happen, we are supposed to assess and do further follow-up in the field, but due to the current situation, where we are having financial constraints, currently we are not able to do further follow-ups in the field. (Appendix 16:24)*

The Coordinator said that unlike the tools they used for assessing other disabilities, the checklist for children with behavioural and emotional disorders did not indicate the severity of the condition, it just indicated whether a behaviour disorder existed or not. According to him, if a child was determined to have a behaviour disorder, they were referred to occupational therapists, physiotherapists or psychiatrists for further assessment. He gave the following reasons for making referrals to these departments:

*You find that some of the children with behaviour and emotional problems, they require some kind of sensory integration exercises to calm down some of the behaviours, that is why it is important to refer to the physio and occupational therapists who are specialists in that management process. Some of the children with behaviour and emotional problems, they require some of the psychiatrist's intervention, especially with excessive behaviours, which may be sometimes injurious. (Appendix 16:30)*

According to the Coordinator, in 2013 they had a total of 10 children who were diagnosed with SEBD. All those children he said were referred back to their mainstream school. I, therefore, selected one of these schools which the Coordinator felt had the most ideal case for my study after explaining to him what I was interested in. The Coordinator gave the following illustration of the child in the school he recommended for my case study.

*...this child would go to school, write all kinds of insults to the teachers on the toilet walls. Then after that the girl would go and climb one of the tallest trees in the school and then threatened to drop herself down if the teachers dared her to come down. When we found that the behaviour was taking the direction of 'self-suicidal', it was important for a psychiatrist to intervene so that this girl would be managed in*

*calming the behaviour, then the teachers could be left to manage the issue of other interactions in the school. There is nothing much the teachers could do without the child being put on medication. (Appendix 16:18)*

I asked the Coordinator what measures they took once a child was determined to have a behavioural disorder like the one in the above case. He said that they could refer them back to the same school with advice for the teachers on how to manage the behaviour along with subsequent follow-up appointments back at the Centre to find out what progress the child was making. Alternatively, those children whose behaviour could not be managed in mainstream schools most likely ended up in a corrective centre (Appendix 16:32).

#### 6.3.4 Rehabilitation practice

The mention of corrective centres led me to enquire further about the rehabilitation practice. In section 5.3.3 I stated that the data from the EARC would provide information on the school that had children with SEBD for the next stage of the study. The Coordinator had this to say about correction centres:

*Corrective centres are rehabilitations for the deviant children. You find that some of the children, their behaviour is so excessive that it may be the kind of behaviour whereby this child is also destructive to the school property, to the home property, or stealing such that the child cannot be managed in a regular primary school. You have heard about these schools like ...these are the kind of corrective centres I am talking about... the cases which are not extreme, we manage them in a normal regular mainstream primary school. (Appendix 16:34)*

I then asked the Coordinator to explain to me the referral process to the rehabilitation schools:

*That is where now the Ministry of Labour and Social Services comes in because the Children's Department is part of the process. For the child to be committed to such a corrective centre, the Children's Department has to put the child through a court process. The teachers are not involved in the process. In that case, I may not make a direct referral to the rehabilitation centre; a children's officer in the Children's Department is the key person in that process. (Appendix 16:36)*

The Coordinator confirmed that children with SEBD were considered to have SEN but admitted that even with that, they were treated differently as compared to other children

with SEN (Appendix 16:44). I asked him why their referral process to the rehabilitation schools was different from other children with special needs, to which he responded:

*The difference comes in because rehabilitation centres are not under the Ministry of Education, like other institutions, for example, schools for the visually impaired, for the hearing impaired, for the physically challenged, for the mentally challenged, and for children with autism; all these schools are under the Ministry of Education. However, the institutions for the deviant children, they are under the Ministry of Labour and Social Services, so that is where the difference comes in. (Appendix 16:42)*

The Coordinator attributed the differences in the provision of services to the background of how the rehabilitation schools were established. According to him, *‘it would be better for the rehabilitation centres to be brought on board within the Ministry of Education instead of being in the Ministry of Labour and Social Services’* (Appendix 16:44). The Coordinator felt that taking children through a court process and then taking them to rehabilitation centres made them feel like they were condemned.

#### 6.3.5 SEN policy

I had a copy of the Policy Framework on SNE which I had downloaded from the MoE website. I showed the EARC Coordinator and asked him whether they had policy guidelines for assessing children, to which he responded:

*We have a policy guideline for special needs education, but it is not specific on some of the issues. What is happening now with the new Education Act [referring to the Basic Education Act No 14 of 2013 (Republic of Kenya, 2013a)], things are now taking a different direction, but it is too new, and we are still digesting it and trying to put things in place... The SEN Policy Guideline doesn’t say much about the assessment... it is general and does not address the issue of inter-ministerial partnerships in the assessment process. (Appendix 16:54)*

According to the EARC Coordinator, there was a proposal to replace the term ‘resource’ with ‘research’ such that EARCs would become ‘educational assessment and research centres’. According to him, replacing the term ‘resource’ with ‘research’ would complicate the issue (Appendix 16:58): the assessment centres would lose their focus because besides

assessing children, the EARCs had workshops which were used to make resources required for children with disabilities such as hearing aids.

The EARC Coordinator argued that when the EARCs became managed by the County Education Boards in collaboration with the county governments as part of the Basic Education Act (Republic of Kenya, 2013a) changes, the term ‘clinics’ was introduced without clarifying their remit which just complicated their work (Appendix 16:58). The EARC Coordinator suggested that it would be good if there was a detailed document with the procedures and practices for EARCs and clear supervision procedures.

I asked the Coordinator how the SNE Policy Framework influenced the assessment and placement of children in the country. According to him, the policy required ‘more refining’ although he agreed that it was better than when none existed.

*...it’s better than before when there was nothing, so in a way it brought a bit of light on who is this person who is called the person with special needs. But the issue now is when it comes to specific issues... especially the area of the assessment; those issues were not brought out clearly by the policy. (Appendix 16:56)*

#### 6.3.6 Staff training

Although EARCs were under the MoE, the TSC was responsible for posting teachers to the EARCs whenever there was a vacancy. According to the Coordinator, the minimum requirement for a teacher to be placed in the EARC as an assessor was a diploma in SNE besides the initial general teacher training which the Coordinator argued was adequate. The Coordinator pointed out that once a teacher was posted to the assessment centre, they went through further training in functional assessment, including audiology and low vision (Appendix 16:8).

Of the four members of staff at the EARC, only two had undergone full training. The reason given by the Coordinator for lack of training was that the courses were normally sponsored by the MoE; they were, therefore, still waiting for the funding to facilitate the training of the members of staff who were not fully trained. The Coordinator, however, stated that the staff had an option to sponsor themselves for the training instead of waiting for the government funding, which sometimes took years (Appendix 16:12).

#### 6.3.7 Staffing

The Centre had four members of staff which, according to the Coordinator, was inadequate. He said that the situation would be worse if all the areas of SEN which they were required to assess were to have a specialist member of staff, which was an indicator that they were, therefore, not discharging their services adequately. The Coordinator had this to say on the issue of staffing:

*If the Centres were adequately funded, the staff would be inadequate, but the most unfortunate thing is that the TSC is still considering reducing from four to two, the reason being the understaffing situation in the country. According to the TSC, each EARC should only have two personnel but definitely, they will not be adequate. Actually, even the four are not enough if we have a staff in every department in the EARC. If they were saying there should be staff working part time, that would be the most ideal situation, whereby you have a specialist, for example, in autism, or in learning disabilities such that all the categories specified in the policy are covered. (Appendix 16:4)*

#### 6.3.8 Poverty

According to the Coordinator, the issue of poverty adversely affected their work. For example, he stated that there was a correlation between disability and poverty. He gave an example of parents who would bring their children for the first assessment, but due to lack of finances, they would not return for the follow-up appointments. Other children would be referred for specialist examination in the hospital, but the parents could not afford to take



them. Since assessment is a process not a one-off treatment, the Coordinator said that most poor parents could not afford to attend subsequent appointments (Appendix 16:48).

#### 6.3.9 Funding

The Coordinator stated that although the government had a responsibility to facilitate assessment of children with disabilities by providing adequate funding, the funding allocated to them by the government could not meet the cost they required to be able to conduct assessments effectively. For that reason, they had to cut some of the services such as conducting follow-up appointments and taking services closer to the people (Appendix 16:66). The Coordinator said that when EARCs used to receive adequate funding, they could make follow-up appointments and organise clinics closer to the people to save them the burden of having to go to the Centre. He recalled a time when they had a vehicle assigned to the Centre for 'home visit programmes' but this was later withdrawn due to lack of funds (Appendix 16:50).

To facilitate follow-up programmes, the Coordinator said that in most cases they relied on other agencies like the Association of the Physically Disabled in Kenya (APDK) which he said was able to arrange several clinics within the county since they were getting external funding. So they would ask for a 'lift' to be able to make follow-up appointments, but he said these were not reliable (Appendix 16:66).

#### 6.3.10 Collaboration and networking

The EARC Coordinator stated that due to lack of clear policy guidelines on how multidisciplinary teams would work in meeting the needs of children with disabilities, they were finding it hard to work with staff from other ministries. For example, according to him, the EARCs hardly worked with rehabilitation schools because they were not in the

Ministry of Education. They were, therefore, never involved in the assessment process before the children were taken to the rehabilitation centres. Data from the Rehabilitation School revealed that none of the children in the school had a statement of SEN. The Coordinator stated that the MoL had sole responsibility for catering for the needs of children in the rehabilitation schools. The EARC Coordinator had the following to say regarding how they worked with the rehabilitation schools:

*The issue is that when it comes to rehabilitation centres, they are very few in the country and you may not have even one within a county. The mandate of EARC is either in one or two sub counties. So anything beyond our area of operation, we may not have the mandate over it so it were better if rehabilitation centres were under the Ministry of Education because if they were, it would be easy for the EARC within that county to have control over the assessment before children are referred there. You see, if I refer a child to... special school for the physically handicapped I don't go to make follow-ups in... But the children who are referred to special schools within this county, when there are issues, then I am contacted, and we liaise over those children. (Appendix 16:38)*

The EARC Coordinator stated that there was the need to streamline how the MoE and the MoL worked together for them to be able to meet the needs of children in the rehabilitation schools.

*The problem is that we do not refer children directly to the rehabilitation centre; we hand over a child to a different department, a different ministry [the Ministry of Labour], so you see there is a gap there, there is something which may need to be streamlined if they were to come on board to the mother ministry [the MoE]. (Appendix 16:40)*

The Coordinator stressed the need for a policy guideline to streamline collaboration of services among all stakeholders providing services to children and families. He argued that there was a need for the MoE, Ministry of Health and the MoL to work together for a common goal. According to the Coordinator, medical specialist had to be paid for them to attend children at the EARC despite the fact they were government employees and not private practitioners (Appendix 16:66).

#### 6.3.11 Parents'/guardians' involvement

According to the EARC Coordinator, parents/guardians were crucial in the assessment process since they knew the child better than anybody else did; therefore, they were in the best position to provide background information about the children (Appendix 16:46). The Coordinator stated that since the government only provided the personnel and assessment tools, it was the parents' responsibility to meet the cost of taking children for assessment and for further referrals. According to him, for example, if after the assessment a child needed specialist examination in a hospital, the parents would then meet the financial cost of transport and any other requirements (Appendix 16:46).

The Coordinator said that in cases where parents were actively involved in the education of the children they referred to mainstream schools, children generally were able to cope within the inclusive setting. According to the Coordinator, the assessment process involved guidance and counselling to the caregivers, to the child and to the persons who would be working with the child, which he said, if properly done, made inclusive education more effective (Appendix 16:50).

Nonetheless, the Coordinator said that the Policy Framework on SNE was not clear on how it would be enacted to bring all the parties involved together in the assessment. According to him, although the Basic Education Act (Republic of Kenya, 2013a) stated that primary education was compulsory, it did not elaborate how other issues regarding support services by other service providers, including parents, would be coordinated (Appendix 16:52).

#### 6.3.12 Inclusive education for children with SEBD

The EARC Coordinator was of the opinion that inclusive education for children with severe SEBD would not be possible in the current mainstream school setting in Kenya. According

to him, such children would benefit more in a special class with a teacher trained in SNE. The Coordinator argued that it would be difficult for a teacher to manage a class, for example, of fifty children and at the same time meet the needs of children with diverse needs like autism, SEBD etc. within the class without a teaching assistant (Appendix 16:62). The Coordinator argued that referring children with SEBD to a mainstream school without a single teacher trained in SNE did not benefit such children at all (Appendix 16:64).

#### 6.3.13 Suggestions for the challenges

Some of the issues raised by the EARC Coordinator which he felt, if implemented, would make input more effective were (Appendix 16:66):

1. Training and recruitment of educational psychologists who he said were lacking in the country
2. More funding to be made available to the EARCs
3. Transport to facilitate follow-up appointments and for home-visit programmes
4. Equipping the EARCs with adequate assessment tools
5. Need for an officer in charge of SNE in the county to directly oversee the functions of the EARC
6. Quality Assurance officers to be increased in every sub county
7. Staff training
8. Clear policy guidelines on how stakeholders can work together
9. Free medical care for children and adults with disabilities

#### **6.4 Data analysis from the Rehabilitation School**

As I explained in section 5.4, in the Rehabilitation School data was collected using semi-structured interviews and observations. Children and teachers were interviewed in the

Rehabilitation School as explained in the methodology chapter. In this section, each set of data is presented separately starting with the data from the teachers and then data from the children and finally the observations. The background information about the Rehabilitation School was provided in section 2.5.

#### 6.4.1 Interviews with staff

After following the ethical procedures explained in section 5.2.2, I engaged in data collection from the participants. Before embarking on this, I gathered preliminary data about the Rehabilitation School from the Manager.

Before going to the Rehabilitation School for data collection, my perception was that since it had the name ‘school’, the children were treated in the same way as those in other schools in terms of educational provision. However, when I asked the Manager how many teachers and support staff there were in the school, this was his response:

*This is not a school as in the definition of a school. This is a rehabilitation centre, a correction centre for children arrested and found guilty of a crime. Some very serious crimes. So we don't have teachers and support staff like you would find in regular schools. (Appendix 17:74)*

Unlike in mainstream primary schools where the teacher in charge is referred to as the ‘headteacher’, I noted that the heads of rehabilitation schools are referred to as ‘managers’. According to the Manager, most rehabilitation school managers are trained social workers and their official designation is as ‘children’s officers’. Their role is to ensure the smooth running of the institution as required by the Children’s Department in the MoL.

According to the Rehabilitation School Manager, correction centres in Kenya were categorised as high risk or low risk depending on the risk the children posed to society. There were separate rehabilitation centres for girls and for boys to avoid mixing them. The other category was of age; children could be referred to specific rehabilitation centres

according to their age. I was informed that some rehabilitation centres were not necessarily correction centres, but centres for children who were considered at risk for various reasons like negligence and abuse by those responsible for them.

The selected Rehabilitation School had a capacity of about 300, but at the time I was conducting the research, there were only 150 children in the school. The Centre had five departments, the welfare department, the education department, vocational department, the hospitality department and the administration department. Participants were drawn from all the departments, including the six teachers from the academic department and one from each of the other four departments as explained in section 5.3.4.

#### *6.4.1.1 Admission to the Rehabilitation School*

From the data that I gathered from the Rehabilitation School, I noted that children were not admitted directly to rehabilitation schools, but they had to go through a court process once they were arrested. The court liaised with the Children's Department to determine whether they could be taken to a rehabilitation school after considering several factors, including the reason for their arrest. Once the court ruled that a child should be taken to a rehabilitation school, they would first be taken to a centre called 'Getathuru' where they stayed for three months being assessed to determine which rehabilitation school was best. After completing three months at the Getathuru Centre, the child would be taken to the rehabilitation school. Once they were received, they would then be taken through an orientation programme so that they could learn about what was required of them for the duration of their stay at the Centre.

I was informed that none of the children in the Rehabilitation School had a statement of SEN, because the EARCs were not involved in the assessment process. Therefore, instead

of having an Individualised Educational Programme (IEP) as is normally the case for children with SEN, I found out that the children had an Individualised Treatment Programme (ITP) which suggested they adopted a medical model approach in dealing with the children.

#### *6.4.1.2 Staff recruitment*

All the staff in the Rehabilitation School were employees of the MoL, including the teachers. The only exceptions were the staff in the security department, who were on secondment from the prisons department. However, they did not wear uniforms as is required for prison officers so it was not possible to distinguish them from the rest of the staff. I was informed that initially the TSC used to deploy teachers to rehabilitation schools, but they were later withdrawn due to the shortage of teachers in mainstream schools (Appendix 17:311).

#### *6.4.1.3 Staffing*

Although the Rehabilitation School Manager was of the opinion that the six teachers they had in the school was adequate, the staff in the education department felt that considering the number of subjects they were supposed to teach as per the national curriculum, more teachers were required so that they could teach all the subjects effectively. The teachers gave an example where they normally combined classes, such that children in different year groups would be grouped together so that they could cater for all the children due to the shortage of teachers (Appendix 17:80).

After teachers were withdrawn by the TSC from all rehabilitation schools, the Ministry of Labour had to recruit its teachers. The participants in the Rehabilitation School expressed their disappointment at the TSC's act of withdrawing teachers from rehabilitation schools

which some of them termed as ‘unfair’ and as ‘discrimination’. These were some of their responses:

*...that’s treating these children differently from other children which I think is unfair, that is discrimination. (RT-4 Appendix 17:304)*

*I don’t think there was any logic in that. Why would rehabilitation schools be treated differently from other schools? That was not fair at all. (RT-6 Appendix 17:306)*

*It was wrong... I think that’s discrimination. Are these children not the same as other children so that they don’t deserve TSC teachers? (RT-8 Appendix 17:308)*

#### 6.4.1.4 Training

According to the Manager, staff working in the Rehabilitation School were required to undergo training in guidance and counselling which most of them had actually undergone. However, none of the teachers was trained in SNE. The Manager felt that it was a mistake for the MoL not to recruit at least one teacher with SNE training:

*Let me say that was a big mistake when recruiting teachers for these schools without considering those with SEN training. They should have gone for either trained ones, or provide training to the ones we have. Ironically, the Kenya Institute of Special Education brings its students here for attachments, and they have never offered to train our staff. (RT-1 Appendix 17:315)*

The teachers in the Rehabilitation School expressed their interest in getting trained in SNE. They, however, stated that the government expected them to sponsor themselves, but most of them said that they could not afford to. Those who sponsored themselves did not necessarily go for SNE:

*We are expected to fund ourselves, but we cannot afford. Others prefer taking different courses at the university, other than special education. (RT-6 Appendix 17:320)*

#### 6.4.1.5 Assessment of children in the Rehabilitation School

As I have stated earlier, the EARC was not involved in the assessment process for children in rehabilitation schools; therefore, none of the children in the Rehabilitation School had a



statement of SEN. This did not mean that some of them did not have SEN considering the circumstances which led to their exclusion from their mainstream school. Children were admitted to rehabilitation schools through a court process. The children's court together with the children's officers determined which rehabilitation school a child would be taken to; this also depended on their age and the crime they committed.

The question about the effectiveness of the assessment done on children before they could be sent to rehabilitation schools provoked mixed opinions from the participants. While the teachers had the opinion that the assessment was inadequate, staff in other departments felt that the children were properly assessed before being sent to rehabilitation schools. What follows are some of the responses from the participants:

*I think the children's officers do their work perfectly and the assessment is good. You need to remember that the majority have committed crimes, they are therefore assessed as such. (RT-1 Appendix 17:103)*

*I don't think there is any serious assessment done as such because once they commit crime and get arrested, if convicted, then they end up in rehabilitation schools. (RT-2 Appendix 17:104)*

*The children go through a court process where the children's officers are involved in determining their case. I don't think there is thorough assessment done to the children themselves. (RT-3 Appendix 17:105)*

*This is basically determined by the seriousness of the crime the child has committed. (RT-4 Appendix 17:106)*

*I don't think it is adequate per se because it's all about the court ruling and the children's officers' report after they are arrested. I don't think there is any psychological assessment done to the children. (RT-7 Appendix 17:108)*

#### *6.4.1.6 Were children in the Rehabilitation School considered to have SEN?*

Although most of the participants acknowledged that the children in the Rehabilitation School had a problem, very few considered the problem to be SEN; however, they could not describe what kind of problems the children had. Most of them attributed the difficulties

the children were experiencing to poor parenting, poverty, peer pressure or just being naughty. Some of the responses were as follows:

*These children have a problem some of which can be attributed to poor parenting. It is hard to say that they have special needs as such, although they could be. (RT-1 Appendix 17:90)*

*No; these children have been involved in crime and that is why they are here. Some are homeless or they ran away from home to the streets where they joined gangs. So if they are well managed and with good background, they would be different. (RT-4 Appendix 17:93)*

*I would say yes and no because most of them come here after getting involved in crime either because they were neglected by parents or because of peer pressure or just being naughty. Others may be having hidden problems. (RT-5 Appendix 17:94)*

*Yes. I think that is why they are here although generally they are not seen as though they have SEN. Remember they normally come here after a court process after they were arrested. (RT-6 Appendix 17:95)*

#### *6.4.1.7 Educational provision for children in the Rehabilitation School*

The Manager stated that although the children were prepared for the KCPE, emphasis was put on vocational training and behaviour change since most children did not continue with education once they were discharged from the Centre (Appendix 17:138). According to the Manager, to meet the educational needs of children in the rehabilitation schools, the MoL recruited teachers after those employed by the TSC were withdrawn from all rehabilitation schools.

The timetable was designed that three days in a week were allocated for academic work while two days were for vocational training (Appendix 17:112). Each day there was a group of children who were allocated ‘domestic duties’, which included helping in the kitchen and other duties within the institution. With this kind of arrangement, the teachers said that it was difficult for them to cover the syllabus (Appendix 17:141). According to the head of the education department, the problem was compounded by the fact that children could only

stay in a rehabilitation school for a maximum of three years and the shortage of teachers in the Centre (Appendix 17:139)

Participants in the education department expressed their frustration in that the children were required to sit for the KCPE like their counterparts in the mainstream schools where they were taught five days in a week (Appendix 17:337) in contrast to the three days they were allocated for academic studies (Appendix 17:139-144). Another challenge cited by the teachers was that some children were coming to the Rehabilitation School after being out of school for a long time, which made it hard to place them in appropriate classes commensurate with their age. Since the school was understaffed, children at different levels would be taught in the same class, which the teachers said they found difficult to handle. As a result, children were generally performing poorly in the national examinations:

*Although we work as a team, it is normally very hard for us because these children are usually at different levels in education. Some have been out of school for too long such that they perform at a lower age than they should be. Due to understaffing in our department, we are forced to combine classes. More emphasis is basically on vocational training and behaviour management other than the academic. (RT-2 Appendix 17:129)*

#### *6.4.1.8 Strategy for behaviour management*

The Rehabilitation School had disciplinary procedures for dealing with serious cases of indiscipline where counselling failed to work. The Manager stated that the security department dealt with such cases, which sometimes involved ‘caning’ them. The Manager said that the staff worked as a team to enforce school rules and regulations. Children whose behaviour could not be managed in the Rehabilitation School, were referred back to the children's court for their case to be reviewed. In such cases, which the Manager said were rare, the children would be transferred to a ‘high risk’ rehabilitation school or to a borstal institution (Appendix 17:166).

The participants in the Rehabilitation School had the opinion that children coped very well with the school demands. They gave examples of some children who refused to leave when they were discharged.

*Some of them even refuse to leave when we release them. Here they feed well and they feel protected, but where they go, no one knows what exactly happens. (RT-1 Appendix 17:276)*

Another reason given by the staff to demonstrate that children were coping well was that they rarely had incidences of children trying to escape from the school, although the school was not securely fenced.

#### *6.4.1.9 Rehabilitation schools' three-year policy*

The question on whether the three-year maximum period children could stay in rehabilitation schools was adequate had mixed responses from the participants. Participants looked at the success of the three-year period from different perspectives depending on what they assumed should be achieved within that period. For example, except the participants in the education department, participants in other departments were of the opinion that three years were adequate in relation to behaviour change. For instance, the Manager argued that most children benefited from the rehabilitation programme because there were very few cases of children who would re-offend after they were discharged. This, however, was a claim which the Manager could not verify because I later noted that due to lack of funding, they were unable to follow up children after the three years (Appendix 17:224-227).

On the other hand, the teachers argued that they hardly had enough time to prepare children for the KCPE considering that some of the children had been out of school for quite a long time before they were taken to the Rehabilitation School. They also argued it was difficult

for them to cover the syllabus within the three years, given that they only had three days a week allocated for academic work (e.g. Appendix 17:211).

Some of the participants were nonetheless neutral about whether the three years were adequate or not. For example, this was a statement made by one of the teachers:

*Sometimes it is hard to tell whether three years are adequate or not because some children leave even before the three years... For example, if they sit for KCPE or when they attain the age of 16, they cannot stay here any longer... They are also released through the court if they reform even before they complete the three years. Those who do not reform within the three years, then they are transferred to borstal institutions or to youth correction centres. (RT-5 Appendix 17:214)*

#### *6.4.1.10 Rehabilitation practice*

All the participants in the Rehabilitation School had the opinion that rehabilitation practice was necessary for the children who could not be managed in mainstream schools due to challenging behaviour. For example, the Rehabilitation School Manager wondered where else all the children in the rehabilitation schools would be since there were no other institutions in the country to accommodate them (Appendix 17:200). Another member of staff supported the rehabilitation practice saying that they had witnessed very many children being rehabilitated who would have otherwise been ‘lost’ (RT-4 Appendix 17:202).

During the interviews, I sought the participants' views about rehabilitation schools not being in the MoE. Some of them said that rehabilitation schools were rightly placed in the MoL and argued that teachers in the mainstream schools had failed to manage the children; hence, they had ended up in the rehabilitation schools. Some of them had this to say:

*I don't think it's a problem. The only problem is that the MoE is not involved in the education of these children, which I think is wrong. We never get any support from the MoE. (RT-8 Appendix 17:240)*

*I don't see anything wrong but they need better planning such that the MoE is more involved in the education of the children. (RT-9 Appendix 17:241)*

*I don't see anything wrong with that because these children were initially in the Ministry of Education which was unable to handle them. (RT-10 Appendix 17:242)*

There were other participants who felt that it was wrong and a form of discrimination to have rehabilitation schools in a different ministry from other schools. They had the opinion that rehabilitation schools should be treated like other either special schools or mainstream schools (Appendix 17:234-239).

#### *6.4.1.11 SNE policy*

According to the Manager, the SEN policy could not be found in rehabilitation schools because they were penal institutions: the children were not considered as having SEN. He said that such a document could be found in the mainstream schools:

*These children are basically not regarded as disabled, as I stated earlier, these are penal institutions, and that is why they are not even in the MoE. We therefore do not have such a document in the Centre. I think such a document would be found in the regular schools or in special schools. (RT-1 Appendix 17:116)*

#### *6.4.1.12 Inclusive education for children with SEBD*

Participants were of the opinion that inclusive education for the Rehabilitation School would not be possible.

*...these children were in those schools, and they failed to manage them. How then can you take them back? Communities are also very hostile towards these children because they have been involved in crime. They see them as criminals. (RT-1 Appendix 17:244)*

*It might be difficult because teachers in regular schools are more focused on exams, and they have little tolerance for non-performers due to the effect they have on the mean score. That is one of the reasons why these children could not cope. (RT-2 Appendix 17:245)*

They gave some of the following factors as the barriers to inclusion of the children in mainstream schools:

1. In the mainstream schools, teachers focused more on raising the mean score such that the children who were not performing to their expectations would be made to repeat classes, which was very frustrating for the children.
2. Teachers in the mainstream schools had little patience with children with challenging behaviour.
3. Teachers and parents in the mainstream school feared that the children would influence others.
4. Hostility from the public who viewed the children in rehabilitation schools as criminals.

According to the participants, inclusive education was promoted in the school by engaging the children in activities such as football matches with the local community, taking them on excavation trips in the locality and attending the local churches for Sunday services (Appendix 17:255-264).

Nonetheless, the teacher in charge of the education department felt that despite the effort they were making to involve the children in co-curricular activities with the schools in the locality, they faced discrimination from the MoE which hardly included them when there were such activities in the county. She said that she had to ‘push’ the MoE to allow the children to participate in interschool extracurricular activities such as athletics and music festivals.

*We encourage them to participate in extra curricula activities, for example, playing football with local teams. Recently, the children were allowed to participate in interschool athletics competitions, but that was after I pushed the education office to include us. Still, it's not that the children are fully accepted. (RT-2 Appendix 17:256)*

#### 6.4.1.13 Collaboration and networking

According to the Manager, the Rehabilitation School relied heavily on donor funding from organisations such as the Japan International Cooperation Agency (JICA) and the European Committee for Training and Agriculture (CEFA) to supplement the ‘little’ money they were getting from the government (Appendix 17:170). The Rehabilitation School also collaborated with the prisons department; some staff were actually prison officers on secondment from the prisons department. The Manager, however, said that after the TSC withdrew teachers from the rehabilitation schools, collaboration between the MoL and the MoE seemed to have ceased (Appendix 17:295).

The teachers in the Rehabilitation School expressed disappointment since they felt that the MoE was side-lining them such that they were finding it difficult to network with their colleagues in the mainstream schools. For example, the teacher in charge of the education department stated that the quality assurance officers from the MoE never inspected the school, as was the case in mainstream schools. She further said that she was hardly invited by the MoE to headteachers’ meetings or workshops in the county:

*The MoE has nothing to do with the school; for example, I have never seen any inspector in this school like it happens in regular schools. The MoE never involves us in the meetings or workshops organised for teachers in the county which is not fair at all; even though we are not under the TSC, at the end of the day the job we do is the same. (RT-2 Appendix 17:296)*

#### 6.4.1.14 Parents’/guardians’ involvement

According to the Rehabilitation School staff, involving parents was one of the challenges they were facing due to the following factors:

1. Poverty: some parents were very poor such that they could not afford to visit the children.



2. Distance: some children came from as far as 300 miles from the school such that for parents who were struggling financially, it was difficult to visit.
3. Neglect/rejection: some parents did not want to be associated with their children who were considered criminals due to the shame it brought.
4. Homeless/street children: some children were previously on the street before they were arrested, making it difficult to trace their parents.
5. Substance abuse: some parents were alcoholics or using drugs and could not be considered responsible.

According to the Manager, the school depended heavily on the children's officers from where the children came from to be able to locate their parents or guardians. This was necessary because eventually the children needed somewhere to go to once they were discharged. The Manager said that although there was no explicit policy on parents' involvement, the Children Act (Republic of Kenya, 2001, 2012a) stated clearly the parent's role in child protection (Appendix 17:191).

#### *6.4.1.15 Funding*

Participants in the Rehabilitation School cited funding as one of the major challenges they faced in meeting the needs of children. They normally relied on donor funding for development projects and follow-up programmes since the money the government allocated to the institution was not adequate. At the time of data collection, the NGO which had supported the school in follow-up programmes for the last two years was withdrawing after their term came to an end. The Manager expressed concern that they would not be able to continue with programmes such as following up children after they were discharged unless they got another donor funder or they were allocated more funds by the government (Appendix 17:224).

#### *6.4.1.16 Suggestions to challenges*

The participants made the following suggestions for improving the educational provision for children in the Rehabilitation School (Appendix 17:346-355).

1. Allocation of more funds to be able to follow up the children
2. Children to be provided with a toolkit when they complete their term so that they can start a business
3. Staff in rehabilitation schools to be trained in SNE
4. The MoE to start getting involved in the education of children in rehabilitation schools
5. Rehabilitation schools to be inspected like other schools
6. An alternative curriculum for children in rehabilitation schools other than the one provided to children in mainstream schools
7. Treating rehabilitation schools like special schools to stop children being stigmatised as criminals by the community
8. Well-equipped vocational classes
9. More involvement of parents in the rehabilitation process by financing their transport to enable them to visit children in the rehabilitation schools

#### *6.4.2 Interviews with children*

Children in the Rehabilitation School were interviewed to investigate their perception of the rehabilitation practice and inclusive education practice in Kenya. Ten children were interviewed adhering to ethical considerations explained in section 5.2.2.4. The children who were interviewed had been in the school for a period ranging from three months to two years. Since the children in the Rehabilitation School had experience of both educational

settings, I reasoned that they would provide reliable data from their experience. Semi-structured interviews with the children were conducted to investigate factors such as:

1. The reasons that led to their exclusion from their mainstream school
2. How they compared the Rehabilitation School and their mainstream school and whether they wished to return to their mainstream school
3. Whether they felt like they were in prison
4. Whether their parents/guardians were involved in their education
5. The plans they had after leaving the Rehabilitation School and the support they wished to be given

#### *6.4.2.1 Reasons for leaving mainstream school*

The children who were interviewed felt that they were victims of a system that failed to meet their needs. They also blamed their parents for neglect and peer pressure, which led them into crime. Most of the children said that they used to get punished at school and at home for poor performance. Others said that they were considered naughty at school such that no one would listen to them. According to the children, this led them to run away from school and from home onto the streets where they were eventually arrested and charged with various crimes, including stealing (Appendix 18:375-377). These were some of the responses from the children when I asked them why they had left their mainstream school:

*I was doing poorly at school so the teachers and my parents used to punish me. That stopped me from going to school and I ran away from home and went to the streets... I was arrested... The police were arresting street children, they said we had stolen but I have never stolen. So I was brought here. (CD-4 Appendix 18:378)*

*Children used to laugh at me so I used to beat them up and the teachers would punish me for it; they later expelled me from the school... Nobody listened to me even my parents; they used to beat me up so I went to the streets... I was arrested and then brought here. (CD-5 Appendix 18:379)*

CD-6 and CD-9 claimed that they were neglected by their parents, which led them to stealing to get food. They were eventually arrested for this (Appendix 18:380, 383).

#### *6.4.2.2 Rehabilitation school vs. mainstream school experience*

Eight of the ten children who were interviewed did not wish to return to their mainstream school. Some of the reasons given by the children for disliking mainstream schools were punishment after failing in exams or due to what they referred to as minor mistakes, and too much emphasis on passing exams even when they could not achieve expected grades. The majority of them preferred the Rehabilitation School because they said that there was not an emphasis on passing examinations and that the staff listened to them. The children appeared generally very happy with the vocational training, which they saw as a means of getting a job or starting a business. Nonetheless, two children had the opinion that mainstream schools were better because they used to do a lot of academic work unlike in the Rehabilitation School. Some of the responses from the children follow:

*I would not like to go back... Because teachers keep punishing children there when they fail exams... This school is better... because we do vocational training so by the time I leave I can be employed or start a business. (CD-3 Appendix 18:388, 399)*

*I did not like school... I was performing poorly and teachers kept punishing me... This school is good because we do vocational training. I like that more than staying in class doing Mathematics and English. (CD-4 Appendix 18:389, 400)*

CD-6, 7, 8 and 9 had the same sentiments about the Rehabilitation School, which they felt was more beneficial to them than their mainstream school (Appendix 18:402-405).

The two children who were in favour of their mainstream schools had this to say:

*I would like to go back to the regular school... Because before I came here I was in standard eight, but when I came here I was put in standard six and we are never taught like in regular schools... Primary schools were good because we used to be taught, here we only learn three days in a week. (CD-2 Appendix 18:387, 398)*

*...here we don't learn like in primary school, so I cannot pass KCPE... primary school is good because if I was there I would be in standard eight or in secondary by now. (CD-10 Appendix 18:395, 406)*

#### *6.4.2.3 Rehabilitation school vs prison*

While seven out of the ten children who were interviewed said that initially they felt like they were in prison, they said that with time they got used to it and started feeling as if they were either at home or in a boarding school (Appendix 18:408, 410, 411, 416). Three children, however, felt that being in a rehabilitation school was just like being in prison. They argued that if it was not a prison, then they would not have been taken there through the court. These were some of their responses after I asked them whether they felt like they were in prison:

*Yes, if it is not a prison, then why was I taken to court? (CD-2 Appendix 18:409)*

*They say it is not a prison, but then why was I taken to court if this is not a prison? (CD-6 Appendix 18:413)*

*Yes, this is a prison; I was brought here because they said I had stolen. (CD-10 Appendix 18:417)*

#### *6.4.2.4 Parents'/guardians' involvement*

Only three children had been visited on one occasion by their parents since they were taken to the Rehabilitation School, the rest had never been visited, not even once. The children said that they sometimes talked to their parents on the phone, which again they said was very rare. When asked why they thought their parents were not visiting them, some said their parents were poor while others thought no one cared about them (Appendix 18:419-428).

#### *6.4.2.5 Expectations*

All the children were optimistic that the future would be bright once they left the Rehabilitation School. They felt that with the vocational training they were receiving, they would be able to start their own businesses or gain employment. They wished that the

government would provide them with capital and tools so that they could be self-employed once they left the Rehabilitation School (Appendix 18:444)

#### 6.4.3 Observations and field notes

In section 5.4.3, I explained the process for data collection using observations in the Rehabilitation School. Using the observation guide shown in Table 5-4, the data collected was analysed, focusing on the following five main areas to determine how the educational needs of children in the school were being met and to ascertain whether what the participants said they were doing during interviews was actually happening: (1) general school atmosphere; (2) classroom atmosphere; (3) staff interaction with students; (4) co-curricular activities; and (5) staff interaction among themselves.

##### *6.4.3.1 General school atmosphere*

In section 5.5.2 I stated that observations began on the first day that I visited the Rehabilitation School due to the curiosity that I had with this being my first time in such an institution, especially because of the ‘myths’ I had heard regarding approved schools. I was imagining that the Rehabilitation School had a prison-like setting with a strong fence and tight scrutiny before visitors could be allowed into the institution. On the contrary, the school had no fence, neither was the gate manned to check who was coming in or leaving; nonetheless, it did not have a school atmosphere either. Due to these mixed expectations, I initially doubted whether I was actually in the right place, but I had to deal with my own expectations to conduct a fair study.

The teachers and the children were very friendly and welcoming. On my first day of data collection, I was made to feel comfortable as I explained in section 5.5.2. I was assigned a teacher to ensure that each day that I visited I would be able to meet the group and the

persons I needed to interview. Within the first week, I could interact freely with the staff and the children.

Unlike in mainstream schools, children in the Rehabilitation School were involved in all duties which they would basically do if they were at home (Appendix 17:114, 135). For example, the timetable was designed such that there were three days in a week for academic work and two for vocational training. Each day there was a group that was assigned to engage in out-of-class activities such as assisting in meal preparation for the rest of the school (Appendix 17:136). Then there would be another class involved in other activities such as working on the farm.

I initially wondered why the children were getting involved in all these activities, especially in the kitchen, but then I was informed that the idea was to prepare them for the real world when they left the institution. The children were encouraged to get involved in income-generating activities such as keeping rabbits (Appendix 17:161). The money they earned was saved for them by the school, and then they could get it whenever they needed to buy something, although they were encouraged to save it until the time they left the institution.

#### *6.4.3.2 Classroom atmosphere*

During lessons in class the pupils were disciplined and responded well to the lessons. Having taught in mainstream schools, I wanted to check whether the classrooms were organised and structured in the same way as mainstream schools to create a learning atmosphere. On one occasion I was given an opportunity to teach a lesson in religious education. During the lesson, I interacted freely with the children who seemed keen to learn. Just as I stated in section 5.4.3.1, I tried to minimise the observer effect (Robson, 2002) by spending more time at the Rehabilitation School so that the participants could get used to me and start behaving as they normally did.

Compared to the experience I had working in mainstream schools, the classrooms lacked the learning atmosphere expected in a mainstream primary school. From my experience, classroom would normally have charts, maps and other learning resources displayed for the pupils. There were very few of these, if any, in all the classes that I visited, which was an indicator of the limited emphasis on academic work, as reported by the teachers (Appendix 17:75, 129, 132, 134, 138). During the interview with the Manager, he maintained that the institution was not like a mainstream primary school (Appendix 17:74). He said that besides the academic work, they put more emphasis on rehabilitating the children as that was the primary reason for them being there.

#### *6.4.3.3 Staff interaction with children*

Every morning the staff and the students would attend an assembly. During the assembly, each class would be allocated the activities they would be engaged in on that particular day. Contrary to my expectations, staff and children were relating very well. As I stated earlier, when I was young we used to be threatened that we would be taken to an approved school, as it was then, if we misbehaved. We were told that children in such schools were severely punished. For the whole month that I was in the school, I never witnessed any child being punished. Of course, boys being boys, they would be mischievous once in a while but the teachers were very accommodating. For example, one day when I and one of the teachers took the children to do some gardening, two of the boys started weeding carelessly and then claimed to have finished the portion they had been allocated. I was curious to see how the teacher would deal with the two boys. The boys were instructed to repeat the portions that were not well done. After the session the teacher told me that they usually offered more counselling than punishments unless there were recurring serious issues when sometimes the children would be caned.



The children and the staff on duty had meals together. I was informed that they normally did that so the children would not feel like they were being fed on food that the teachers themselves would not eat.

#### *6.4.3.4 Co-curricular activities*

Just as in mainstream schools, the pupils were involved in co-curricular activities. A group of children had just returned from an excavation trip where they went camping for four days at the time I went to collect data. The children were also preparing songs for presentation at an occasion in the city. I was informed that children normally participated in sports activities like football with the local teams, although I did not witness it at the time I was collecting data in the school.

#### *6.4.3.5 Staff interaction*

Every morning the staff would meet for a briefing and to plan how to coordinate the day's activities before proceeding to the assembly with the pupils. Staff were interacting very well with a lot of consultation among themselves. What I saw confirmed what the participants said during interviews: they worked as a team in behaviour management. Each department had their own offices where staff would meet to prepare their work. I usually spent time in different departmental offices where I would collect more data during informal discussions with the staff. I had made them aware that I would be taking note of whatever information I thought was relevant to my study, even during informal discussions.

### **6.5 Data analysis from the Mainstream School**

The Mainstream School was selected through purposive sampling after establishing that it had a child who was deemed to have SEBD after the assessment by the EARC. The school had a population of 200 children, both boys and girls, which meant on average a class had

25 pupils which, according to the teachers, was quite manageable. Although this was a public school, it was under the sponsorship of the Catholic Church.

In Chapter 2, I provided a historical background of formal education in Kenya in which I stated that formal education was started by the missionaries and then taken over by the colonial government, although the church continued to have a lot of influence in the management of the schools. The trend continued even after independence such that in Kenya today, most schools are still under the sponsorship of different churches. The sponsoring churches, however, do not have as much influence as they had before independence; although, sometimes they can have influence, for example, in the choice of the school head with preference going to a member of the sponsoring church.

According to the Headteacher, the child they had with SEBD came to their school after she was excluded from two other schools in the locality due to challenging behaviour. The Headteacher described the child as having ‘bizarre’ behaviour and as being extremely uncooperative. According to the Headteacher, the child could write abusive words about teachers in the school toilets, and sometimes she would jump out of class through the window when the lessons were going on and when confronted by teachers, she would often climb trees and then threaten to commit suicide (Appendix 19:462).

#### 6.5.1 Staffing

The Headteacher said that the school had nine teachers who, according to her could not cope with the teaching workload. The parents had, therefore, employed an extra teacher to make a total of ten to ease the workload; however, the Headteacher said that they were still struggling. The Headteacher said that due to the shortage of teachers in the country, the TSC was considering transferring one teacher from the school claiming that nine teachers

for eight classes (standard one to eight) was actually overstaffing. However, the Headteacher argued that even the ten teachers were inadequate considering the number of subjects they were required to teach as per the national curriculum (Appendix 19:453)

#### 6.5.2 Training

Only one teacher in the Mainstream School was trained in SNE. The participants said that the school was actually lucky to have a teacher who was trained in SNE because most primary schools did not even have one (Appendix 19:601, 602). According to the participants, it was assumed that the initial teacher training was adequate for them to be able to handle children with SEN, but four out of the six teachers whom I interviewed felt that they were not adequately prepared to deal with children with SEBD (Appendix 19:607-612).

The reason given by participants for having few teachers who were trained in SNE was due to lack of sponsorship by the government such that they were required to sponsor themselves; however, according to one of the teachers, those who sponsored themselves opted to go for different courses other than SNE. For example, there were two teachers in the school who had sponsored themselves for undergraduate studies, but in disciplines other than in SNE.

*We are lucky to have one teacher who is trained in SNE. Most schools do not have not even a single SNE teacher. ...the problem is that we are required to sponsor ourselves, so you find that most teachers enrol for different courses other than in SNE. For example, we have two teachers who are taking courses at the university, but not in SNE. (MT-4 Appendix 19:603)*

#### 6.5.3 Assessment of children with SEN

Participants in the Mainstream School had the opinion that the assessment done for children with SEN was adequate. During the interviews, I asked the Headteacher what procedures were followed after they suspected that a child they had in the school had SEBD:

*We consulted with the parents and learnt that the child had same problems even at home. I then reported the case to the education office, but I did not get any help; I was actually told to do whatever I and the parents thought was right with the child. (MT-1 Appendix 19:469)*

The Headteacher said that when she consulted the parents' school committee, most of them felt that the child was a bad influence on others and recommended that she be expelled from the school. According to the Headteacher, the parents had the child locked up at the local police station for a day just to scare her and see whether she would change; however, according to the Headteacher that had no effect on the child's behaviour (Appendix 19:469). The Headteacher then said that she advised the parents to take the child to the EARC for assessment:

*When I asked the parents to take the child to the EARC for assessment, they initially resisted saying that their child was not disabled, but after I insisted that she was, then they accepted. At the EARC, the child was referred to a psychiatrist and was put on medication. At the moment she is on suspension. (MT-1 Appendix 19:469)*

#### 6.5.4 Educational provision for children with SEBD

Most of the participants did not consider the support given to the child with SEBD in their school as adequate (Appendix 19:506-510). For example, the Headteacher stated that it was difficult to concentrate on one child at the expense of others and at the same time be expected to produce results:

*The support cannot be adequate because it is difficult for teachers to concentrate on behaviour management at the expense of other children and at the same time produce good results in exams at the end of the year. If we fail to produce good results we would be in trouble with the quality assurance officers. (MT-1 Appendix 19:506)*

Some of the participants had the opinion that a special school would be the best option for children with SEBD where they argued the children would be closely monitored and supported by specialists in small groups just like other children with disabilities (Appendix 19:593-598).

#### 6.5.5 Strategy for behaviour management

Although corporal punishment was banned in all schools in Kenya, the participants said that there were no policy guidelines on how to manage children with challenging behaviour in schools. They expressed their disappointment at the lack of support from the MoE in dealing with children with challenging behaviour. They all gave the example of the case in which they reported the issue of the child with SEBD in their school to the County Education Office to seek help but they were not assisted (Appendix 19:492-497).

Some of the strategies cited by the teachers for managing behaviour included guidance and counselling, involving parents and punishment (Appendix 19:520-525). They said that those children who could not be managed in the school ended up being suspended and eventually expelled from school if the behaviour was persistent (Appendix 19:527-532). For example, at the time of data collection, two children, including the one with SEBD, were on suspension.

#### 6.5.6 Rehabilitation practice

Most of the participants had the opinion that rehabilitation schools were the best option for children with SEBD (Appendix 19:558-563). One of the teachers said that they sometimes threatened children that they would be taken to approved schools if they did not behave well (Appendix 19:561). The teachers were, however, not very familiar with the referral procedures to the rehabilitation schools, neither were they aware that the institutions were not under the MoE. Nonetheless, they all had the opinion that they should be treated like special schools under the MoE (Appendix 19:572-577). The Headteacher felt that the child who had SEBD in their school would possibly be better in a rehabilitation school but she described the process as difficult:

*I think rehabilitation schools are good. I would actually recommend that this girl be sent there because I believe she would be better in such a school than in a regular school... It is a difficult process, most children end up there if they get involved in crime. I am not very sure about the actual process. (MT-1 Appendix 19:558)*

#### 6.5.7 SNE policy

Despite the National SNE Policy Framework being the document meant to provide direction in the provision for children with special needs in Kenya, the document was not available in the Mainstream School. Not only that, none of the teachers in the school, including the Headteacher, was aware that there was such a document in existence.

#### 6.5.8 Inclusive education for children with SEBD

All the participants considered inclusive education for children with SEBD difficult to achieve. Some of the reasons given included lack of policy on behaviour management and lack of support by the officers in the MoE. For example, the Headteacher stated that due to these two factors, the child with SEBD in their school had been excluded from several schools since they could not cope with her behaviour (Appendix 19:579, 580). Parents of other children were also cited as another barrier to the inclusion of children with SEBD in mainstream schools since they felt that such children would influence others (Appendix 19:514, 581, 583).

Understaffing in the schools was another factor given as a barrier to inclusive education. For example, MT-3 (Appendix 19:581) stated that it was difficult for the teachers to manage a large class, especially where there was a child with challenging behaviour. She said that due to understaffing, some classes would have as many as 40 pupils. The participants described their experience working with children with SEBD as ‘challenging’ since they were required to produce good results in examinations which they felt would be

affected if they had children with SEBD and other disabilities in the school. Some of their responses follow:

*It is tough... managing them in class is a big problem because they keep interrupting learning. They can negatively influence other children in the school. (MT-2 Appendix 19:514)*

*Not easy... especially when you have to manage behaviour and at the same time produce good results in exams. (MT-5 Appendix 19:517)*

*It is challenging because teaching and managing children with challenging behaviour can be very difficult. We have to raise the mean score or else we have problems with the inspectors and parents. (MT-6 Appendix 19:518)*

#### 6.5.9 Collaboration and networking

Collaboration with other agencies was described by the Headteacher as moderate. She said that other than the parents and the EARC who were actively involved in supporting the children in the school, even the sponsoring church offered very little support. The participants in the Mainstream School expressed their dissatisfaction with the support they were getting from the MoE in handling children with challenging behaviour (Appendix 19:614-618). For example, the Headteacher gave the example of a case where they reported the issue with the child who had SEBD to the County Education Office, but she was not guided on how to deal with the situation (Appendix 19:469).

#### 6.5.10 Parents'/guardians' involvement

Involving parents and guardians was described as very effective by the participants in the Mainstream School (Appendix 19:537-542). They stated that it was possible for the teachers to consult with the parents at very short notice whenever they needed them since it was a day school. The participants stated that there were no specific guidelines for parents'/guardians' involvement, even though education was free and compulsory:

*...Although the government says primary education is compulsory, without a proper policy guideline on how parents would be involved, the children continue being*

*excluded from schools, that is why the child with SEBD is now out of school and nothing is being done about her. (MT-1 Appendix 19:551)*

*We don't have a specific policy, but it is mandatory that parents take children to school since primary education is free and compulsory. (MT-3 Appendix 19:553)*

#### 6.5.11 Funding

Inadequate funding was one of the factors cited by the participants as a hindrance to the implementation of free primary education. For example, the Headteacher said that despite primary education being free, the amount of money they were receiving was barely enough so the parents had to contribute to meet the deficit. According to her, since the introduction of free primary education in 2003, the annual budgetary allocation per child, including children with SEN, was 1,020 Kenya Shillings (KShs):

*Since 2003 we have been receiving KShs 1,020 per annum per child, which is barely enough considering the inflation rate between 2003 and now [2014]. There should be more funding, especially for children with SEN. Primary education is said to be free but, as you have heard, the parents had to employ an extra teacher; is that free education really? However, it is better than before when parents had to meet all the cost. (MT-1 Appendix 19:621)*

#### 6.5.12 Suggestions to the challenges

The participants in the Mainstream School stated that they found it quite challenging to meet the needs of the children, not only those with SEBD but also of all children with SEN in an inclusive setting. The following is a summary of some of the suggestions made by the teachers for effective inclusive education (Appendix 19:621-626).

1. Support by the MoE and other professionals in managing children with challenging behaviour
2. Intervention programmes at an early age
3. Clear policy on SNE
4. More funding, especially for children with SEN
5. Teaching assistants in mainstream schools with children with SEN



6. Clear guidelines on how to manage children with challenging behaviour
7. Adequate staff in mainstream schools
8. Training in SNE or in guidance and counselling

#### **6.6 Stage 4 and 5: Interviews with the Education Officer and the Children's Officer**

Data collection from the MoE and the Children's Department was necessitated by the need to verify some of the issues, which emerged after the initial analysis of data from the documents, the EARC and from the two case studies. In this stage, I analysed data collected from the Ministry of Education and from the Children's Department in the MoL.

##### **6.6.1 Assessment of children with SEN**

According to the Education Officer, there was at least one EARC in every county in Kenya so that all children suspected to have SEN could be assessed and issued with a statement of SEN (Appendix 20:632). Nonetheless, data collected from the Rehabilitation School and the Mainstream School indicated that there were quite a number of children who had not been assessed, although they were deemed to have SEN. For example, the data collected from the Rehabilitation School indicated that none of the children in the Rehabilitation School had been assessed by the EARC. The Education Officer and the Children's Officer were of the opinion that children in the Rehabilitation School were not regarded as having SEN hence it was not necessary for the EARC to be involved in their assessment.

The Education Officer argued that although the EARCs were mandated to assess children with disability, it was not involved in the assessment of children before they were referred to rehabilitation schools because those were penal institutions and were not under the MoE:

*Those are not under the MoE so basically we have nothing to do with them because there is the Ministry involved with them... it is because they are normally treated as penal institutions. Children are taken there after getting involved in crime. Basically, they are regarded as criminals, as young offenders only that due to their*

*age, they cannot be taken to the prisons for adults. (Education Officer, Appendix 20:636-640)*

The Children's Officer had the same view that children in the rehabilitation schools were regarded as criminals so there was no need to involve the EARCs.

*In most cases, children end up in rehabilitation schools after they are arrested for committing crime. It is normally the duty of the Children's Officers and the Children's court to make the necessary assessment to determine which type of rehabilitation school would be appropriate for them. Children are taken to the rehabilitation schools through a court process since they are treated as young offenders. The Children's Act states clearly the referral process to the rehabilitation schools. (Children's Officer, Appendix 21:706)*

The Children's Officer further stated that rehabilitation schools were not under the MoE, hence the reason the EARCs were not involved:

*...we are talking about children who have committed a crime; I don't think it has anything to do with the EARCs. As I have said, rehabilitation schools are not under the MoE. The children's officers and the prosecuting officer determine whether the child should be taken to the rehabilitation school or not unless the child is found not to be of sound mind when a psychiatrist assessment may be required. (Children's Officer, Appendix 21:708)*

#### 6.6.2 Were children in rehabilitation schools considered to have SEN?

Both, the Education Officer and the Children's Officer did not consider children in the Rehabilitation School as having SEN despite the fact they had not been formally assessed. For example, the Education Officer viewed them as young offenders who did not necessarily have SEN (Appendix 20:640). Likewise, the Children's Officer described SEN as an educational term which was not applicable to children in the rehabilitation schools:

*The children are not considered to have SEN. That is an educational term. With us, yes, we acknowledge they have a problem, but not SEN as such. Most of them you find that they were either involved in crime because of peer pressure, drugs, poverty, negligence by parents or just being naughty. (Children's Officer, Appendix 21:712)*

#### 6.6.3 Educational provision for children with SEBD

The document that I analysed revealed that there were no special schools for children with SEBD in Kenya. This was confirmed by the Education Officer who stated that the few

cases of children with SEBD that were there received education within the mainstream school system (Appendix 20:644-646). This prompted me to ask him how the MoE dealt with those children who could not cope within the mainstream school system and whether there was a behaviour management policy. The Education Officer said that in most cases such children ended up being suspended from school if all other methods of behaviour management failed, and if they posed a threat to other children in the school.

*There is no specific policy on behaviour management but corporal punishment is not allowed in schools. It is assumed that teachers are well trained to manage behaviour in schools.* (Education Officer, Appendix 20:666)

The Children's Officer had the opinion that it was the responsibility of the MoE to meet the educational needs of children with SEBD:

*...it is the duty of the MoE to ensure that the educational needs of such children are met. We normally leave that to the MoE though I don't think we have schools for such children in Kenya.* (Children's Officer, Appendix 21:716)

The Education Officer stated that it was illegal for parents not to educate their children, including those with SEBD (Appendix 20:674). However, he seemed to contradict himself by saying that those children who could not cope in the mainstream schools due to challenging behaviour ended up being excluded from the education system since there were no alternative schools for them (Appendix 20:690). According to the Children's Officer, such children would most likely get involved in crime and in antisocial behaviour and as a result, they would be arrested and eventually taken to the rehabilitation schools (Appendix 21:730).

#### 6.6.4 Rehabilitation practice

The Education Officer and the Children's Officer both supported the rehabilitation practice in Kenya. For example, the Children's Officer stated that '*Most children who could have otherwise got lost get rehabilitated back to the society and become productive*' (Appendix

21:740). In order to meet the educational needs of children in rehabilitation schools, the Children's Officer stated that the MoL recruited its own teachers after those who were employed by the TSC were withdrawn and redeployed to mainstream schools (Appendix 21:750).

According to the Education Officer, rehabilitation schools were the only option for such children since there was nowhere else they could be taken (Appendix 20:682). When I asked him about his opinion on rehabilitation schools being in a ministry other than the MoE, the Education Officer simply said, *'I think there is no problem with that, these are basically young offenders and are in the right place'* (Appendix 20:688).

I asked the Education Officer how the MoE ensured that the educational needs of children in the rehabilitation schools were met, to which he said that the MoL was responsible for meeting all the needs of the children under their control. I then asked him whether that was right considering that the MoE was mandated by the constitution to meet the educational needs of all children in Kenya, to which he responded:

*I think something needs to be done to harmonise the services of all the ministries involved, but as far as rehabilitation schools are concerned, those are penal institutions hence outside our mandate.* (The Education Officer, Appendix 20:650)

#### 6.6.5 Three-year policy for children in the rehabilitation schools

The Children Act (Republic of Kenya, 2001, 2012a) stated that children could only stay in a rehabilitation school for a maximum of three years. Therefore, I asked the Children's Officer his opinion on the three-year policy, whether the duration was adequate for meaningful change in behaviour. According to him, most children reformed within the three years (Appendix 21:744). He explained that after the three years, children were expected to be reintegrated into the community and with the vocational training offered at the rehabilitation school, it was possible for them to get into employment or to start their own

business (Appendix 21:742). He further stated that after the three years, the Children's Department would follow up the children to ensure that they were coping; he, however, said that due to lack of funding, the staff in the rehabilitation schools were not able to do this so the children's officers in their locality were involved (Appendix 21:748). The Education Officer had no comment regarding the maximum three years the children could be in the rehabilitation schools.

#### 6.6.6 Inclusive education for children with SEBD

According to the Education Officer, there were very few cases of children with SEBD and the few that existed were learning in mainstream schools. He, however, said that those who could not cope would simply be excluded:

*These are very rare cases that are easily accommodated in the regular schools, unfortunately those who cannot cope in the regular school end up getting suspended, and as I have said, we have no alternative schools for them.* (Education Officer, Appendix 20:690)

I asked the Education Officer what he thought about the case of the child with SEBD in the Mainstream School where, after seeking support from the education office, the Headteacher was told to do what she wanted with the child (Appendix 19:469). The Education Officer just said that it was unfortunate that there were no procedures laid down for dealing with such cases, but did not elaborate on who was responsible for making such regulations (Appendix 20:670). However, he had the opinion that special schools would be the best provision for children for with SEBD:

*For those who cannot cope in regular schools I think they would be better in a special school. Unfortunately, we do not have such schools... We try to accommodate them in regular schools; after all, I don't think we have many such cases.* (Education Officer, Appendix 20:668)

The Children's Officer had the opinion that inclusive education for children in the rehabilitation schools would not work and argued that those children were initially in mainstream schools which failed to manage them:

*Regular Schools cannot manage the children we take to the rehabilitation centres; after all they were in those schools before going to the rehabilitation centres.*  
(Children's Officer, Appendix 21:750)

I asked the Children's Officer how the MoL promoted inclusive education for children in the rehabilitation schools; his argument was that taking children to the rehabilitation school was one way of promoting inclusive education:

*The aim of taking the children to the rehabilitation schools is so that they can fit in the community. I don't see a better way to support inclusive education than that.*  
(Children's Officer, Appendix 21:752)

#### 6.6.7 Staffing

The issue of staff shortages was a prominent feature raised in all the institutions where data was collected. The participants in the Rehabilitation School had stated that after teachers were withdrawn by the TSC, the MoL had to employ its own teachers, so I decided to find out from the two officers why this had to be done and whether it did not amount to some form of discrimination.

The Children's Officer openly expressed disappointment at the withdrawal of teachers from the rehabilitation schools by the TSC:

*In my opinion that was wrong. One wonders whether the children in rehabilitation school don't deserve the same quality education as other children.* (Children's Officer, Appendix 21:722)

Although, according to the Education Officer, it was unfair for the TSC to withdraw teachers from the rehabilitation schools, he argued that there was an acute shortage of teachers in the country. According to him that was not discrimination since the

rehabilitation schools were under a different ministry and it was the responsibility of that ministry to recruit its own staff:

*One may see it as unfair, but then there is an acute shortage of teachers in Kenya. Since the rehabilitation schools are not under the MoE, then the ministry involved was required to employ its own teachers. (Education Officer, Appendix 20:656)*

#### 6.6.8 Training

The two officers attributed the failure by the government to sponsor teachers for further training to lack of funding. The teachers were, therefore, encouraged to sponsor themselves; the government would then reward them with promotion. The Education Officer said that teachers working with children with SEN were getting a special allowance on top of their salaries (Appendix 20:658).

According to the Children's Officer, training in SNE was not emphasised for teachers in the rehabilitation school, but he was of the opinion that it was necessary. He said that the staff working in the rehabilitation schools were normally trained in guidance and counselling (Appendix 21:726).

#### 6.6.9 SNE policy

Although, according to the Education Officer, all educational institutions were expected to have a copy of the SNE policy, neither the Rehabilitation School nor the Mainstream School had a copy of the policy. All the participants in the two schools were actually unaware that such a document existed. I asked the Education Officer how the SNE policy was implemented by the MoE:

*Well, at the moment I don't think it is fully implemented. We are in the process of improving our education so with time we shall be able to put things in place, currently there are more challenging issues like funding and shortage of teachers to deal with. (Education Officer, Appendix 20:694)*

According to the Children's Officer, there was no need for the SNE policy to be in rehabilitation schools since the children were not considered to have any disability (Appendix 21:714).

#### 6.6.10 Collaboration and networking

There was concern from the teachers in the Rehabilitation School that they were neglected by the MoE. I, therefore, decided to investigate the MoE further. During the interview with the Education Officer I asked how the MoE collaborated with the MoL to ensure the educational needs of children in the rehabilitation schools were met. Just as the participants in the Rehabilitation School had stated, the Education Officer said the two ministries hardly worked together (Appendix 20:652). In addition, he said that they had no authority to inspect teachers in the rehabilitation schools since they were in another ministry and that there were no clear guidelines to facilitate how the two ministries would work together (Appendix 20:648).

The Children's Officer said that after the TSC withdrew teachers from rehabilitation schools, the MoE stopped getting involved in the education of children in the institutions (Appendix 21:724). He, however, said that they collaborated with other organisations, especially the NGOs.

#### 6.6.11 Parents'/guardians' Involvement

The Education Officer had the opinion that parents' and guardians' involvement was effective in mainstream schools since most of them were day schools (Appendix 20:676). According to the Education Officer, although there was no specific policy on parents' and guardians' involvement in their children's education, it was illegal in Kenya for parents not to take their children to school. The Education Officer, however, said that there was no



provision for children who were excluded from school due to challenging behaviour, but stated that something needed to be done about it so that there were clear guidelines on how to facilitate their education (Appendix 20:672).

The Children's Officer said that although their department was doing everything possible to ensure that the parents of children in the rehabilitation schools were involved, he cited several challenges that they were facing:

*...we try to involve the parents as much as possible, though in some cases the parents may be drug addicts and alcoholics such that they cannot manage the child. In such cases, we take the child to protection homes. Some parents just refuse to stay with the children, especially if the child has turned into crime, in such cases most of them end up in remand and then into rehabilitation schools. (Children's Officer, Appendix 21:734)*

I then asked the Children's Officer whether they had a policy guideline on parents' and guardians' involvement, to which he responded:

*The Children Act is very clear on the parent's role with their children, and that they can be prosecuted where negligence is detected. However, some parents are very poor such that even feeding their children is a problem so children are left to feed themselves hence turning into crime. This sometimes can make it very difficult to enforce the Act. (Children's Officer, Appendix 21:738)*

#### 6.6.12 Funding

The Education Officer acknowledged that although primary education was free in Kenya, the money allocated to primary schools was hardly enough, resulting in the government relying heavily on donor funding:

*I think it is important to note that the country has actually tried, considering that we are struggling economically. As you may be aware, we mostly depend on donor funding, so as much as we would say the money is not enough, there is nothing much the government can do. (Education Officer, Appendix 20:654)*

The Children's Officer also cited funding as one of the challenges faced by the rehabilitation schools. He stated that since most of the children were taken to rehabilitation schools far from their homes, it was difficult for the staff to follow them up, so the

children's officers in their locality were the ones doing this once the children were discharged (Appendix 21:748).

#### 6.6.13 Suggestions to the challenges

The following suggestions were made by the Education Officer and the Children's Officer for improving the educational provision for children with SEBD:

1. Transport and funding to facilitate inspection of schools
2. Alternative education for children with SEBD
3. Formal assessments before children are referred to the rehabilitation schools to determine whether they have SEN.
4. Clear policy guidelines on how stakeholders can work together
5. Recruitment of more teachers
6. Strict laws to ensure that children were not neglected
7. Transport and funding to facilitate monitoring of families and vulnerable children
8. Funding rehabilitation school so that they are able to follow up the children.
9. Families to be more involved in the rehabilitation process, including providing transport to visit the children in the rehabilitation schools
10. Clear policies on the provision for children with SEN

## **7 DATA INTERPRETATION**

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### **7.1 Chapter overview**

In this chapter, I analysed data across the two case studies, including the preliminary data collected from the documents and from the EARC. I also included data from the MoE and the Children's Department so that I could identify similarities and common themes in the data. By identifying the similarities across the data, I sought to provide a clear insight into the provision for children with SEBD in Kenya and to provide credible research results. In the methodology chapter I stated that the study involved two distinct schools to produce more reliable data. According to Miles and Huberman (1994) as well as Yin (2009), cross-case analysis in multiple case study design yields more reliable data, making it possible to justify the research findings. The data from documents, from observations and from the participants' narratives during interviews was placed into twelve specific categories which were then linked back to the international literature as explained below.

### **7.2 Lack of provision for children with SEBD**

While there were special schools for children with other special needs such as visual impairment and hearing impairment, the study revealed that there were no specific schools for children with SEBD in Kenya. According to the EARC Coordinator and the Education Officer, children with SEBD were in most cases referred back to their mainstream schools after assessment. However, those children whose behaviour could not be managed in the mainstream schools ended up being excluded since there was no alternative educational provision for them. The exclusion of children with SEBD from the mainstream schools defies the same philosophy propagated through CFS initiative of embracing diversity through tolerance, inclusiveness and fairness as explained in section 3.5.1 (UNICEF, 2009).

Lack of clear guidelines on behaviour management and without alternative education for children with behavioural problems, children with SEBD would be excluded from the mainstream education system; hence, they become vulnerable to involvement in criminal activities or serious antisocial behaviour resulting in their arrest and consequently ending up in rehabilitation schools or in borstal institutions (Mukuria and Korir, 2006). For example, at the time I was collecting data in the Mainstream School the child with SEBD had been temporarily excluded. The Headteacher had this explanation:

*When I reported to the education office the problems we were having with the child, I was actually told to do whatever I and the school committee thought was right. I was very disappointed to be honest. I was expecting a guideline on how to deal with the child, but I was not given any. The school committee recommended that we suspend the girl so that she could not influence other children. (MT-1 Appendix 19:492)*

The study established that rehabilitation schools were not under the Ministry of Education but under the Children's Department in the MoL (Republic of Kenya, 2001). There were contrasting views on whether children in the Rehabilitation School were rightly placed. While some participants were of the opinion that children in rehabilitation schools should be treated the same way as those in special schools, others attributed their behavioural difficulties to factors such as peer pressure, poor parenting, drugs or just being naughty, and therefore, argued that it was right to treat them as young offenders. For example, the Rehabilitation School Manager, maintained that rehabilitation schools were not like ordinary schools, but penal institutions:

*This is not a school as in the definition of a school. This is a rehabilitation centre, a correction centre for children arrested and found guilty of a crime. (RT-1 Appendix 17:74)*

Although the Persons with Disability Act No. 14 of 2003 (Republic of Kenya, 2004) provided the legal framework outlawing all forms of discrimination to persons with special needs and disabilities in Kenya, the practice was still evident in schools due to lack of clear

policy guidelines on SNE to curb cultural prejudices and negative attitudes towards persons with a disability. As a result, children with disabilities continued to be denied educational opportunities accorded to other children. For example, the study established that the children in the Rehabilitation School were not only denied the opportunity by the MoE to participate in co-curricular competitions such as music festivals and athletics, but the school was hardly inspected by quality assurance officers from the MoE.

The lack of educational provision for children with SEBD in Kenya is not an isolated case; in section 3.5.1 I noted that despite the agreement regarding cross-national definitions for all students for whom additional resources are made available by the member countries of the OECD, countries such as Greece, Hungary, Italy and Turkey do not have such a category. The data from OECD countries indicated that even the countries that recognised students with EBD, there is evidence of inconsistency in terms of identification and provision than in other categories. For example, while some countries educate certain categories in regular schools, others educate the same categories in special schools (OECD, 2005; Lopes, 2014).

### **7.3 Lack of support for inclusive education for children with SEBD**

Despite the CFS Manual putting emphasis on the importance of inclusive education by stating that ‘embracing diversity through tolerance, inclusiveness and fairness is the starting point for recognizing and facilitating the right to quality education for all children regardless of their background’ (UNICEF, 2009, section 3.1); the study established a lack of support for inclusive education for children with SEBD. Most of the participants expressed concern that the inclusion of children with SEBD in the mainstream schools would pose a great challenge to teachers and to other children. For example, the Rehabilitation School Manager argued that it would not make sense to take the children

back to their mainstream schools because the teachers there had failed to manage them, and that was why they had ended up in the Rehabilitation School. He also argued that since most of the children in rehabilitation schools had been involved in crime, society was very hostile towards them because they were seen as criminals and a threat to society (Appendix 17:244).

#### **7.4 Lack of clear SNE policy guidelines**

Inclusive education was hampered by, among other factors, lack of clear policy guidelines on SNE. According to the EARC Coordinator, the National Policy Framework for SNE was too general to facilitate the provision for children with SEN (Republic of Kenya, 2009). The study revealed that except for the staff in the EARC who had a copy of the National Policy Framework for SNE, staff in the Rehabilitation School and in the Mainstream School were unaware that there was such a document in existence, which to me was an indicator of how ineffective it was. I also noted that while most of the policy documents have been re-enacted to be in harmony with the 2010 constitution, the National Framework for SNE has not been amended to accommodate the changes in the new constitution, rendering it irrelevant.

Although the lack of SEN policy guidelines may hinder the educational provision for children with SEN, the Developmental Indicator by OECD (see section 3.5.1) indicates that although many countries have positive policies towards equitable educational provision and the inclusion of those with special needs into society, on the contrary, factors such as inflexible school organisation, large class sizes, the lack of relevant teaching skills and of individualised teaching programmes, prejudiced attitudes on the part of teachers and parents, poor quality or limited teacher preparation, biased funding systems, unhelpful contractual agreements involving employers and trade unions and a lack of co-operation

between pertinent ministries and services were frequently cited as severe barriers to inclusive education (OECD, 2005, p.22).

### **7.5 Shortage of teachers**

Teacher shortage features significantly across nations as one of the barriers to inclusive education. For example, data from OECD in 2014 shows that in 33 out of 47 countries and economies that were investigated, principals in public schools reported more teacher shortage than those in private schools which according to the principals' perception resulted into more problems with instruction (OECD, 2014, p.410). The projection released by the UNESCO Institute for Statistics (UIS) indicated that to reach every child by 2015, the world would need to hire extra 2.7 million primary school teachers. The data by UIS shows that 7 out of 10 African countries face an acute shortage of teachers (UNESCO, 2015).

In Kenya, shortage of teachers has been a major problem since the implementation of free and compulsory primary education in 2003. This resulted in frequent strikes by teachers in a bid to 'force' the government to employ more teachers (see Figure 2-2 in section 2.4.1). The study revealed that due to the shortage of teachers in mainstream schools, the TSC withdrew all teachers from rehabilitation schools and redeployed them to mainstream schools such that the MoL had to employ teachers for rehabilitation schools. The study revealed that the problem was still persistent because in the Mainstream School, parents had to employ an extra teacher due to understaffing in the school.

### **7.6 Lack of clear guidelines on pupil admission and placement**

Lack of policy guidelines for admission and placement of pupils in appropriate classes in primary school was another problem identified in the study. Children would be enrolled in classes which were not commensurate with their age, leading to increased incidences of

overage pupils bullying younger classmates. For example, an 84-year-old man (see Figure 7-1 below) was enrolled in standard one after the implementation of FPE in 2004 (Guinness World Records, 2004). The lack of clear guidelines on pupil placement in schools, also led to children whose academic performance was below the expectations of teachers and parents being made to repeat classes regardless of their age.

Figure 7-1: Oldest Pupil in Kenyan History (84 years old)<sup>4</sup>



### **7.7 Shortage/inadequately trained staff**

In section 3.5.1 I stated that the CFS model emphasised on teacher training and preparedness, so that they are able to identify early signs of behavioural change and forms of violence and then adopt such values as non-confrontation and peaceful negotiation in behaviour management (UNICEF, 2009). Nonetheless, even after the MoE adopting the CFS initiative by UNICEF (see Kenya's CFS Monitoring Tool in appendix 23), shortage or inadequately trained teachers emerged as one of the barriers in meeting the educational provision for children with SEBD in Kenya. For example, none of the teachers in the

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<sup>4</sup> <http://kenyarecordsetter.blogspot.co.uk/2012/01/oldest-student-in-kenya.html>



Rehabilitation School had SNE training and only one teacher in the Mainstream School had been trained. Of the four members of staff at the EARC, only two had completed the required training, something they attributed to lack of funding.

## **7.8 Rigid and exam-oriented curriculum**

According to the CFS manual, the curriculum in a child-friendly school must be well-designed and well implemented to increase opportunities for children to work together and share their knowledge and educational experiences (UNICEF, 2009). The style of teaching and learning should be centred on what is best for individual learners and be geared towards bringing out the best in each learner as he or she strives to master the prescribed knowledge, skills and attitudes in the curriculum. Child-friendly schools encourage the use of different teaching and learning methods appropriate for the children and the subject matter with the aim of promoting multiple paths to knowledge and skills acquisition. The CFS Manual states that ‘in negotiating curriculum content, structure and method would represent good progress towards fulfilling children’s right to a quality education’ (UNICEF, 2009, section 2.3).

Despite the emphasis on negotiated curriculum in the CFS manual, participants in this study described the curriculum as rigid and exam oriented such that children who were deemed academically weak were forced to repeat classes, refused admission or expelled from school to avoid posting poor results in the national examinations. Most of the children in the Rehabilitation School cited rigid curriculum and exam-oriented teaching as the major reason why they did not wish to return to their mainstream schools since they could not cope. In such a situation, it was difficult for children with SEBD to cope in the mainstream school system.

Although the majority of the children in the Rehabilitation School were happy being there, a few of them felt like they were in prison, mainly because they had been taken there through a court process. All the children in the Rehabilitation School preferred the vocational training aspect of their curriculum, which they felt would enable them to start their own business once they left the school. They wished that the government would provide them with a toolkit so that they could be self-employed which, according to the Manager, was difficult due to lack of funds.

Teachers in the Rehabilitation School expressed their frustration as they could not cover the syllabus due to the limited duration the children were allowed to remain in the Rehabilitation School. There were some suggestions for an alternative curriculum and a different mode of certification for children in rehabilitation schools.

#### **7.9 Lack of accurate data on children with disabilities**

Lack of accurate data on children with SEN is a common problem across nations. According to Cameron et al. (2011) in Lopes (2014, p.10), countries with medium or with low human developmental indexes have difficulties in gathering information about identification procedures, categories, support systems, and funding, regarding children with SEBD (see section 3.5.1). In the Kenyan context, the documents that were analysed revealed contradictory figures for the number of special institutions, and children enrolled in schools in 2008 (see the Table 7-1 below). In such a situation, it was difficult for the government to finance the education of children with SEN without accurate data for the population of children with disabilities.

Table 7-1: Statistics for Children with SEN in 2008

Documents	Population of Children with SEN	Enrolment	No of Special Institutions
MoE Strategic Plan (Republic of Kenya, 2008)	1.8 Million	26,885	-
National SNE Policy Framework (Republic of Kenya, 2009)	-	45,000	1455
Sessional Paper No 14 of 2012 (Republic of Kenya, 2013b)	-	-	3464

### 7.10 Inadequate funding

In section 3.5.1 I stated that although many countries have positive policies towards equitable educational provision and the inclusion of those with special needs into society, on the contrary, biased funding systems is viewed as one of the barriers to inclusive education (OECD, 2005, p.22). This study revealed that since the introduction of free primary education in 2003, the annual budgetary allocation per child, including children with SEN, has been Kenya Shillings (KShs) 1,020 which, according to the Mainstream School Headteacher, could hardly be enough considering the inflation rate over the years (Appendix 19:621). According to the Rehabilitation School Manager, they relied heavily on donor funding since what they received from the government could not meet the needs of the children. As a result, it was difficult for the staff in the Rehabilitation School to follow up the children or provide them with a toolkit once they were released, which they felt were very necessary as part of the rehabilitation process.

### 7.11 Lack of collaboration among service providers

Lack of collaboration is not just unique to Kenya; for example, developmental indicators among OECD member countries cited unhelpful contractual agreements involving employers and trade unions and a lack of co-operation between relevant ministries and services as some of the barriers to inclusive education (OECD, 2005, p.22). To emphasise

the importance of collaboration, the last component of Kenya's CFS monitoring tool focuses on the 'school/community linkages and partnership' (see appendix 23), and as I stated in section 3.5.1.1, is based on the premise that schools reside within the communities they serve and must cultivate relationships with them (UNICEF, 2009).

However, the study established that there was little collaboration among service providers in meeting the needs of children with SEBD. As I noted earlier, the MoE and the MoL, hardly worked together to fulfil the educational needs of children in the rehabilitation schools. For example, according to the EARC Coordinator, the EARCs were hardly involved in the assessment of children before they could be placed in the rehabilitation schools. This explained the reason why none of the children in the Rehabilitation had a statement of SEN. Teachers in the Rehabilitation School, on the other hand, complained that they were hardly inspected by the MoE, as was the case with teachers in the mainstream schools.

## **7.12 Poverty and lack of parental involvement**

The CFS model (see section 3.5.1.1) is grounded on the notion that schools do not exist in isolation; hence, child-friendly schools should promote a strong sense of community where by children can learn from both worlds with teachers, family members, neighbours and community acting as facilitators (UNICEF, 2009, p.2). To achieve these objectives, parental role in learning and teaching process and school participation in community activities are some of the components and standards in Kenya's CFS monitoring tool (see appendix 23). Nonetheless, poverty was cited by the participants as one of the reasons why most parents were unable to participate in the education of children with disabilities. According to the EARC Coordinator, some parents would take their child for the first assessment

appointment, but due to lack of finances, they would not return for follow-up appointments since they could not afford the transport costs.

The study established that the majority of the children in the Rehabilitation School were from as far as 200 miles away from the school; their parents could, therefore, not afford to visit them. Some parents, however, refused to visit the children because they did not want to be associated with their children, whom they regarded as criminals bringing shame on the family.

### **7.13 Deficient identification and assessment of children with SEN**

To better address the needs of children once they are in school, the CFS manual states that teachers must be trained in specific educational methodologies and disability assessment tools (UNICEF, 2009). Kenya's CFS monitoring tool emphasises on the school-based assessment (see appendix 23); nonetheless, the study revealed that effective assessment of children was hampered by lack of appropriate assessment tools, inadequately trained personnel in the EARCs and lack of funding. As a result, most children with SEN were either not being assessed at all or were being misdiagnosed (Republic of Kenya, 2013b). This resulted in a huge population of them being excluded from schools or placed in the wrong institutions, which did not meet their physical, social, emotional and educational needs (Mukuria and Korir, 2006). With the inadequate funding and without a reliable means of transport, it was difficult for the EARC personnel to take services closer to the community, which meant that children from poor families who could not afford the cost of taking them for assessment were hardly assessed.

## **8 CONCLUSION**

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### **8.1 Chapter overview**

In this chapter I draw my conclusions regarding the research findings and then refer back to my theoretical framework to verify whether the research objectives were achieved and to find out whether there were new elements in the conceptual framework, before making recommendations. I finally highlight how the research findings would be disseminated in order to contribute to the educational provision for children with SEBD in Kenya.

### **8.2 Conclusion**

Despite the efforts made by the GoK to achieve EFA goals by 2015 and to improve the quality of education for children with SEN, this study revealed that children with SEBD remained marginalised, with most of them receiving no education at all. Among other barriers, this was largely attributed to mainstream school teachers being unwilling to accommodate children with SEBD due to factors such as an exam-oriented curriculum, lack of alternative education for children who could not cope within the mainstream school system and lack of clear policy guidelines on the educational provision for children with SEN in general.

This was evident as all the documents that were analysed covering the period between 1999 to 2012 indicated that despite various reports identifying the challenges facing the provision of education in Kenya, not only to learners with SEN but to the entire education system, the rate at which the recommendations were implemented was very slow, as the government repeatedly shifted the goalposts to achieve EFA. For example, the EFA assessment report (Republic of Kenya, 1999) indicated that the initial target for achieving UPE was shifted from 2000 to 2015 since much had not been achieved by then.

Almost all the challenges and recommendations that were cited in 1999 were the same ones that were cited in subsequent reports, including in the Sessional Paper No. 14 of 2012 (Republic of Kenya, 2013b). The same challenges were also cited by the participants in this study, which was an indicator of the slow pace at which the challenges facing the educational provision for children with disabilities were being addressed. For instance, the Sessional Paper No 1 of 2005 (Republic of Kenya, 2005) recommended that a clear policy framework incorporating financing requirements for special education be put in place by the government in order to achieve EFA by 2015. Seven years later, the Sessional Paper No 14 of 2012 indicated that issues regarding a clear policy guideline on SNE were yet to be fully addressed (Republic of Kenya, 2013b).

All the participants, including the Education Officer, stated that lack of clear policy guidelines greatly hampered the provision for children with disabilities. The problem was that even the ministry responsible for meeting the educational needs of all children could not explain some of the questions that emerged from the case studies. For example, the Education Officer could not explain why rehabilitation schools were hardly inspected by the quality assurance officers from the MoE or why the TSC had to withdraw teachers from the rehabilitation schools, other than saying that rehabilitation schools were not in the MoE. This in my view negated the statement in Section 54 (1) (b) of the Kenya Constitution that:

A person with any disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person. (Republic of Kenya, 2010' p.37)

Although the MoE recognised children with SEBD as among children with SEN in Kenya, this study revealed a significant disparity and discrimination in meeting their educational needs as compared to other children with SEN; for example, section 4.30 of the Sessional Paper No 14 of 2012 states that:

Provision of educational services has often been skewed towards four traditional categories, that is, hearing impairment, visual impairment, mentally handicapped and physical handicap leaving out all other areas. (Republic of Kenya, 2013b, p.37)

This was evident in that whereas the provision of education for all other children with SEN was catered for by the MoE, either in special schools or in mainstream schools, there was no provision for children with SEBD.

This study established that since the National SNE Policy Framework does not provide a definition of SEBD, participants in this study had contrasting opinions on whether children in the Rehabilitation School had SEN (SEBD) or not. An examination of the directory of organisations working with persons with disabilities in Kenya (Kenya Disability Directory) revealed that none of the rehabilitation schools in Kenya was listed among the institutions for children with disability, neither was there mention of any organisation for children with SEBD in Kenya (The National Council for Persons with Disabilities, 2010). The children had been excluded from mainstream schools for various reasons, but none of them had been taken to the EARC for assessment. Excluding children from mainstream schools without alternative educational provision exposed them to criminal activities where they were arrested and taken to rehabilitation schools, which were primarily penal institutions (Human Rights Watch, 1997; KNCHR, 2007).

According to the Children Act 2012 (Republic of Kenya, 2001, 2012a), rehabilitation schools are notably not under the Ministry of Education but under the Children's Department in the MoL (Republic of Kenya, 2001). Nonetheless, as one of the participants stated, the issue was not necessarily about the ministry under which the rehabilitation schools were placed, but rather that the MoE ensures that all children, regardless of which organisation or ministry is responsible for meeting their basic needs, has their educational needs adequately met as well.



The study revealed that lack of coordination and collaboration among service providers, including parents/guardians, contributed to the challenge of inclusive education for children with SEBD. For example, the MoE hardly inspected rehabilitation schools unlike all other educational institutions, including private schools, which could make it difficult to tell whether the children would cope in mainstream schools once they were released. Another example of lack of collaboration was that the EARCs were not involved in the assessment of children once they were arrested before they could be referred to rehabilitation schools. This indicated insufficient assessment of children involved in criminal activities before they could be condemned as criminals. Without a formal assessment it could not be determined whether there were any psychological factors that led them into crime.

Data collected from the Rehabilitation School indicated that parents and guardians were hardly involved in the rehabilitation process. For example, most children stated that they were hardly visited by parents, which was confirmed by the staff. Lack of their involvement was cited as one of the challenges the staff were facing in reintegrating the children back to their families and society.

Inclusion of children with SEBD in mainstream schools was another challenge noted in this study. Teachers in the mainstream expressed their frustration in managing children with challenging behaviour due to, among other factors, lack of clear policy guidelines on behaviour management, lack of clear SNE policy and lack of support by the MoE resulting in children with SEBD being excluded from school since there was no alternative provision for them.

The data gathered from the documents revealed discrepancies in statistical data for children with SEN (see Table 7-1). For example, while the MoE strategic plan 2008-2012 indicated

that in 2008, there were 26,885 children with SEN enrolled in education (Republic of Kenya, 2008), in contrast the National SNE Policy Framework indicated that enrolment was 45,000 (Republic of Kenya, 2009). Since the two documents were official government reports prepared by the same ministry, they ought to have corresponding statistical data on children with SEN. The lack of accurate statistical data on children with disabilities contributed to poor allocation of funding for children with SEN. The participants expressed their dissatisfaction with the amount of money the government was providing for children with SEN, since there was no consideration that they required extra resources to facilitate their learning. This was further complicated by the lack of support by the MoE in supporting children with SEBD, leading to low motivation in teachers to accommodate them in the Mainstream School.

Despite education being free and compulsory in Kenya, the MoE Strategic Plan (Republic of Kenya, 2008) estimated the number of children with SEN who were out of school as 1.77 million. The figures suggested that the provision for children with SEN was relatively poorly addressed, with children with SEBD being adversely affected considering that there was no alternative education for them once they were excluded from mainstream schools.

Another challenge in the provision for children with SEN in Kenya was the shortage of trained personnel and understaffing in all the institutions, including the EARC. For example, in the Mainstream School the parents had to employ an extra teacher to cover the shortage; in the Rehabilitation School the teachers complained of understaffing in the education department, while in the EARC the Coordinator stated that they were understaffed.

None of the teachers in the Rehabilitation School had SNE training and only one was trained in the Mainstream Schools. The situation was almost the same in the EARC, where out of the four members of staff, only two were fully trained. Such a situation could lead to children being misdiagnosed, resulting in them either being excluded from schools or placed in inappropriate institutions which do not meet their physical, social, emotional and educational needs (Republic of Kenya, 2013b).

### **8.3 Implications of the research findings to the theoretical framework**

This section is a brief summary of the relationship between the research findings to the theoretical and the conceptual framework discussed in Chapter 3.

In the conceptual framework in section 4.2, I highlighted the dynamic relations of various factors that were considered to be interdependent in determining the educational provision for children with SEBD in Kenya. My focus was on the SEN policy, parent/guardian involvement and teachers' perceptions of inclusive education as the factors that work together to determine the educational provision for children. Therefore, I went on to investigate each of these components, including the children's perceptions of the rehabilitation practice in relation to mainstream schools, to determine how the educational needs of children with SEBD were met in Kenya.

The research findings established that the existing SNE Policy Framework was too general; hence, it did not provide specific guidance on how the educational needs of children with SEN, including SEBD would be met. The study established that due to a lack of clear policy guidelines, there was poor coordination of educational services for children with SEN. For example, the data revealed that the MoE was hardly involved in the education of children in the rehabilitation schools, to the extent that the TSC withdrew teachers from all

the rehabilitation schools in Kenya. The research also revealed that EARCs were never involved in the assessment of children to determine the correct placement for them before they were referred to the rehabilitation schools.

The other issue which emerged from the data in relation to the conceptual framework was that the three elements that I had identified as the key factors to facilitate the educational provision for children with SEBD, including SNE policy, teacher's attitudes on inclusive education and parents'/guardians' involvement were all wanting (see Figure 4-1, section 4.2). For example, the study established that the SNE Policy Framework was too general, mainstream schoolteachers lacked motivation to accommodate children with SEBD and parents were hardly involved in the rehabilitation process of their children in the Rehabilitation School. Other factors which emerged from the data, which I included in the new conceptual framework, were allocation of funding and involvement of other service providers in supporting children with SEBD (see Figure 8-1).

All the participants were pessimistic about the success of the inclusion of children with SEBD in the Mainstream School. For example, teachers in the Mainstream School expressed their disappointment in the support they were receiving from the MoE in supporting children with challenging behaviours. For instance, the child whom I was following up in the Mainstream School had been excluded from several schools, and at the time I was collecting data she had been excluded from the school.

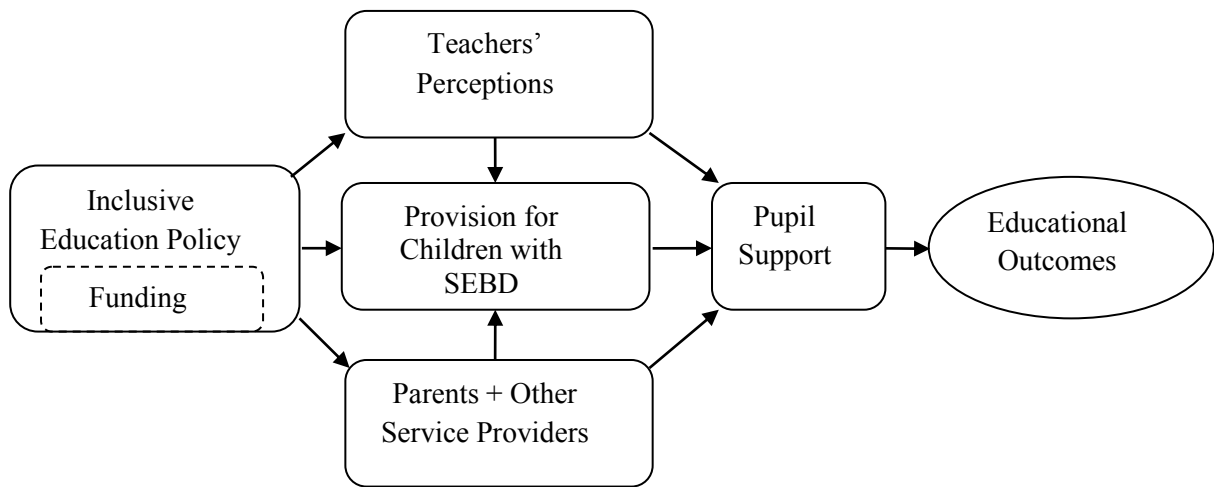
The exclusion of children with challenging behaviour from mainstream schools with no alternative education for them can justify my theoretical viewpoint in which I referred to CoP in section 4.3.2. Making reference to the CoP, I argued that once children with SEBD were 'rejected' at school and at home, they end up teaming up with others whom they

unwittingly cooperate with to form cliques, which, as I stated in that section, consequently, maintained or increased the behaviour. This argument could be justified from the data collected from the children, most of who claimed that due to frequent punishment by teachers and parents, either because of their challenging behaviour or because of poor performance at school, they ended up on the streets where they joined others and eventually started engaging in crime before they were arrested.

My argument in this study is that arresting the children and failing to conduct a thorough assessment including a multidisciplinary team before sending them to rehabilitation schools, without the collaboration and networking of all the stakeholders makes it very difficult to achieve a permanent solution to the problem. For example, in a situation where parents hardly visit children in the Rehabilitation School, and without follow-up programmes after their release, there is a high possibility that the children would still find it hard to reintegrate into society after the three years they spent in the Rehabilitation School. There is a need for a clear policy framework on how all the agencies should work together to meet the needs of children with SEBD.

In the next section, from the data gathered in this study I provide some of the recommendations that, if implemented, could alleviate some of the problems affecting children with SEBD in Kenya.

Figure 8-1: New Conceptual Framework



#### 8.4 Recommendations

From the data gathered in this study, it is evident that the educational provision for children with SEBD in Kenya is lacking. What follows are some of the recommendations that the MoE should consider implementing to ensure children with SEBD are not marginalised:

1. Designing a precise SNE policy guideline, stipulating how the educational needs of children with SEN would be met. The SNE policy should specify the role to be played by all service providers, including parents/guardians. The policy guideline should also elaborate how all the stakeholders would collaborate in meeting the needs of children with disabilities.
2. Preparing a clear behaviour management policy so that teachers are fully aware of what to do and who to consult whenever they are faced with cases of children with challenging behaviour, including those with SEBD.
3. The MoE should take a leading role in coordinating the educational provision for all learners as mandated in the Basic Education Act (Republic of Kenya, 2013a) and in the Kenya Constitution (Republic of Kenya, 2010) regardless of whether the

institutions catering for them are under the MoE or not. All institutions where any form of education takes place, including rehabilitation school and prisons, should be inspected regularly as required by the Basic Education Act (Republic of Kenya, 2013a).

4. Enhanced assessment of children in rehabilitation schools where EARCs are involved to avoid condemning children as criminals without adequate assessment. This should include assessment by educational psychologists among other professionals.
5. Provision of alternative education for children who are unable to cope with the mainstream school system due to behavioural difficulties, consequently reducing the number of children sent to rehabilitation schools. Although they bear the name ‘school’, they are more or less like prisons. Such alternative education should include an assessment method different from that which children in full-time education are subject to.
6. While rehabilitation schools remain as penal institutions, the children have a right to education, which the MoE should ensure is met in accordance with the Kenya Constitution (Republic of Kenya, 2010) and the Basic Education Act (Republic of Kenya, 2013a). Parents should be involved in the rehabilitation process, including the provision of transport so parents, especially poor ones, can visit their children in rehabilitation schools.
7. Staff training at all levels is necessary to ensure that staff are able to meet the needs of the children they work with. Although staff are encouraged to sponsor themselves for further training due to the economic challenges the government is facing, the MoE should ensure that in every educational institution, especially

rehabilitation schools, there is at least one member of staff trained to facilitate the needs of children with SEN.

8. Recognition that children with SEN require extra resources unlike other children without SEN. As such, there should be an extra budgetary allocation for them. This can be achieved by conducting a census to determine the population of children with SEN, including the category and severity.
9. Availability of transport for school inspectors, children's officers and the EARC for field services. This would, for example, enable the children's officers to monitor families and vulnerable children and the EARC staff to take services closer to the community and to make follow ups.
10. Opening up community rehabilitation centres to avoid sending children far from their homes where parents cannot afford to visit them. This would make it easier for parents/guardians, as well as the community, to get involved in the rehabilitation process.
11. Free medical services to children and adults with disabilities.

### **8.5 Dissemination of research findings**

In section 1.6 I stated that the research findings would be disseminated through presentations at conferences, online publications in educational journals and by making the final thesis available to the MoE in Kenya and in the library at the University of Birmingham. Cohen, et al. (2007) state that 'the degree of influence exerted by research depends on careful dissemination... Researchers must cultivate ways of influencing policy, particularly when policy-makers can simply ignore research findings...' (p.46). According Cohen, et al. (2007, p.92), choosing what channels of dissemination of the research to be used is important for a research to be meaningful.



The data from documents indicated that there have been several recommendations on how to improve education in Kenya, some of which have never been implemented. That means that making the research findings available would not be enough to make a significant difference. Therefore, a well-defined strategy is required to overcome the challenges in meeting the educational needs of children with SEBD.

One of the strategies that I intend to use is to personally liaise with all the organisations and agencies working for the rights of disabled persons so that they can advocate for equal educational rights, including children with SEBD. Such organisations would include the National Council for Persons with Disabilities, which was established by an act of parliament to address ‘mainstream disability issues in all aspects of sociocultural, economic and political development’; Kenya National Commission on Human Rights; and the United Disabled Persons of Kenya among others. The other strategy would be to involve the media, including writing columns in popular newspapers in Kenya as well as opening a website where other professionals can make their contributions and share ideas online.

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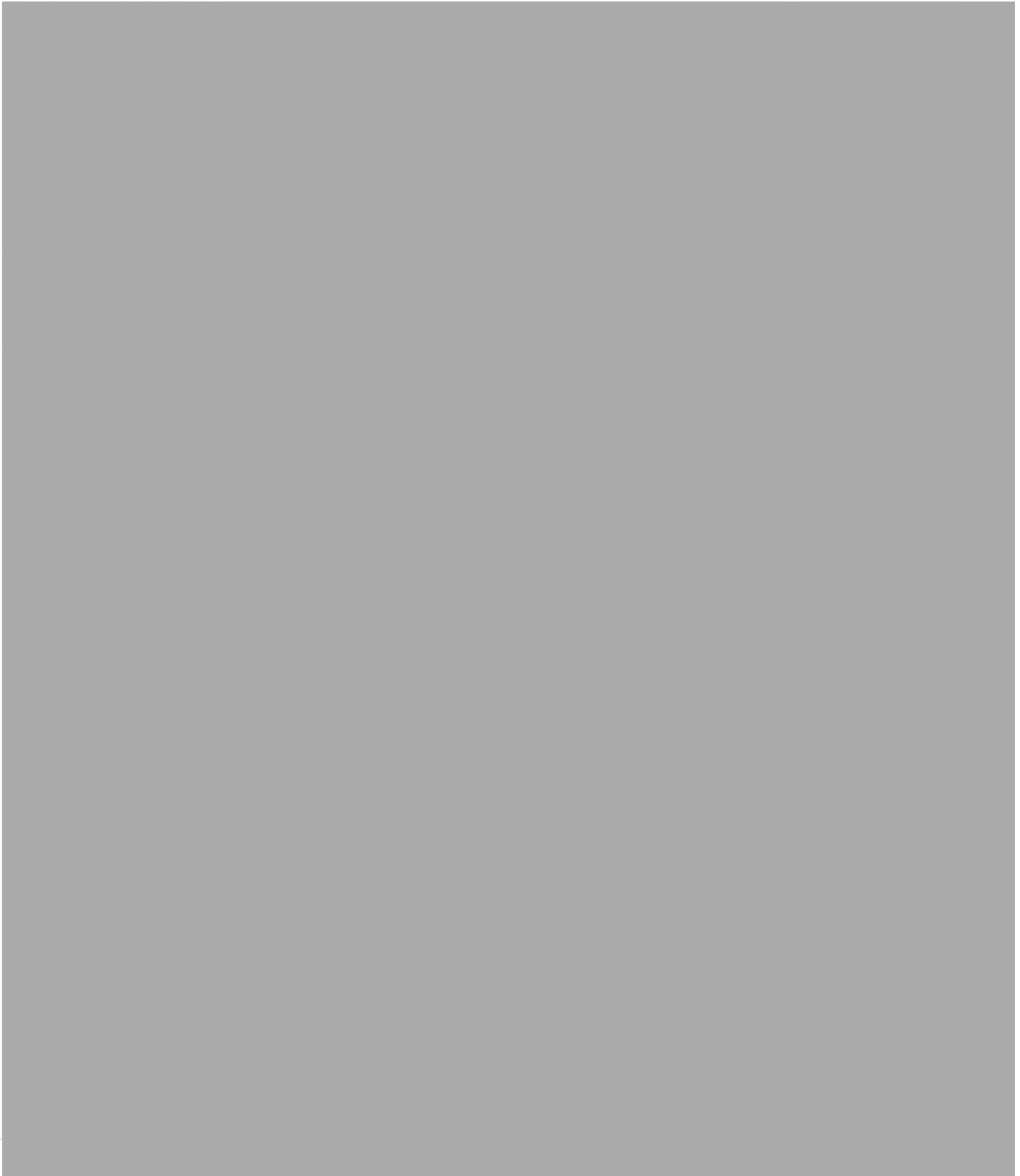
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## **APPENDICES**

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### **Appendix 1: Letter of Authority from NACOSTI**





## **Appendix 2: Letter to the Ministry of Labour**

Dear Sir/Madam,

24th April 2014

Re: Request to conduct research at [REDACTED] Rehabilitation School

I am writing to seek authority to conduct research at [REDACTED] Rehabilitation School in [REDACTED] County starting from 28<sup>th</sup> April 2014 to 20<sup>th</sup> May 2014. My research project is supervised by the University of Birmingham and is part my Doctor of Education (EdD) in Learning and Learning Contexts.

The objective of the study is to highlight measures that can be taken for effective inclusion of children with Social Emotional and Behavioural Difficulties (SEBD) in mainstream primary schools in Kenya. The school will remain anonymous such that no one will be able to identify the institutions where data is being collected. Participation in the study is also voluntary; participants have the right to withdraw collaboration at any stage during the study.

Data collection will involve conducting interviews with the manager, teachers and pupils as well as observations. Information collected in this study will be confidential and will only be used for the purpose of my thesis. I will send to your office a final copy of my study findings to inform policy on the educational provision for children with SEBD.

In case there are any questions or concerns about the research study please contact me or [REDACTED] the research supervisor, at [REDACTED] or [REDACTED]

Thank you,

Leonard Kiarago

### **Appendix 3: Letter of Authority from the Ministry of Labour**



#### **Appendix 4: Invitation to participate in the research project**

Dear Participant

April 2014

You are being invited to participate in a research project in which I am investigating the educational provision for children with Social Emotional and Behavioural Difficulties (SEBD) in Kenya.

I am conducting the research as part of my Doctor of Education (EdD) at the University of Birmingham. The objective of the study is to highlight measures that can be taken for effective inclusion of children with SEBD in mainstream primary schools in Kenya.

There are no risks if you decided to participate in this study, nor are there any costs for participating. The study may not benefit you directly but what I am learning from the study should inform policy development on inclusive education for children with SEBD in Kenya.

The information you provide will be confidential. No one will be able to identify you or the institution where the data is collected.

Your participation in this study is voluntary; you have the right to withdraw entirely at any stage during the study or to withdraw some of the information you provide for the study.

If you choose to participate, please complete and sign the attached consent form.

In case you have any questions or concerns about the research study please contact:

Leonard Kiarago, the researcher, at [REDACTED], or [REDACTED], and/or [REDACTED] the research supervisor, at [REDACTED] or [REDACTED]

Thank you,

Leonard Kiarago

## Appendix 5: Letter to the EARC

Dear Sir/Madam,

Re: Request to conduct research at your centre

I am writing to seek your permission to conduct my research study at your Centre between April 2014 and May 2014. My research project is supervised by the University of Birmingham and is part my Doctor of Education (EdD) in Learning and Learning Contexts.

The objective of the study is to highlight measures that can be taken for effective inclusion of children with Social Emotional and Behavioural Difficulties (SEBD) in mainstream primary schools in Kenya.

Your Centre will remain anonymous such that no one will be able to identify the institutions where data is being collected.

The data collection will involve a short interview with you. I intend, with your permission, to contact some of the schools where some of the children that have been assessed at your centre have been referred to for further data collection.

Information collected in this study will be confidential and will only be used for the purpose of my thesis. I will send you a short report of the study after analysing the data. Participation in the study is voluntary. You have the right to withdraw collaboration at any stage during the study.

In case you have any questions or concerns about the research study please contact:

Leonard Kiarago, the researcher, at [REDACTED], or [REDACTED] and/or

[REDACTED] the research supervisor, at [REDACTED] or [REDACTED]

If you choose to participate in the study, please return a signed copy of this letter to me.

Signature \_\_\_\_\_ Date \_\_\_\_\_

Thank you,

Leonard Kiarago

## Appendix 6: Letter for the schools

Dear Sir/Madam,

April 2014

### Re: Request to conduct research at your school

I am writing to seek your permission to conduct my research study at your institution between April 2014 and May 2014. My research project is supervised by the University of Birmingham and is part my Doctor of Education (EdD). The objective of the study is to highlight measures that can be taken for effective inclusion of children with Social Emotional and Behavioural Difficulties (SEBD) in mainstream primary schools in Kenya. Your school will remain anonymous such that no one will be able to identify the institutions where data is being collected.

The data collection will involve interviewing some members of staff and some children. The rest of the staff and pupils will be interviewed informally. I will also collect data as a participant observer in the school. Since the study concerns children with SEBD, I will need your help to identify children with SEBD. I will also need your consent and their consent to participate in the study.

Information collected in this study will be confidential and will only be used for the purpose of my thesis. I will send you a short report of the study after analysing the data. Participation in the study is voluntary. You have the right to withdraw collaboration at any stage during the study.

In case you have any questions or concerns about the research study please contact:

Leonard Kiarago, the researcher, at [REDACTED], [REDACTED] and/or

[REDACTED], the research supervisor, at [REDACTED] or [REDACTED]

If you choose to allow your school to participate in the study, please return a signed copy of this letter to me.

Headteacher's signature \_\_\_\_\_ Date \_\_\_\_\_

Thank you,

Leonard Kiarago

## Appendix 7: Consent form

Ref: \_\_\_\_\_

Telephone/email \_\_\_\_\_

By participating in this research:

**Put a tick**

1	I am giving my informed consent to voluntarily participate in this study	
2	I understand there is no potential risk in participating in the study	
3	I am aware that the information is being collected in a manner that guarantees confidentiality	
4	I understand that the results will be published in a manner that participants will not be identified	
5	I understand there is no direct benefit for participating in this study	
6	I understand that results will only be shared with significant stakeholders	
7	I understand that I have the right to withdraw from participation at any time during the study	
8	I understand that I can withdraw some of the information provided for the study	

If you have any questions or concerns about the research study please contact:

Leonard Kiarago, the researcher, at [REDACTED], or [REDACTED] and/or

[REDACTED], the research supervisor, at [REDACTED] or [REDACTED]

Thank you.

Please Sign here \_\_\_\_\_

Date \_\_\_\_\_

## **Appendix 8: Interview guide for EARC**

1. What is your position at the Centre?
2. Do you consider the staffing in this Centre adequate?
3. What is the requirement for one to become an assessor? (Are all staff trained?)
4. Is there specific training offered for assessing children with SEBD?
5. In your opinion, do you consider the training adequate?
6. Among the children assessed in the Centre, are there cases of children who have been identified with SEBD? (If yes, how many in the last year)
7. What is the procedure for assessing children with SEBD?
8. Can you please tell me more about the assessment process for children with SEBD?
9. Does the assessment tool determine the severity of the condition?
10. How are parents involved in the assessment process?
11. How does the government ensure that the parents are involved?
12. Is there a policy on how parents should be involved?
13. Where do you normally refer children after the assessment once you determine they have SEBD?
14. How are EARCs involved in assessment of children in the rehabilitation schools?
15. How do you collaborate with the Rehabilitation School?
16. How do you compare the assessment and referral process for children with SEBD and other children with SEN?
17. Do you have policy guidelines that you follow in assessing children?
18. How does the SNE Policy Framework influence your work?
19. How does the new Education Act influence your work?
20. How does the government ensure smooth running of your services?
21. What is your opinion about inclusive education for children with SEBD?
22. In your opinion, how do children whom you have referred to the Mainstream School cope?
23. What challenges do you face as an assessor?
24. What proposals would you make for improving the assessment process for children with SEN?
25. Is there any other information that I may have left out which possibly you feel may be useful to my study?

## **Appendix 9: Interview guide for the Rehabilitation School**

- What is your position in the school?
- How does the school differ from other schools?
- What is a normal school day like?
- What is the population of the school?
- Do you consider the staffing adequate?
- What is the admission procedure for children to the school?
- What is your opinion about the assessment done to these children before admission?
- Do you consider children in this school as having SEN?
- Are there students with a statement of SEN?
- Does the school have a SNE policy from the MoE?
- How is the MoE involved in the education of children in this school?
- How does the Ministry of Labour ensure that the educational needs of children in rehabilitation schools are met?
- How do the MoE and the Ministry of Labour collaborate in the provision of education for children in rehabilitation schools?
- What is your opinion about withdrawal of teachers from rehabilitation schools by the MoE?
- How does the school support children to achieve in education?
  - a. Do you consider the support given is adequate?
- What is your experience working with children with challenging behaviour?
- What strategies do you apply to manage challenging behaviour in the school?
- How does the school deal with children who are unable to cope with the school demands?
- What other agencies does the school collaborate with?
- How are parents/guardians involved in the rehabilitation process?
  - a. How effective is their involvement?
- Is there a policy guideline for parents' involvement?
- What is your view on rehabilitation schools in Kenya?
- What is your opinion on the three-year policy for children in rehabilitation schools?
- Are there any follow-up programmes once they are discharged?



- What is your opinion about rehabilitation schools being in a ministry other than the MoE?
- What is your opinion about inclusive education for children in this school?
- How does the school promote inclusive educational practices?
- What do you see as the best educational provision for children in this school?
- In your opinion, how do children cope with the demands of this school?
- Is there any special training offered to teachers in this school, for example in SEN?
  - a. Do you consider the training adequate?
- What challenges do you face working with children with challenging behaviour?
- What proposals would you make for improving the education of children with SEBD?
- Is there any other information that I may have left out which possibly you feel may be useful to my study?

## **Appendix 10: Interview guide for children in the Rehabilitation School**

1. How long have you been in this school?
2. Were you attending primary school?
3. What happened for you to be brought to this school?
4. Would you like to go back to the regular school?
5. How do you compare this with the regular school?
6. Do you feel like you are in prison?
7. How often are you visited by your family?
8. Do you communicate with them?
9. What are your plans when you leave this school?
10. What support would you like when leaving the school?

## **Appendix 11: Interview guide for the Mainstream School**

1. What is your position in the school?
2. Please give me background information about the school.
3. What is a normal school day like?
4. What is the population of the school?
5. Do you consider the staffing adequate?
6. Are there children with SEBD in the school? (If yes: how many?)
7. How do you determine that a child could be having SEBD?
8. What happens after a child is suspected to have SEBD?
9. What is your opinion about the assessment procedures for the children?
10. Does the school have a SEN policy from the MoE?
11. How does the MoE ensure that the educational needs of children with SEBD in this school are met?
12. How does the school support children with SEBD to achieve in education?
  - a. Do you consider the support given is adequate?
13. How do you feel about teaching children with SEBD with the rest of the children?
14. What strategies do you apply to manage children with SEBD in the school?
15. How does the school deal with children with SEBD who are unable to cope with the school demands?
16. What other agencies does the school collaborate with in supporting children with SEBD?
17. How are parents/guardians involved in the education of children with SEBD in the school? (How effective is their involvement?)
18. Is there a policy guideline for parents' involvement?
19. What is your view on rehabilitation schools in Kenya?
20. What is your opinion on the three-year policy for children to be in rehabilitation schools?
21. What is your opinion on rehabilitation schools being in a ministry other than the MoE?
22. What is your opinion about inclusive education for children with SEBD?
23. How does the school promote inclusive education practices?
24. What do you see as the best educational provision for children with SEBD?

25. How are teachers prepared to work with children with SEBD in the school, for example SNE training?
26. Do you think teachers are adequately prepared to work with children with SEBD?
27. What challenges do you face working with children with SEBD?
28. What proposals would you make for improving the education of children with SEBD?
29. Is there any other information that I may have left out which possibly you feel may be useful to my study?

## **Appendix 12: Interview guide for the Education Officer**

1. What is your position in the Ministry?
2. What is the assessment and referral procedure for children with SEN?
3. How does the MoE get involved in the assessment process?
4. How effective are the services of EARCs?
5. Tell me about rehabilitation schools, how are they linked to the MoE?
6. Are children in the rehabilitation schools considered to have SEN?
7. Is there any formal assessment done to determine whether they have SEN or not?
8. What happens after it is determined that a child has SEBD?
9. In your opinion, how do children with SEBD cope in mainstream schools?
10. How does the MoE ensure that the educational needs of children in rehabilitation schools are met?
11. I noted that since 2003 the budgetary allocation for primary school children is KShs 1,020 per year per child. Do you consider that amount enough?
12. What is your opinion about the withdrawal of teachers from rehabilitation schools by the TSC?
13. How are teachers prepared to work with children with SEBD?
14. How does the Ministry deal with children who are unable to cope with the school demands due to behavioural problems?
15. Is there a policy on behaviour management?
16. What do you see as the best educational provision for children with SEBD?
17. What happens in a situation where a child has been excluded from school due to behavioural difficulties?
18. How are parents/guardians involved in the education of children with SEBD? (How effective is their involvement?)
19. Is there a policy guideline for parents' involvement?
20. What other agencies does the Ministry collaborate with in supporting children with SEBD?
21. What is your view on rehabilitation schools in Kenya?
22. What is your opinion on the three-year policy for children in rehabilitation schools?
23. What is your opinion on rehabilitation schools being in a ministry other than the MoE?

24. What is your opinion about inclusive education for children with SEBD?
25. How does the Ministry promote inclusive education practices?
26. How effective is the SNE Policy Framework in promoting inclusive education?
27. I found that none of the schools, including the Rehabilitation School, have a copy of the SNE policy, how does the MoE ensure that the policy is effected?
28. What challenges do you face as an education officer?
29. What proposals would you make for improving the education of children with SEBD?
30. Is there any other information that I may have left out which possibly you feel may be useful to my study?

### **Appendix 13: Interview guide for the Children's Officer**

1. What is your position in the ministry?
2. Tell me about the rehabilitation schools. What kind of schools are they?
3. What is the assessment and referral procedure for children before they are taken to rehabilitation schools? (Are the EARCs involved in the assessment?)
4. What is your opinion about the kind of assessment done before children are committed to a rehabilitation school?
5. Are children in rehabilitation schools considered to have SEN?
6. Is there SEN policy in the rehabilitation schools?
7. What alternative educational provisions are there for children with challenging behaviour?
8. What is your opinion on rehabilitation schools being in a ministry other than the MoE?
9. How does the Ministry of Labour ensure that the educational needs of children in the rehabilitation school are met?
10. What is your opinion about the withdrawal of teachers from rehabilitation schools by the TSC?
11. How do the MoE and the Ministry of Labour collaborate in the provision of education for children in rehabilitation schools?
12. Is there any special training offered to teachers in this school, for example, in SEN?
  - a. Do you consider the training adequate?
13. How does the Ministry deal with children who are unable to cope with the school demands due to behavioural problems?
14. What other agencies does the Ministry collaborate with in supporting children with SEBD?
15. How are parents/guardians involved in the education of children in the rehabilitation schools? (How effective is their involvement?)
16. Is there a policy guideline for parental involvement?
17. What is your view on rehabilitation schools in Kenya?
18. What is your opinion on the three-year policy for children in rehabilitation schools?
19. Are there any follow-up programmes once they are discharged?
20. What is your opinion about inclusive education for children with SEBD?
21. How does the Ministry promote inclusive education practices?

22. What do you see as the best educational provision for children with SEBD?
23. What challenges do you face as a children's officer?
24. What proposals would you make for improving the education of children with SEBD?
25. Is there any other information that I may have left out which possibly you feel may be useful to my study?



## Appendix 14: Interpretation of terms

Basic education	The educational programmes offered and imparted to a person in an institution of basic education.
Formal education	The mainstream education provided in the system of schools, and other formal educational institutions.
Institution of basic education and training	A public or private institution or facility used wholly or partly, regularly or periodically for conducting basic education and training and includes a school, a tuition facility, an educational centre, an academy, a research institution, a school correctional facility or a borstal institution.
School	An institution registered under this Act that meets the basic prescribed standards and includes institutions offering alternative approaches of multi-grade, double-shift, mobile schooling, out of school programmes, adult and continuing education, distance or correspondence instruction, or accelerated learning and talent based institutions.
Special education needs	Conditions, physical, mental or intellectual conditions with substantial and long-term adverse effects on the learning ability (other than exposure) or the needs of those who learn differently or have disabilities that prevent or hinder or make it harder for them to access education or educational facilities of a kind generally provided for learners of the same age in the formal education system.
Special needs education	Education for gifted or talented learners as well as learners with disability and includes education which provides appropriate curriculum differentiation in terms of content, pedagogy, instructional materials, alternative media of communication or duration to address the special needs of learners and to eliminate social, mental, intellectual, physical or environmental barriers to learners.
Special school	A school established for the benefit of a particular class of children who require some special form of education, treatment or care.
Stakeholder	A person, a public or private institution or organisation involved in an education institution and with vested interests for the benefit of such an institution.
Children with special needs	(a) Intellectually, mentally, physically, visually, emotionally challenged or hearing-impaired learners; (b) Pupils with multiple disabilities; and (c) Specially gifted and talented pupils.

## Appendix 15: Behaviour perspectives

Perspective	Proponents	Assumptions	Issues
Biological/ Medical Perspective	<ul style="list-style-type: none"> <li>• Charles Darwin (1859)</li> </ul>	<ul style="list-style-type: none"> <li>• Exceptional behaviour is the outward symptom of biological imbalances</li> </ul>	<ul style="list-style-type: none"> <li>• Failed to recognise cognitive processes</li> <li>• Favoured the nature side of the nature-nurture debate</li> </ul>
Behavioural Perspective	<ul style="list-style-type: none"> <li>• Ivan Pavlov</li> <li>• J. B. Watson</li> <li>• B.F. Skinner</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour is the result of the individual's past and present learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Favoured the nurture side of the nature-nurture debate</li> </ul>
Cognitive- Behavioural Perspective	<ul style="list-style-type: none"> <li>• Albert Ellis (1957, 1962)</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive processes, such as reasoning, understanding and interpretation of events influence behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Narrow in scope – thinking is just one part of human functioning, broader issues need to be addressed</li> </ul>
Social Learning Perspective	<ul style="list-style-type: none"> <li>• Albert Bandura (1977)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour is learned through the process of observational learning which involves cognitive processes</li> </ul>	<ul style="list-style-type: none"> <li>• Tends to favour the nurture side of the nature-nurture debate</li> </ul>
Psychodynam ic Perspective	<ul style="list-style-type: none"> <li>• Sigmund Freud (1856-1939)</li> </ul>	<ul style="list-style-type: none"> <li>• The unconscious mind, early-childhood experiences and interpersonal relationships determine human behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Rejects the idea that people have free will</li> </ul>
Humanistic Perspective	<ul style="list-style-type: none"> <li>• Carl Rogers</li> <li>• Abraham Maslow</li> </ul>	<ul style="list-style-type: none"> <li>• Causes for behaviour lie in human self-efficacy, choice and free will</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on free will</li> </ul>
Ecosystemic Perspective	<ul style="list-style-type: none"> <li>• Ludwig von Bertalanffy (1969)</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour is a product of social interaction, a cyclical chain of actions and reactions between participants/environment</li> </ul>	<ul style="list-style-type: none"> <li>• Favoured the nurture side of the nature-nurture debate</li> </ul>
Ecological Perspective	<ul style="list-style-type: none"> <li>• Urie Bronfenbrenner (1979, 1993)</li> </ul>	<ul style="list-style-type: none"> <li>• Sees behaviour as influenced by interactions between factors within the person, and the immediate environment</li> </ul>	<ul style="list-style-type: none"> <li>• Focused too much on context</li> <li>• Favoured the nurture side of the nature-nurture debate</li> </ul>

## Appendix 16: Interview with EARC Coordinator

Appendices 16-21 are extracts from interviews with the participants. The interviews were conversational although they were guided by the interview guides. The leading and the probing questions are in bold. All the items were numbered for ease of citation in the document.

<b>1</b>	<b>Q</b>	<b>What is your current position?</b>
2	C	Currently I am the coordinator of the Assessment Centre. I coordinate a team of four assessors
<b>3</b>	<b>Q</b>	<b>Do you consider the staffing in this Centre adequate?</b>
4	C	If the Centres were adequately funded, the staff would be inadequate, but the most unfortunate thing is that the TSC is still considering reducing from four to two, the reason being the understaffing situation in the country. According to the TSC, each EARC should only have two personnel but definitely, they will not be adequate. Actually, even the four are not enough if we have a staff in every department in the EARC. If they were saying there should be staff working part time, that would be the most ideal situation, whereby you have a specialist, for example, in autism, or in learning disabilities such that all the categories specified in the policy are covered
<b>5</b>	<b>Q</b>	<b>What is the requirement for one to become an assessor?</b>
6	C	The requirement for one to be placed as an assessor you have to be initially a teacher with a minimum requirement of a Diploma in Special Needs Education.
<b>7</b>	<b>Q</b>	<b>What other training is provided?</b>
8	C	We normally have specialised training, especially in the functional assessment, also in the area of audiology, in the area of low vision.
<b>9</b>	<b>Q</b>	<b>Are all the staff in this Centre fully trained?</b>
10	C	Two have undergone full training, two are yet to be fully trained
<b>11</b>	<b>Q</b>	<b>Why?</b>
12	C	Courses are supposed to be sponsored by the Ministry but of late they have said there is no money. Staff are encouraged to take own initiative to sponsor themselves
<b>13</b>	<b>Q</b>	<b>Is there specific training offered for assessing children with SEBD?</b>
14	C	It is assumed once a staff undergoes the functional assessment course and has the initial training, either a diploma or a B.Ed in special education, that person should be in a position to assess all children, including those with SEBD.
<b>15</b>	<b>Q</b>	<b>In your opinion, do you consider the training adequate?</b>
16	C	If one undergoes the functional assessment training, that person will be adequately trained
<b>17</b>	<b>Q</b>	<b>Among the children assessed in the Centre, are there cases of children who have been identified with SEBD?</b>
18	C	Yes, we have had several cases of children with SEBD, I can give you a typical case; we had...this child would go to school, write all kinds of insults to the teachers on the toilet walls. Then after that the girl would go and climb one of the tallest trees in the school and then threatened to drop herself down if the teachers dared her to come down. When we found that the behaviour was taking the direction of 'self-suicidal', it was important for a psychiatrist to intervene so that this girl would be managed in calming the behaviour, then the teachers could be left to manage the issue of other interactions in the school. There is nothing much the teachers could do without the child being put on medication.
<b>19</b>	<b>Q</b>	<b>How many children with SEBD have been assessed in this Centre in the last year?</b>

20	C	10
21	Q	<b>What is the procedure for assessing children with SEBD?</b>
22	C	We have an assessment tool which was developed by the Kenya Institute of Curriculum Development, which is a kind of a checklist of behaviour attributes.
23	Q	<b>Can you please tell me more about the assessment process for children with SEBD?</b>
24	C	Most times the children are brought to the Assessment Centre either by parents, or guardians, or a teacher who has a concern. Some of the issues we enquire from those people I have mentioned, or we observe some of the behaviour in the process of the interview... on average the assessment takes about 30 minutes, even though the standard time is an hour. But in practice, what is supposed to happen, we are supposed to assess and do further follow-up in the field, but due to the current situation, where we are having financial constraints, currently we are not able to do further follow-ups in the field
25	Q	<b>Generally, how long does the assessment take?</b>
26	C	The standard time is about an hour. In practice, we are supposed to assess and do further follow-up in the field, but due to the current financial constraints, we are not able to do further follow-ups in the field
27	Q	<b>Does the assessment tool determine the severity of the condition?</b>
28	C	The checklist does not indicate the level or severity. It only shows whether a behaviour disorder exists or not. After that we have a referral system where we refer them to the hospital, especially in the occupational physiotherapists department and psychiatry department for confirmation of our observations. Do I need to say why we do that?
29	Q	<b>Yes please</b>
30	C	You find that some of the children with behaviour and emotional problems, they require some kind of sensory integration exercises to calm down some of the behaviours, that is why it is important to refer to the physio and occupational therapists who are specialists in that management process. Some of the children with behaviour and emotional problems, they require some of the psychiatrist's intervention, especially with excessive behaviours, which may be sometimes injurious
31	Q	<b>Other than referring to the hospitals for further investigation, where else do you refer the children?</b>
32	C	We may refer such a student back to the school, but we provide advice to the teachers on how to manage them. Some of the cases which may be extreme and they are so disruptive to the school may end up in corrective centres.
33	Q	<b>Tell me more about the corrective centres</b>
34	C	Corrective centres are rehabilitations for the deviant children. You find that some of the children, their behaviour is so excessive that it may be the kind of behaviour whereby this child is also destructive to the school property, to the home property, or stealing such that the child cannot be managed in a regular primary school. You have heard about these schools like ...these are the kind of corrective centres I am talking about... the cases which are not extreme, we manage them in a normal regular mainstream primary school
35	Q	<b>How are EARCs involved in assessment of children in the rehabilitation schools?</b>
36	C	EARCs are never involved in the assessment of children in the Rehabilitation School because these are in a different ministry. That is where now the Ministry of Labour and Social Services comes in because the

		Children's Department is part of the process. For the child to be committed to such a corrective centre, the children's department has to put the child through a court process. The teachers are not involved in the process. In that case, I may not make a direct referral to the rehabilitation centre; a children's officer in the Children's Department is the key person in that process.
37	Q	<b>What is your opinion about EARCs not getting involved in the assessment of children in the rehabilitation schools?</b>
38	C	The issue is that when it comes to rehabilitation centres, they are very few in the country and you may not have even one within a county. The mandate of EARC is either in one or two sub counties. So anything beyond our area of operation, we may not have the mandate over it so it were better if rehabilitation centres were under the Ministry of Education because if they were, it would be easy for the EARC within that county to have control over the assessment before children are referred there. You see, if I refer a child to... special school for the physically handicapped I don't go to make follow-ups in... But the children who are referred to special schools within this county, when there are issues, then I am contacted, and we liaise over those children
39	Q	<b>How do you collaborate with rehabilitation schools?</b>
40	C	The problem is that we do not refer children directly to the rehabilitation centre; we hand over a child to a different department, a different ministry, so you see there is a gap there, there is something which may need to be streamlined if they were to come on board to the mother ministry
41	Q	<b>How do you compare the assessment and referral process for children with SEBD and other children with SEN?</b>
42	C	The difference comes in because rehabilitation centres are not under the Ministry of Education, like other institutions, for example, schools for the visually impaired, for the hearing impaired, for the physically challenged, for the mentally challenged and for children with autism; all these schools are under the Ministry of Education. However, the institutions for the deviant children, they are under the Ministry of Labour and Social Services, so that is where the difference comes in.
43	Q	<b>Would you then say that this is a category of children with SEN who are treated differently?</b>
44	C	Yes. It would be better for the rehabilitation centres to be brought on board within the Ministry of Education instead of being in the Ministry of Labour and Social Services.
45	Q	<b>How are parents involved in the assessment process?</b>
46	C	Parents and guardians are very important in the assessment process because they know the child better than anyone else does and therefore they provide background information in the interview as we conduct assessments. Then in the referral system, the parents are the ones responsible for taking the child for further assessment where we may refer them. They are also responsible for bringing the child back for follow-ups. Since the government does not meet the cost of taking children for assessments and to where they are referred to, it is the duty of the parents to meet the transport costs. The government only provides the personnel, the stationery, and the equipment.
47	Q	<b>Are there cases of parents who are unable to take children for further assessment after the referrals?</b>
48	C	Yes. It is quite common because disability and poverty in our context, they have a lot of correlation. Some parents you give them an appointment, but they never come back again, or you refer them for specialised assessment in the hospitals, but

		because this is not a free service or a one-occasion treatment, some of them just disappear since they cannot afford the transport cost.
<b>49</b>	<b>Q</b>	<b>How does the government ensure that the parents are involved?</b>
50	C	In the past when we were adequately funded, we used to take the services nearer to the people. We also used to have ‘home visit programmes’ but not anymore after the vehicle we were using was withdrawn from us. During the assessment process, there is the phase of guidance and counselling to the caregivers, to the child himself and the persons who will be handling the child; it is therefore assumed that with proper guidance and counselling of parents, the child and the staff working with the child, the management of that child would be headed to.
<b>51</b>	<b>Q</b>	<b>Is there a policy on how parents should be involved?</b>
52	C	The SNE policy is not clear. The Education Act states that education is compulsory so parents are required by law to enrol children for an education programme. Issues concerning support services by other agencies on how a child with SEN should be managed are not specified.
<b>53</b>	<b>Q</b>	<b>Do you have policy guidelines that you follow in assessing children?</b>
54	C	We have a policy guideline for special needs education, but it is not specific on some of the issues. What is happening now with the new Education Act, things are now taking a different direction, but it is too new, and we are still digesting it and trying to put things in place... The SEN Policy Guideline doesn’t say much about the assessment... it is general and does not address the issue of inter-ministerial partnerships in the assessment process.
<b>55</b>	<b>Q</b>	<b>How does the SNE Policy Framework influence your work?</b>
56	C	I would say it’s better than when there was nothing so in a way it brought a bit of light on who is this person who is called the person with special needs, then it also brought into light who is to be assessed because the categories are very clear in the policy... But the issue now is when it comes to specific issues concerning special educational needs ... especially the area of the assessment those issues were not brought out clearly in the policy
<b>57</b>	<b>Q</b>	<b>How does the new Education Act influence your work?</b>
58	C	The new Education Act is even complicating things. For example, it recommends that the term ‘resources’ be replaced with ‘research’ such that ‘Educational Assessment and Resource Centres’ become ‘Educational Assessment and Research Centres’ which I think is now losing the focus on the resource bit. It also states that the EARCs will be managed by the County Education Boards in collaboration with the county government and when you go into the details of it, they are even calling EARCs ‘clinics’, which are not clear what these clinics are about. I think it would be good if there was a very elaborate document which was talking about the procedures and practices of the EARCs and also provide clear supervision procedures. In my opinion, it is not clear who should supervise EARCs between the MoE and the TCS.
<b>59</b>	<b>Q</b>	<b>How does the government ensure the smooth running of your services?</b>
60	C	According to the new Education Act, the EARC staff are supposed to report directly to the district staffing officer, who is a TSC personnel. Since the EARC staff are TSC employees so their immediate supervisor is the district staffing officer (DSO). So for example, if we need more staff or want to go on leave, we contact the TSC. However, for us to be able to function, for example, if we need funding, tools or transportation, we contact the MoE because it’s the one in charge of education. So in practice, our programmes are supervised by MoE, but the personnel are supervised

		by the TSC. That causes a lot of confusion and is still being discussed to determine, between the TSC and the MoE, where the EARCs should belong.
61	Q	<b>What is your opinion about inclusive education for children with SEBD?</b>
62	C	Some of the children may better be managed in an inclusive setting, but some of them as much as the key word is inclusion to me, they may not benefit much in that setting. Having a child included in a regular class with over 50 children with just one teacher and with no teacher support, at the end of the day that child may not benefit much, but having that child in a special class within a special school where we have more trained personnel, where children will be handled on their own, they stand to benefit better.
63	Q	<b>In your opinion, how do children whom you have referred to the mainstream school cope?</b>
64	C	Those children who are referred back to the mainstream with behaviour and emotional problems where there is a teacher who is SNE trained as a contact person, that child in a way is taken care of but where a child learns in a school where there is no specially trained teacher, that child is at loss. Parental involvement is key to this child's coping and success in an inclusive setting.
65	Q	<b>What challenges do you face as an assessor?</b>
66	C	<ul style="list-style-type: none"> <li>•Lack of expertise in every category is one of the greatest challenges; for example, we need specialists like educational psychologists being part of the assessment team, but unfortunately we are lacking in this country.</li> <li>•Lack of formalisation on how collaborators in the assessment should work together; for example, the Ministry of Health, the Ministry of Education, the Ministry of Labour due to lack of this some EARCs are very poorly managed. For example, a medical practitioner from the Ministry of Health has to be paid to come and assess a child at the EARC despite being a government employee.</li> <li>•Funding is another issue, including transport so that we are able to take services to the people instead of them coming to us. The good thing with us, we have collaborated outside the ministry with others like the Association of Physically Disabled of Kenya who are very mobile within the district, they have clinics, we just ask for a lift and we do the job because we are serving the same child.</li> <li>•Staff training and adequate staff, as I have mentioned earlier, as you can see only two of us are fully trained.</li> </ul>
67	Q	<b>What is your opinion about the extra allowances for other professionals who get involved in the assessment?</b>
68	C	I think there should be free medical care for children and adults with disability.
69	Q	<b>Is there any other information that I may have left out which possibly you feel may be useful to my study?</b>
70	C	The EARCs currently in this country are not like the EARCs of about ten years ago because when the EARCs were working as a project of DANIDA they were properly and regularly equipped. Some of the EARCs in this country, they are not well equipped. The other thing the EARCs of those days, they used to have independent transport, including vehicles for follow-ups and an officer in charge... So what I'm trying to say, for an EARC to be effective, it is important to have independent transport on top of being properly funded.

## Appendix 17: Interview with Rehabilitation School staff

71	<b>Q</b>	<b>What is your position in the Centre</b>
72	RT-1	I am the Centre manager, my official designation is the Children's Officer.
73	<b>Q</b>	<b>How does the school differ from other schools</b>
74	RT-1	This is not a school as in the definition of a school. This is a rehabilitation centre, a correction centre for children arrested and found guilty of a crime. Some very serious crimes, so we don't have teachers and support staff like you would find in regular schools.
75	RT-10	This school is basically for children who have been arrested and have a court order to be in this school. So the emphasis is on rehabilitation and behaviour management rather than academic. When other schools are on holiday these ones just stay here, but they have less activities during that time.
76	<b>Q</b>	<b>What is the population of the school?</b>
77	RT-1	The school has a capacity of 320 but at the moment we have 150. The school has six teachers, but there are other members of staff here. The school has five departments, welfare, education, hospitality, vocational and administration.
78	<b>Q</b>	<b>Do you consider the staffing adequate?</b>
79	RT-1	I think the staffing is okay at the moment.
80	RT-2,3,4,6,7,8	We combine different groups to be able to fit in the timetable as per the national curriculum.
81	RT-5	Six teachers cannot be enough considering the number subjects we teach.
82	RT-9	Yes.
83	<b>Q</b>	<b>How are children admitted to this school?</b>
84	RT-1	Children come here after spending three months at Getathuru Centre where they are first assessed before being sent to different centres. We have no direct admissions to the Centre.
85	RT-10	Children are referred to this school by court order after they are arrested either for refusing school and going to the streets, getting involved in crime like stealing, or difficult children who the family is unable to manage. The school does not admit children directly, once children are arrested, the district children's officer contacts the parents and talks to them. If that does not work or the parents cannot be traced, the child is taken to children's remand. The court with the consultation with the children's officer may decide to, that the child needs to be taken to a rehabilitation school. Initially the child is taken to Getathuru Rehabilitation Centre for a maximum of three months. During that time, the child is assessed to determine which school is suitable for them. Rehabilitation schools are categorised as high risk or low risk. High risk rehabilitation school are for children who are deemed dangerous to the society and are more likely to abscond.
86	<b>Q</b>	<b>Who are involved in the assessment for those three months?</b>
87	RT-1	Basically, it is done by the staff who work there and the social workers in the Children's Department.
88	RT-10	The staff who work there, the social workers and the children's officers.
89	<b>Q</b>	<b>Do you consider children in this school as having SEN?</b>
90	RT-1	These children have a problem some of which can be attributed to poor parenting. It is hard to say that they have special needs as such, although they could be.



91	RT-2	Not really. Most of them have committed crime and therefore they are treated as such. They come here through the court process.
92	RT-3	They are young offenders.
93	RT-4	No, these children have been involved in crime and that is why they are here. Some are homeless or they ran away from home to the streets where they joined gangs. So if they are well managed and with good background, they would be different.
94	RT-5	I would say yes and no, because most of them come here after getting involved in crime either because they were neglected by parents or because of peer pressure or just being naughty. Others may be having hidden problems.
95	RT-6	Yes. I think that is why they are here although generally they are not seen as though they have SEN. Remember they normally come here after a court process after they were arrested.
96	RT-7	I would say yes and no. Yes because they cannot cope with the normal school and no because they are considered as criminals. No because they are forced by circumstances to be what they are. For example, neglect, drugs, peer pressure, poverty.
97	RT-8	No. They have been involved in crime mostly because of negligent or bad company. As such there is nothing wrong with the children if well taken care of.
98	RT-9	Yes – I do not really know but of course, they have a problem that is why they are here.
99	RT-10	It's important to note that first these children have been involved in crime and we actually consider them as such. However, I think they have special needs and that is why they are here.
<b>100</b>	<b>Q</b>	<b>Are there students with a statement of SEN?</b>
101	RT-1	They have no statement of SEN, what they have is an assessment report by the children's officer dealing with their case
<b>102</b>	<b>Q</b>	<b>What is your opinion about the assessment done to these children before admission?</b>
103	RT-1	I think the children's officers do their work perfectly and the assessment is good. You need to remember that majority have committed crimes, they are therefore assessed as such.
104	RT-2	I don't think there is any serious assessment done as such because once they commit crime and get arrested, if convicted, then they end up in rehabilitation schools.
105	RT-3	The children go through a court process where the children's officers are involved in determining their case. I don't think there is thorough assessment done to the children themselves.
106	RT-4	This is basically determined by the seriousness of the crime the child has committed.
107	RT-6	I don't think there is any assessment done to the children as such. Their crime and age determines which rehabilitation school they end up in.
108	RT-7	I don't think it is adequate per se because it's all about the court ruling and the children's officer's report after they are arrested. I don't think there is any psychological assessment done to the children.
109	RT-8	I don't think these, there is any assessment done to the children. Their referral to this school depends on the crime and age I doubt if there is any psychological assessment done. What we have here is a report from the children's officer and the court order.
110	RT-9	I think it's ok.

111	<b>Q</b>	<b>What is a normal school day like?</b>
112	RT-1	This is not an ordinary school like other schools. There are two days of vocational training and three days for academic. Each day there is a class out helping in the kitchen, they are also engaged in other activities like cleaning, gardening etc.
113	<b>Q</b>	<b>Why?</b>
114	RT-1	We want these children to experience the same life here like it is at home. So they do every activity done at home.
115	<b>Q</b>	<b>Does the school have a SEN policy from the MoE?</b>
116	RT-1	These children are basically not regarded as disabled, as I stated earlier, these are penal institutions, and that is why they are not even in the MoE. We therefore do not have such a document in the Centre. I think such a document would be found in the regular schools or in special schools.
117	<b>Q</b>	<b>How does the MoE ensure that the educational needs of children in this school are met?</b>
118	RT-1	We have nothing really to do with the MoE. There is a time when they used to post teachers here, but they withdrew all their teachers. So the MoL employed its own teachers.
119	RT-2	Children come to this school with very little education because they have been out of school for too long. The MoE has nothing to do with them. The school is under the MoL.
120	RT-4	Well, as you may have known after the TSC withdrew teachers from the Rehabilitation School that is how we got the jobs. Nothing much is done by the MoE.
121	RT5	I have never seen an officer from the MoE in this school coming to see how we teach. I don't think they are involved.
122	RT-6	I don't think it is involved because I've never seen any education officer in this school since I got employed, unlike in regular schools.
123	RT-7	I don't think the MoE is involved at all.
124	RT-8	I don't think the MoE is involved in any way because I don't remember seeing any inspectors from the MoE in this school.
125	RT-9	I don't think it does anything, I never any officers from the MoE coming to see what we do here.
126	RT-10	The Ministry of Education does not play any role in the school because the school is under a different ministry.
127	<b>Q</b>	<b>How does the school support children to achieve in education?</b>
128	RT-1	I have said three days are for academic work. We have six teachers, but all staff work as a team. Children are normally prepared for KCPE as well as gaining vocational qualification before they leave.
129	RT-2	Although we work as a team, it is normally very hard for us because these children are usually at different levels in education. Some have been out of school for too long such that they perform at a lower age than they should be. Due to understaffing in our department, we are forced to combine classes. More emphasis is basically on vocational training and behaviour management other than the academic.
130	RT-4	Three days in a week are set for academic work.
131	RT-5	We do our best and as you have heard, we have more days than the vocational department.
132	RT-6	We work as a team although there isn't much emphasis on academic performance but in vocational training.
133	RT-7	Three days are set for academic work. We do our best to prepare them for KCPE

		before they leave.
134	RT-8	Teamwork. Although not all of us are teachers here we all work for the same goal. However there is more emphasis on behaviour change than anything else so guidance and counselling is one of the strategies.
135	RT-9	We have the education department and the vocational training. Children are trained in a holistic way so that they can be self-reliant. They do all what they should do when at home.
136	RT-10	Mondays, Wednesdays and Fridays is academic days, Tuesday and Thursday is vocational training. Every day there is a group assigned to be in the kitchen to assist in meal preparation.
<b>137</b>	<b>Q</b>	<b>Do you consider the support given as adequate?</b>
138	RT-1	We put more emphasis on vocational training because most of these children don't continue with school when they leave.
139	RT-2	No. Three days in a week cannot be enough while others learn for 5 days which is even made worse by the fact we don't have enough teachers.
140	RT-4	Three days cannot be enough. Remember in regular schools children learn 5 days in a week, even on holidays.
141	RT-5	It is hardly enough. Three days cannot be enough. Other teachers teach 5 days in a week, we hardly cover the syllabuses.
142	RT-6	No. <b>Why?</b> –we only have 3 days for academic work. In regular schools they teach for 5 days. 3 days can't be enough.
143	RT-7	No. 3 days cannot be enough. We hardly cover the syllabus by the time they leave so performance is poor.
144	RT-8	For academic work no. We only have three days every week which cannot be enough for effective teaching.
145	RT-9	I think the vocational training they get here is quite adequate for that period.
<b>146</b>	<b>Q</b>	<b>What is your experience working with children with challenging behaviour?</b>
147	RT-1	Sometimes when children come to the school they are difficult, but after an orientation and a bit of disciplining them they cope. I don't find it difficult dealing with them.
148	RT-2	Enjoyable and challenging at the same time. The only problem is that time is hardly enough to cover the syllabus.
149	RT-4	It's challenging but I am used to it. I don't see any difference with working with any other children.
150	RT-5	I don't see any difference with working in a regular school only that these are children who have a record of getting involved in crime.
151	RT-6	It was a challenge at the beginning but I later got used to them. After all when at school they are not different with other children.
152	RT-7	Good. I don't see anything different with working in regular schools.
153	RT-8	I don't see any difference between these children and others in regular schools, only that these have been involved in serious crimes.
154	RT-9	No difference really other than we have limited time with them.
<b>155</b>	<b>Q</b>	<b>What strategies do you apply to manage challenging behaviour in the school?</b>
156	RT-1	We have security officers who deal with serious cases of indiscipline sometimes even caning. Staff have counselling training so that they can manage behaviour. Working as a team – we speak the same voice.
157	RT-2	We work as a team. The school has rules and regulations which are very clear. We punish them as well including caning. We have the security officers who act as disciplinarians as well.
158	RT-4	We work as a team and encourage the children a lot. Guidance and counselling

		helps a lot as well and of course punishment even caning them sometimes.
159	RT-5	We normally work as a team with all the departments. They know that if they don't behave they'd be punished or referred back to court.
160	RT-6	Guidance and counselling plays a greater part but they are caned as well, though very rare.
161	RT-7	Teamwork, guidance and counselling and punishments of course. We train them to be self-reliant. They have income generating projects like keeping rabbits which they sell and then save the money.
162	RT-8	Teamwork, and guidance and counselling. There is even punishment if needs be, caning, though rare.
163	RT-9	We have rules and regulations. Some staff here are from the prisons department. We also offer counselling services.
164	RT-10	As you can see the school is not fenced so children are made not to feel like they are in prison. We have rules and regulations and consequences well spelt out to them. Sometimes we are forced to administer corporal punishment when other means like counselling fail. There are pastoral programmes as well for the children. If a child's behaviour becomes unmanageable in the Rehabilitation School they are referred back to court. The court can then refer then to borstal intuitions, there are two of them in Kenya, Shikusha and Shimolatewa which are for children over 15 years but below 18.
<b>165</b>	<b>Q</b>	<b>How does the school deal with children who are unable to cope with the school demands?</b>
166	RT-1	It depends on the seriousness. If the behaviour is unmanageable, we refer the child back to court. They can then be taken to a 'high risk' rehabilitation school or to a borstal institution.
167	RT-2	If a child is unable to cope, we refer them back to the court but very few do. Once referred they can be taken to borstal institutions or to Kamiti Youth Correction Centre.
168	RT-9	If the school is unable to handle a child they are referred back to the court then they can be taken to a borstal institution. There are two such institutions in Kenya. They are taken there if they are 15 and below 18.
<b>169</b>	<b>Q</b>	<b>What other agencies does the school collaborate with in supporting children with SEBD?</b>
170	RT-1	We get support from NGOs like JICA, there is another organisation called CEFA. They normally support us with funding because what we get from the government is not enough.
171	RT-2	The agencies working with us now are JICA and CEFA; they normally support in funding and training the staff.
<b>172</b>	<b>Q</b>	<b>How are parents/guardians involved in the education of children in this school?</b>
173	RT-1	Some children in this school have no parents or they have been neglected which makes it hard to involve them. However, through the children's officers and local chiefs we try to locate their relatives. Some kids come from very far and as you know with poverty it's hard for parents to keep visiting.
174	RT-2	It is a challenge to involve parents because some of these children were in the streets when they were arrested. We try through the children's officers and chiefs in their districts to contact their parents.
175	RT-3	Some of them come although there are some who don't want to be associated with their children; those are the ones we carry out home visits, because the parents

		refuse completely so we have to make home visits. Sometimes when we visit we find that the parent does not actually want the child.
176	RT-4	We have most of their contacts and call them as often as possible though others are unreachable or unknown. In that case, we look for close relatives. Parents rarely visit. Some are not interested or just refuse. Others can't afford.
177	RT-5	Sometimes it is difficult to involve parents because some of these kids come from very far, others have been neglected by parents and end up in the streets. However, we try our best to contact the parents so that they can keep communicating with the child.
178	RT-9	We sometimes invite parents to the school; actually the school is open to them anytime they want to visit.
179	RT-10	Sometimes it is difficult to involve parents because some of these kids were actually rejected by their parents before they ended up in the street. However, we have telephone contacts which we use to inform parents of their child's progress. We also encourage the children to call their parents and talk. Parents are encouraged to visit their children in the school.
<b>180</b>	<b>Q</b>	<b>How effective is their involvement?</b>
181	RT-1	It is usually not easy to involve the parents, but we do our best because they have to go back to them when we release them.
182	RT-2	Not very effective. <b>Why?</b> Because most of them hardly visit these children <b>Why?</b> Some children here were neglected. Poverty and as you know some come from very far.
183	RT-4	Not as effective as I think it should be because as I have said there are those challenges especially with family income.
184	RT-5	Parents are rarely involved. We don't have visiting days like other boarding schools so parents can come anytime but they hardly visit.
185	RT-6	Not as effective as it should be. Most of them even refuse to visit while others can't even afford. Some children were in the street so they have no family or the families are unknown.
186	RT-7	That is one of the challenges that we face in this school. <b>Why?</b> Poverty is a big issue in this country. Some of the parents are so poor such that they cannot afford to visit. Other children were rejected by their parents because they consider them as criminals, so to have them here is a relief. Distance is another issue, some children live very far such that parents cannot afford the fare.
187	RT-8	I think more needs to be done. <b>Why?</b> –because some can't even afford to visit while others are not even willing. Sometimes we understand because some of these children come from very far. Others were in the streets.
188	RT-9	Well, not as good as it should be. Remember I have said some children were already in the streets, others their parents don't want to be associated with them because they see them as criminals. It's hard to get them involved.
189	RT-10	As I have said some children were rejected by their parents, so convincing them to visit them is hard again. Some of these kids come from very far and visiting them would be very costly for the parents.
<b>190</b>	<b>Q</b>	<b>Is there a policy guideline for parental involvement?</b>
191	RT-1	Not really, but we have the Children's Act, which states clearly the role of parents.
192	RT-2	The Children's Act states the role of parents but then no one is there to reinforce it.
193	RT-9	I don't really know whether there is a specific one other than the Children's Act.
<b>194</b>	<b>Q</b>	<b>How does the school ensure that they are involved?</b>
195	RT-1	It's hard to enforce it because as I said some parents are very poor, others are drug addicts. But I must add as a school we do our best to involve them.

196	RT-2	We normally contact the children's officers and the local chiefs to trace the relatives and then we try to talk to them so that they can be involved. <b>Does it work?</b> –to some extent it does.
197	RT-5	We encourage children to make calls to their parents. We also try to invite them to visit their children but some can't make, even afford.
198	RT-9	We liaise with the children's officers from the counties where the child comes from who liaises with the chief so that the parents can be involved.
<b>199</b>	<b>Q</b>	<b>What is your view on rehabilitation schools in Kenya?</b>
200	RT-1	Rehabilitation schools are good. Without them where would all these children be?
201	RT-2	I think they are good. <b>Why?</b> Where would these children go without them?
202	RT-4	I think they are good because most of those children get helped who otherwise would have been lost.
203	RT-5	I think they are ok? I don't see anything wrong with them so long as the kids get helped.
204	RT-6	They are good for these children. Without them these children would never make it in life.
205	RT-7	I support them. Where else would these children be?
206	RT-8	They are good. I don't think these children can fit anywhere else and as a result of coming to this school most of them get helped.
207	RT-9	They are good. Majority of children who come here actually change and there are many parents out there wishing that their children can come here.
208	RT-10	I think rehabilitation schools are good because we had had quite a number of children who have been successfully rehabilitated.
<b>209</b>	<b>Q</b>	<b>What is your opinion on the three-year policy for children in rehabilitation schools?</b>
210	RT-1	They are enough. Some children don't even finish three years here. When they sit for KCPE we have to release them or when they attain the age of 18. We cannot keep them here longer than that.
211	RT-2	I think the three years are enough because majority of them change but on the other hand, they do not benefit much in education since we cannot cover the syllabus.
212	RT-3	They are enough, sometimes we don't even wait for those three years.
213	RT-4	It depends on every child but I think they are enough. Some children don't even stay for three years.
214	RT-5	Sometimes it is hard to tell whether three years are adequate or not because some children leave even before the three years... For example, if they sit for KCPE or when they attain the age of 16, they cannot stay here any longer... They are also released through the court if they reform even before they complete the three years. Those who do not reform within the three years, then they are transferred to borstal institutions or to youth correction centres.
215	RT-6	For some they are enough but for others no. <b>Why?</b> – Because some of them leave just because of age rather than that they have reformed.
216	RT-7	It all depends on each child although at the moment I would say it's ok instead of keeping them here when we feel they have reformed.
217	RT-8	I think the three years are enough but it depends on individual children; that's why some don't even finish three years here.
218	RT-9	Children don't necessarily finish the three years. They can also be released before three years after CPE whether or not the child has reformed or not but we try to make sure that they have vocational certificates. Three years can't be enough for the training but then they can't be kept here after

		they are 18.
219	RT-10	I think the three years are enough because some children actually change even before the three years are over.
<b>220</b>	<b>Q</b>	<b>What happens after three years?</b>
221	RT-1	We reintegrate them to the society. Most of them will have acquired vocational qualification so they can get into employment. Very few proceed with formal education.
222	RT-10	After the three years, if the child has reformed then they get a release order from the court. If they reform before the three years are over then they are referred back to court for release order. If after three years a child has not reformed then they are referred to borstal institutions. If a child sits for KCPE, then they are also released whether their behaviour has changed or not.
<b>223</b>	<b>Q</b>	<b>Are there any follow-up programmes?</b>
224	RT-1	Yes, but the problem is with the funding. Like now we have an NGO which has been supporting us, but they are almost leaving.
225	RT-2	We try to make follow-ups but then funding is a problem.
226	RT-9	Yeah, but they are challenging to implement because of funding.
227	RT-10	When there is funding the school organising visit programmes to see how the children are doing.
<b>228</b>	<b>Q</b>	<b>So what happens after they leave?</b>
229	RT-1	We will have to wait until we get funding. What we get from the government cannot be enough.
<b>230</b>	<b>Q</b>	<b>Are there cases of children being referred back to the school after they had been released?</b>
231	RT-1	No. if children commit crime once they leave they are either taken to borstal institution or to prison.
<b>232</b>	<b>Q</b>	<b>What is your opinion about rehabilitation schools being in a ministry other than the MoE?</b>
233	RT-1	Rehabilitation schools are rightly placed in the MoL. <b>Why?</b> – Because the MoE was unable to manage these children.
234	RT-2	I think it is wrong. They should be treated like other schools.
235	RT-3	I think it would be a bit good if this was one was also under the Ministry of Education as other schools for the boys to be comfortable.
236	RT-4	I don't think it's right. They should be in the MoE if they are classified as schools.
237	RT-5	I think they should be in the MoE. <b>Why?</b> Because they are schools and should be treated like other schools.
238	RT-6	I would suggest that they be in the MoE. <b>Why?</b> – I don't see why these children are treated differently than children in regular schools or in special schools.
239	RT-7	It is not right. I see it as discrimination because other children learn in institutions which are under the MoE.
240	RT-8	I don't think it's a problem. The only problem is that the MoE is not involved in the education of these children, which I think is wrong. We never get any support from the MoE.
241	RT-9	I don't see anything wrong but they need better planning such that the MoE is more involved in the education of the children.
242	RT-10	I don't see anything wrong with that because these children were initially in the Ministry of Education which was unable to handle them.
<b>243</b>	<b>Q</b>	<b>What is your opinion about inclusive education for children in this school?</b>
244	RT-1	It cannot work. These children were in those schools, and they failed to manage

		them. How then can you take them back? Communities are also very hostile towards these children because they have been involved in crime. They see them as criminals.
245	RT-2	It might be difficult because teachers in regular schools are more focused on exams, and they have little tolerance for non-performers due to the effect they have on the mean score. That is one of the reasons why these children could not cope.
246	RT-3	It can't work because they are going to influence others, for example, the ones we have here, there is one boy who has turned out to be a criminal, although they are all criminals, there are those who are more hardened and may influence others, so I'd think if they are together they can influence others.
247	RT-4	It can't work. These children failed to learn in those schools.
248	RT-5	It's not easy. I have worked in regular schools and competition there is tough among children and teachers as well on which subject does better. That's why they can't cope.
249	RT-6	It's difficult. I don't think teachers can manage. <b>Why?</b> – They will influence other kids or still teachers cannot be patient with their behaviour.
250	RT-7	Can't work. <b>Why?</b> All these children were at one time there but could not cope. How do you take them back then?
251	RT-8	Difficult. <b>Why?</b> Regular schools focus more on marks than anything else. As such, a child who cannot perform for whatever reason cannot survive.
252	RT-9	I don't think it's possible because when they were there the teachers could not manage them.
253	RT-10	I think it would be difficult for these children to learn with others in regular schools because they would influence others. Again they have been there and the teachers could not manage them so they ended up in this school.
<b>254</b>	<b>Q</b>	<b>How does the school promote inclusive education practices?</b>
255	RT-1	We are involved in sports with the local community and schools. Children also go on excavation trips in the locality.
256	RT-2	We encourage them to participate in extra curricula activities, for example, playing football with local teams. Recently, the children were allowed to participate in interschool athletics competitions, but that was after I pushed the education office to include us. Still, it's not that the children are fully accepted.
257	RT-3	During games we have friendly matches with the local schools and even local communities; they do interact many times.
258	RT-4	We are now getting involved in games and music festivals with local schools and the community. We take them to local church as well.
259	RT-5	Recently we started getting involved in sports and music festivals with local schools although it was not easy. We take children to the local church on Sundays.
260	RT-6	Recently we started getting involved in extracurricular activities like sports and music but the kids had been rejected by the MoE so we never used to get involved.
261	RT-7	There is nothing much we do without the support of the MoE, though we started pushing to be involved in music and games with local schools.
262	RT-8	We are now working with the local communities in sports. We take the children to church on Sundays and recently we started getting involved in music activities.
263	RT-9	We are involved in sports with neighbouring schools; we have also started participating in music festivals. Schools and local teams are invited for football matches.
264	RT-10	The school has started involving children in sports and in music festivals. We have started also inviting local schools and local football clubs for matches in the school.



265	<b>Q</b>	<b>What do you see as the best educational provision for children with SEBD?</b>
266	RT-1	I think rehabilitation schools are the best. <b>Why?</b> Because the focus here is on correcting behaviour so that the child can fit in the community.
267	RT-2	I think rehabilitation schools are the best but they need better planning for example the MoE getting more involved.
268	RT-4	Rehabilitation schools are still the best.
269	RT-5	Rehabilitation schools are ok but they should be treated like other schools
270	RT-6	Where they are so long as they get the right support by the MoE.
271	RT-7	Of course the rehabilitation schools are the best at the moment.
272	RT-8	Schools by MoE would be better even if they are the rehabilitation schools; so long as the MoE is actively involved it would be ok.
273	RT-9	At the moment rehabilitation schools are the best. Unless they come up with new programmes.
274	RT-10	I think rehabilitation schools are the best. <b>Why?</b> Because they are closely monitored unlike in the regular school where there are very many children so it is hard for teachers to monitor them closely so they can get away with minor crime.
275	<b>Q</b>	<b>In your opinion, how do children cope with the demands of this school?</b>
276	RT-1	I think they cope very well. Some of them even refuse to leave when we release them. Here they feed well and they feel protected, but where they go, no one knows what exactly happen.
277	RT-2	I think they cope very well. When they first come they are a bit difficult but after a while they adjust.
278	RT-3	I think they have positive attitude towards our rehabilitation centre because after a few days when they come, you find them... they start saying they are better in this school, you know we have some from other rehabilitation schools, they normally have a positive attitude towards this school.
279	RT-4	I think they cope well. Initially they are a bit difficult but once they adjust they cope. We have no incidences of children escaping from school.
280	RT-5	I think they cope very well. We hardly have cases of children escaping. When they first come they are a bit difficult but after orientation programme they adjust and adapt to the school.
281	RT-6	They cope very well. Some even refuse to leave when they are released which means they are happy.
282	RT-7	At first there is some resistance but once they adjust they cope very well.
283	RT-8	These children cope very well here. We have no cases of them trying to escape. They even refuse to go home when released.
284	RT-9	They cope very well. We have seen many coming back to thank the teachers and even donate equipment for the vocational training.
285	RT-10	Initially when children come to the school they are a bit difficult because they have their own perception about the school but after they go through the orientation programme and after they get used to the school they actually like being here. Sometimes they even refuse to go home after three years when they are released.
286	<b>Q</b>	<b>Are there cases of children escaping from the school?</b>
287	RT-1	Very few cases. That's very rare. As you can see the school is not even fenced. That tells you that there is not a threat here.
288	<b>Q</b>	<b>How does the Ministry ensure that the educational needs of children in rehabilitation schools are met?</b>
289	RT-1	The teachers in rehabilitation schools are now employed by the MoL.

290	RT-2	Like now we are employed by the MoL after the TSC withdrew its Teachers from rehabilitation schools. <b>Why?</b> They said that there was a shortage of teachers in the country.
291	RT-5	I don't see it getting involved although we are employed by the MoL.
292	RT-8	After the MoE removed teachers from rehabilitation schools, the MoL employed its own teachers.
293	RT-9	We have the educational department with teachers employed by the MoL.
294	<b>Q</b>	<b>How do the MoE and the Ministry of Labour collaborate in the provision of education for children in rehabilitation schools?</b>
295	RT-1	The two ministries do not collaborate at all. You have heard even the MoE withdrew its teachers from rehabilitation schools, since that time it was like links were cut.
296	RT-2	The MoE has nothing to do with the school, for example, I have never seen any inspector in this school, like it happens in regular schools. The MoE never involves us in the meetings or workshops organised for teachers in the county which is not fair at all; even though we are not under the TSC, at the end of the day the job we do is the same.
297	RT-6	I don't think there is any collaboration after the TSC withdrew teachers from rehabilitation schools.
298	RT-7	I don't think they do after the teachers were withdrawn.
299	RT-8	I don't think there is any collaboration.
300	RT-9	I have never seen officers from the MoE here.
301	<b>Q</b>	<b>What is your opinion about the withdrawal of teachers from rehabilitation schools by the MoE?</b>
302	RT-1	It was very wrong. That shows that the MoE does not have the best interest of these children because it was clear discrimination.
303	RT-2	I think it is wrong. <b>Why?</b> – Because it is like saying these are not kids who deserve education like others.
304	RT-4	I think it was wrong. <b>Why?</b> Because that's treating these children differently from other children which I think is unfair; that is discrimination.
305	RT-5	I don't think it was fair. I think it's better to have teachers under the same ministry for uniformity.
306	RT-6	I don't think there was any logic in that. Why would rehabilitation schools be treated differently from other schools? That was not fair at all.
307	RT-7	I think it was unfair because that's treating these children differently which in my opinion is not good.
308	RT-8	It was wrong. <b>Why?</b> – I think that's discrimination. Are these children not the same as other children so that they don't deserve TSC teachers?
309	RT-9	I don't think it was right. These children are just like other children and should be treated the same.
310	<b>Q</b>	<b>How are teachers recruited to this school?</b>
311	RT-1	Initially teachers were posted to the school by the TSC but they then withdrew them citing shortage of teachers in the country. Now the MoL recruits its own teachers.
312	RT-2	We are under the MoL. They advertised for teaching posts after the TCS removed its teachers from rehabilitation schools.
313	RT-3	Our teachers are under the Ministry of Labour, they are recruited in that ministry, initially. We used to be in the Ministry of Gender; the teachers were from the ministry of Gender but not from the TSC. Before we had teachers from TSC but they were withdrawn, I don't know why.

314	<b>Q</b>	<b>Is there any special training offered to teachers in this school for example in SEN?</b>
315	RT-1	All staff in this school have undergone counselling training. Let me say that was a big mistake when recruiting teachers for these schools without considering those with SEN training. They should have gone for either trained ones, or provide training to the ones we have. Ironically, the Kenya Institute of Special Education brings its students here for attachment, and they have never offered to train our staff.
316	RT-2	We normally have guidance and counselling. No SEN training.
317	RT-3	No, but we have been advised to do the training.
318	RT-4	No specific training other than the training offered to all staff working here like guidance and counselling. Funding is the problem. We are expected to finance ourselves for further studies.
319	RT-5	No, Just guidance and counselling.
320	RT-6	No. Other than the initial training and then guidance and counselling, no other training. No SEN training. We are expected to fund ourselves but we cannot afford. Others prefer taking different courses at the university other than Special Education.
321	RT-7	Guidance and counselling. No SEN training. We are expected to sponsor ourselves which is difficult at times due to other family commitments.
322	RT-8	No SEN training other than guidance and counselling which is offered to almost all staff working here. The government hardly sponsors teachers for further studies so unless we pay for ourselves then we just stay at the same level.
323	RT-9	No, but most staff here have guidance and counselling training.
324	<b>Q</b>	<b>Do you think teachers are adequately prepared to work with children in this school?</b>
325	RT-1	I don't think the training is adequate. We need teachers with SEN training.
326	RT-2	Not really. I think we need SEN training.
327	RT-4	I think further training would help like in SEN.
328	RT-5	Other than the training we received in college which I think is adequate, I think if we can have SEN training it would be good.
329	RT-6	I think we would benefit with more training like SEN.
330	RT-7	More training especially in SEN would be good.
331	RT-8	We need more training especially in SEN.
332	RT-9	I think they are but more training would be good.
333	<b>Q</b>	<b>Do you feel adequately prepared to work with children with SEBD?</b>
334	RT-1	I am a qualified social worker and my designation is 'children's officer'. With that training I am well prepared to work with children.
335	<b>Q</b>	<b>What challenges do you face working with children in this school?</b>
336	RT-1	The greatest challenge is with funding. The government gives us very little money so we have to keep on looking for other sources of funds.
337	RT-2	Little time for academic work yet these children are supposed to sit for KCPE like others. We hardly cover the syllabus.
338	RT-3	Funding from the government at least to do the follow-up on our boys.
339	RT-4	It's challenging to work with these children especially where there is little support from the MoE.
340	RT-5	Lack of enough time and yet the children sit for KCPE like others.
341	RT-6	We never get adequate time to prepare the children for KCPE.
342	RT-7	Without the support of MoE and inadequate time to complete the syllabus yet we are expected to show results after KCPE.

343	RT-8	We can't cover the syllabus because of the limited time. Having children who are at different levels in same class is not easy as well.
344	RT-9	Inadequate time because of the duration. Again these children are at different levels and we normally have them in same class.
345	Q	<b>What proposals would you make for improving the education of children with SEBD?</b>
346	RT-1	The government should allocate more funds so that for example when children are released then they can have a toolkit to be able to start a business. We need money for follow-up programmes as well. Further training for the staff like you said in SNE. Families can be provided with transport to be able to visit their children.
347	RT-2	The MoE should be more involved and send inspectors to the schools for advice. Training in SNE.
348	RT-3	Funding, it is a serious challenge. I think it would also be good, when reintegrating the children back to the community, they are assisted with some equipment, a tool kit because most of these boys when they go out, it's not that majority of them go back to school because they are over 18. I find it good when they have a toolkit so that when they leave they can be able to assist themselves. The other thing is staff training; I find it very important, for example the kind of training teachers receive is specific about handling such kids.
349	RT-4	All teachers get SEN training. MoE to be more involved in the education of children in rehabilitation schools. We should not be made to compete with other schools because we only teach for three days. Funding for equipping the school.
350	RT-5	More teachers and the MoE getting involved. The school should also be treated like other schools.
351	RT-6	We be sponsored for courses in SEN. The MoE to be more involved. Separate curriculum other than preparing the children for KCPE.
352	RT-7	The MoE should be more involved in rehabilitation schools. Better curriculum for rehabilitation schools because we can't compete with regular schools. Training of course would also be very good. Treating the school just like other regular schools instead of making it appear like prison which is not good for these children to the community who see them as criminals even when they change.
353	RT-8	Free SEN training for all teachers. Focus should not be on KCPE but on possibly vocational training with academic programmes. The MoE should support teachers in rehabilitation schools.
354	RT-9	More funding, well equipped vocational classes, more training.
355	RT-10	Parents should be more involved in the rehabilitation process. The government should give more funding to rehabilitation school so that the children can be provided with the toolkit after the vocational training so that they be able to start small business. Some children who are not able to get a job or start own business end up going back to criminal activities and they get arrested and sent to prison.

## Appendix 18: Interview with Children

356	<b>Q</b>	<b>How long have you been in this school?</b>
357	CD-1	One year.
358	CD-2	Six months.
359	CD-3	Eight months.
360	CD-4	One and half years.
361	CD-5	Two years.
362	CD-6	Three weeks.
363	CD-7	One year.
364	CD-8	One and a half years.
365	CD-9	One year.
366	CD-10	Almost two years.
367	<b>Q</b>	<b>Were you attending primary school?</b>
368	CD-1,2,3,4,9	Yes
369	CD-5	Yes, I was in standard six.
370	CD-6	No. <b>Why?</b> I did not like school, I was doing poorly at school. <b>Did your parents ask you to return to school?</b> No, they were not bothering. I never used to see them.
371	CD-7	No, I left six months before <b>Why?</b> I did not like school <b>Why?</b> We were being punished for nothing.
372	CD-8	I used to, then stopped. <b>Why?</b> I did not like school. <b>Why?</b> Teachers used to punish us when we failed exams.
373	CD-10	Yes, I was in standard seven.
374	<b>Q</b>	<b>What happened for you to be brought to this school?</b>
375	CD-1	I used to have problems with in the school. <b>Why?</b> The teachers said I was naughty so I was punished every time. I decided to stop going to school. <b>Then what happened?</b> My Parents beat me up and chased me from home, I was then arrested and told that I had stolen but it was not true. I was then brought to this school?
376	CD-2	I was accused of stealing and then I was arrested, but it was a lie.
377	CD-3	I was expelled from school. <b>Why</b> The teachers said that I was naughty. <b>Then what happened?</b> I was arrested after sometime for being in the streets. <b>What made you go to the streets?</b> When I refused school, my parents started beating me so I ran away from home.
378	CD-4	I was doing poorly at school so the teachers and my parents used to punish me. That stopped me from going to school and I ran away from home and went to the streets. <b>Then what happened?</b> I was arrested. <b>Why?</b> The police were arresting street children, they said we had stolen but I have never stolen. So I was brought here.
379	CD-5	Children used to laugh at me so I used to beat them up and the teachers would punish me for it, they later expelled me from the school. <b>Why didn't you report to the teachers instead?</b> Nobody listened to me, even my parents; they used to beat me up so I went to the streets <b>Then what happened</b> I was arrested and then brought here.
380	CD-6	I was arrested for stealing. <b>What made you steal?</b> I don't know, but I needed money for food.
381	CD-7	I was arrested and accused of stealing but it was not true.

382	CD-8	I was arrested and accused of stealing. <b>Had you stolen?</b> Yes but some boys made me steal.
383	CD-9	I ran away from home and went to town. I was then arrested and accused of stealing. <b>What made you go to the streets?</b> My parents didn't care for us so we went to the streets.
384	CD-10	I was accused of stealing so I was arrested and then brought here.
<b>385</b>	<b>Q</b>	<b>Would you like to go back to the regular school?</b>
386	CD-1	No. <b>Why?</b> Because teachers there just punish children if they don't pass exams.
387	CD-2	I would like to go back to the regular school. <b>Why?</b> Because before I came here I was in standard eight, but when I came here I was put in standard six and we are never taught like in regular schools.
388	CD-3	I would not like to go back. <b>Why?</b> Because teachers keep punishing children there when they fail exams.
389	CD-4	I did not like school. <b>Why?</b> I was performing poorly and teachers kept punishing me.
390	CD-5	No. I did not like primary school. <b>Why?</b> Teachers will beat up again.
391	CD-6	No. <b>Why?</b> They will take me classes for small children.
392	CD-7	No, I don't like primary school; teachers there just punish children for nothing.
393	CD-8	No, <b>Why?</b> Because there you have to pass exams and if you don't you get punished.
394	CD-9	No. not in primary again <b>Why?</b> I will be too old to go back to primary.
395	CD-10	Yes. <b>Why?</b> Because here we do not learn like in primary school, so I cannot pass KCPE
<b>396</b>	<b>Q</b>	<b>How do you compare this with the regular school?</b>
397	CD-1	This school is good because they don't keep asking we pass exams. We have vocational training so we can get employment.
398	CD-2	Primary schools are good because we used to be taught. Here we only learn 3 days in a week.
399	CD-3	This school is better. <b>Why?</b> Because we do vocational training so by the time I leave I can be employed or start a business.
400	CD-4	This school is good because we do vocational training. I like that more than staying in class doing mathematics and English.
401	CD-5	This school is good; they don't keep telling us to do exams.
402	CD-6	I like this place. They are not asking us to do exams.
403	CD-7	This school is good because they do not keep telling us to pass exams. We have vocational training which is good.
404	CD-8	This school is very good. <b>Why?</b> Because we get training and teachers listen to us.
405	CD-9	This school is good because we study and do vocational training at the same time.
406	CD-10	Primary school is good because if I was there I would be in standard eight or in secondary by now.
<b>407</b>	<b>Q</b>	<b>Do you feel like you are in prison?</b>
408	CD-1	No, I just feel like I am in a school, just feel at home.
409	CD-2	Yes, if it is not, then why was I taken to court? This is prison.
410	CD-3	When I first came I felt like a prison but not anymore.
411	CD-4	I used to feel like prison but not anymore. I like being here.
412	CD-5	No, I just feel like in a school.
413	CD-6	They say it is not prison but then why was I taken to court if this is not prison?

414	CD-7	No.
415	CD-8	No, we have freedom here.
416	CD-9	No, this is just like a boarding school.
417	CD-10	Yes, this is prison. I was brought here because they said I had stolen.
<b>418</b>	<b>Q</b>	<b>How often are you visited by your family?</b>
419	CD-1	They have never come.
420	CD-2	I have never been visited since I came.
421	CD-3	They have never visited me since I came.
422	CD-4	They only came once when I was brought here.
423	CD-5	Yes, they only came once when I was brought here. They have never visited again.
424	CD-6	Nobody has come since I was brought here.
425	CD-7	No, my parents are not bothered at all.
426	CD-8	They came only one time.
427	CD-9	No, they have never visited.
428	CD-10	Only once.
<b>429</b>	<b>Q</b>	<b>Do you communicate with them?</b>
430	CD-1	Yes on phone, just once.
431	CD-2	Yes on phone only twice since I came here.
432	CD-3	I spoke to them on phone just once.
433	CD-4	I sometimes talk to them on phone.
434	CD-5	Yes on phone but very rare.
435	CD-6	No.
436	CD-7	No, I have never communicated with them since I came here, I don't know where they are.
437	CD-8	Very rarely on phone.
438	CD-9	No.
439	CD-10	Very few times on phone.
<b>440</b>	<b>Q</b>	<b>What are your plans when you leave this school?</b>
441	CD-1-9	Get into business or open a workshop or employment.
442	CD-10	I would like to continue with education, but I don't think it will be possible.
<b>443</b>	<b>Q</b>	<b>What support would you like when leaving the school?</b>
444	CD-1-9	Support to start business e.g. capital and tool box.
445	CD-10	To be supported to continue with education.

## Appendix 19: Interview with mainstream schoolteachers

446	<b>Q</b>	<b>What is your position in the school</b>
447	MT-1	The Headteacher.
448		<b>Please give me background information about the school.</b>
449	MT-1	This is classified as a public primary school under the MoE. Just like most of the schools in Kenya, the school is under the sponsorship of the Catholic Church. If you know the history of our school, they were started by the missionaries before the government took over. So the church which sponsors a schools has a say in the running of the school in one way or the other although the MoE overseas the overall management of the school.
450	<b>Q</b>	<b>What is the population of the school?</b>
451		We have boys and girls in this school with a population of about 200 children; it is quite a small school as compared to other schools in the county. We have class 1 to class 8 and a nursery class. We have 9 teachers employed by the TSC, 1 by parents and 1 ECDE by county government. So in total we have 11 teachers.
452	<b>Q</b>	<b>Do you consider the staffing adequate?</b>
453	MT-1	The teachers are not enough that is why the parents had to employ their own teacher. But according to the MoE having 9 teachers against 8 classes, i.e. standards 1-8 we are overstaffed. There is serious shortage of teachers in the country so they say that we should even release one teacher. Actually even the ten teachers are not enough considering the number of subjects we teach as per the curriculum.
454	<b>Q</b>	<b>Are there children with SEBD in the school? If yes: how many?</b>
455	MT-1	We have a thirteen-year-old child transferred from another school because they could not cope with her behaviour. When the child came to this school she had injuries which the medical report indicated that it was a result of beating which according to the child's parent was done in teachers in the previous school.
456	MT-2	Yes, we have two but one is more serious and is currently under suspension.
457	MT-3	Yeah, we have one case.
458	MT-4	Yes, we have one child whom we believe has behavioural problems.
459	MT-5	Yes, just one.
460	MT-6	We have one child in the school, although we actually don't say she has SEBD, she fits in that category.
461	<b>Q</b>	<b>How do you determine that a child could be having SEBD?</b>
462	MT-1	The child has bizarre behaviours. For instance, the child can jump through the window when the teacher is in class. She then writes abusing words to teachers in the toilets. When questioned she would climb on top of a tree and threaten jump. She can be very uncooperative and does not cope with other children.
463	MT-2	Basically, it's about how the child behaves. For example, the child we have here can be very rude and uncooperative. Can also insults teachers, getting involved in fights, runs away from school anytime. Can even jump through the window when you are teaching hence disrupting the teaching.
464	MT-3	When a child has unmanageable behaviour and cannot change regardless of the techniques used. Sometimes the child we have here, one might think she is mentally sick.
465	MT-4	If the child is beyond the control through the means applied to other children.



		For example, the girl in this school sometimes behaves like she is mad. She can even jump through the window when you are teaching. She writes dirty words on the walls of the toilets, insulting teachers. She threatens to commit suicide if cautioned.
466	MT-5	Just observing the behaviour. If it's repetitive and severe then there must be something wrong with the child than just the usual indiscipline cases that we deal with.
467	MT-6	It's all about how the child behaves. For example, the child in our school has behaviour which we have been unable to manage. She fights with others, jumps through the window when the lesson is on and even insults teachers.
<b>468</b>	<b>Q</b>	<b>What happens after a child is suspected to have SEBD?</b>
469	MT-1	<p>We consulted with the parents and learnt that the child had same problems even at home. I then reported the case to the education office, but I did not get any help, I was actually told to do whatever I and the parents thought was right with the child.</p> <p>When I consulted the PTA, some parents felt that the child was a bad influence to others and should be expelled from the school.</p> <p>We asked the parents to get the child locked at the local police station just to scare her and see whether she would change. The child was locked for a day but then that did not make her change.</p> <p>When I asked the parents to take the child to the EARC for assessment, they initially resisted saying that their child was not disabled, but after I insisted that she was, then they accepted. At the EARC, the child was referred to a psychiatrist and was put on medication. At the moment she is on suspension.</p>
470	MT-2	Sometimes they are punished, but if that doesn't work we involve the parents in managing the discipline of the child. If that doesn't work we end up suspending the child. We referred the child in our school to the EARC for assessment.
471	MT-3	Before we realised that the child has a problem we used to punish her a lot. We then consulted with the parents and referred the child for assessment.
472	MT-4	We first talk to the parents to try and manage the behaviour with them. For the girl in this school we recommended assessment at the EARC. The parents initially resisted saying their child had no disability, but they later agreed. After the assessment, the child was referred to the psychiatric department and is now on medication.
473	MT-5	We talk to the parents to find out how they behave at home. Like in our case we referred parents to the EARC for assessment.
474	MT-6	We in several occasions punished the child but with no effect. We involved the police to scare her, but still no change. The child was finally referred to EARC for assessment.
<b>475</b>	<b>Q</b>	<b>What is your opinion about the assessment procedures for children after referral?</b>
476	MT-1	I think the assessment is ok and adequate
477	MT-2	<p>I think the assessment is ok. The child was also taken to the specialist for further assessment and was put on medication.</p> <p>Did that help? The child is still out of school so we are waiting to see the effect of the measures that were taken.</p>
478	MT-3	I think the referral was good because the child is now on medication. We are expecting her back to school.
479	MT-4	I don't think there is any defined procedure, but all the same I think this girl

		everything went on well. We even involved police to try and scare her but she didn't change.
480	MT-5	It's good. Right now the girl is on medication and will soon be coming back.
481	MT-6	I don't know how they conduct the assessments but I hear that the child is now on medication.
<b>482</b>	<b>Q</b>	<b>What is a normal school day like?</b>
483	MT-1	School day starts at 7 am for upper primary and between 7.30 and 8.00 for lower primary. Normally class 8 has preps in the morning before cleaning and then at 8 is assembly. Lessons run till 3.20pm and children leave at 4pm. That our general routine Monday to Friday.
<b>484</b>	<b>Q</b>	<b>Does the school have a SEN policy from the MoE?</b>
485	MT-1	We don't have such a document in the school, actually I have never seen one.
486	MT-2	I don't think we have because I have never seen one.
487	MT-3	No.
488	MT-4	I have never seen one.
489	MT-5	No.
490	MT-6	I have never seen such a document in the school so I don't know whether there is any.
<b>491</b>	<b>Q</b>	<b>How does the MoE ensure that the educational needs of children with SEBD in this school are met?</b>
492	MT-1	When I reported to the education office the problems we were having with the child, I was actually told to do whatever I and the school committee thought was right. I was very disappointed to be honest. I was expecting a guideline on how to deal with the child, but I was not given any. The school committee recommended that we suspend the girl so that she could not influence other children.
493	MT-2	We don't get any support from the MoE. For instance, when we reported the case we have here the Headteacher was told to do whatever the teachers and the parents thought was right.
494	MT-3	Nothing much. For example, we receive very little support for the child in this school. Actually, when the Headteacher reported, she was told by the DEO to do whatever she thought was right together with teachers and parents. The child was eventually suspended from school because the parents felt she was a bad influence to others.
495	MT-4	I don't think there is anything specific that the MoE does, for example when we reported this case to the MoE we were told to do what we thought was right.
496	MT-5	The government does very little. For example we were told to do whatever we thought was right with the girl in this school.
497	MT-6	We get very little support in this school. For example when we reported about the child in our school the Headteacher was told to do whatever she thought was right.
<b>498</b>	<b>Q</b>	<b>How does the school support children with SEBD to achieve in education?</b>
499	MT-1	We normally work as a team but of course we punish children when they misbehave. This particular case is quite unique and beyond our control. We have been very tolerant.
500	MT-2	We work as a team and make sure that schools and regulations are followed. We also try to involve parents as much as we can.
501	MT-3	We have tried very hard to support this child and the parents through counselling. We also work as a team to enforce rules and regulations.

502	MT-4	We try very much to work with the parents. We also try and talk to the child. We get a lot of support from the EARC who usually advise us on what to do with the child.
503	MT-5	Involving parents. Consulting with EARC. Teamwork in behaviour management.
504	MT-6	We do a lot of counselling and involve parents.
<b>505</b>	<b>Q</b>	<b>Do you consider the support given as adequate?</b>
506	MT-1	The support cannot be adequate because it is difficult for teachers to concentrate on behaviour management at the expense of other children and at the same time produce good results in exams at the end of the year. If we fail to produce good results, we would be in trouble with the quality assurance officers.
507	MT-2	It cannot be adequately because we have other children to take care of. Concentrating on just one child can be demanding considering that we are understaffed.
508	MT-3	Not really. <b>Why?</b> We have other children to support. As you may know if the school performs poorly, then that's another problem. Still the school is not well staffed.
509	MT-4	The support cannot be adequate. <b>Why?</b> There is no time to concentrate on one child when there are other children. Still, we need to produce good result in exams or else we would be in trouble.
510	MT-5	I think more can be done. Remember we have other children to manage too and a syllabus to cover.
511	MT-6	It is because that's how we manage behaviour in the school, although the children in our case had to be suspended when her behaviour got worse.
<b>512</b>	<b>Q</b>	<b>How do you feel teaching children with SEBD with the rest of the children?</b>
513	MT-1	It is quite challenging and sometimes frustrating. <b>Why?</b> Because there is little support from the MoE.
514	MT-2	It is tough <b>Why?</b> Managing them in class is a big problem because they keep interrupting learning. They can negatively influence other children in the school.
515	MT-3	It is not easy having the child in class because she keeps disrupting learning. She can also be a bad influence to others.
516	MT-4	It is tough. For example, this child can be very disruptive such that we may waste a whole day trying to manage her behaviour.
517	MT-5	Not easy <b>Why?</b> Especially when you have to manage the behaviour and at the same time produce good results in exams.
518	MT-6	It is challenging because teaching and managing children with challenging behaviour can be very difficult. We have to raise the mean score or else we have problems with the inspectors and parents.
<b>519</b>	<b>Q</b>	<b>What strategies do you apply to manage children with SEBD in the school?</b>
520	MT-1	We punish them, caution, inform parents, and talk to parents and the child.
521	MT-2	We have rules and regulations just as I have said and also through punishment. We involve parents in managing behaviour; we also work as a team.
522	MT-3	We try to talk to them and the parents as well. Of course we punish them if they break the rules and regulations.
523	MT-4	We have rules and regulations; we talk to the child and the parents. Punishment as well. If that doesn't work the child is suspended.

524	MT-5	Guidance and counselling. Punishment sometimes. Consulting with EARC. We even involved the police to see whether the child could be scared and change but it didn't work.
525	MT-6	I have said counselling and sometimes punishment, we always involve parents.
526	Q	<b>How does the school deal with children with SEBD who are unable to cope with the school demands?</b>
527	MT-1	Like the case of this girl in this school, we advised parents to inform the parents. The child was locked up for a day just to scare her but still did not change. We advised the parents to take the child to the EARC. Eventually we suspend children or even expel them from the school.
528	MT-2	We actually end up suspending them from school. They are eventually expelled from school if they persist. For example, the one we have here is on suspension currently.
529	MT-3	They are basically suspended. For example, the girl is now on suspension. If she comes back and still can't cope, she may end up being expelled all together. <b>Do you think that's a good option?</b> What else can we do? We can't let the school fail because of a few children.
530	MT-4	In most cases, they end up getting suspended or even expelled for good. For instance the girl in this school is on suspension. She was actually expelled in her previous school.
531	MT-5	They end up being expelled from school if we are unable to manage. <b>Is it the right thing to do really?</b> Sometimes because of pressure from parents for fear that the child may influence others.
532	MT-6	They end up getting suspended from school. For example the girl in our school is now on suspension.
533	Q	<b>What other agencies does the school collaborate with in supporting children with SEBD?</b>
534	MT-1	No specific agencies, but in this case as you have heard we involved the police, EARC and then psychiatrists.
535	MT-2	I don't think there are any agencies that we work with. We once involved the police to see whether the child in this school could change but it didn't work. That is when the child was referred for assessment.
536	Q	<b>How are parents/guardians involved in the education of children with SEBD in your school?</b>
537	MT-1	We normally talk to the parents and give them advice.
538	MT-2	We work very closely with the parents. We are able to meet parents whenever we need them. For instance, we have worked very closely with the family for the child we have here.
539	MT-3	We work very closely with the parents. In case of any problem we call the parents and they are very responsive. We plan how to manage the behaviour with them.
540	MT-4	We work very closely with the parents. In case of any problem we just ask them to come to school.
541	MT-5	We liaise with parents whenever there is an issue with their children. We have tried to work very closely with the parents of this child to try and make her change but it hasn't been easy.
542	MT-6	Every time we need them, we have just sent to them. This being a day school, we are able to involve parents without any problems.

<b>543</b>	<b>Q</b>	<b>How effective is their involvement?</b>
544	MT-1	It works but sometimes we have to insist. As I said, the parents of this child had initially refused to take the child for assessment but we put pressure on them.
545	MT-2	I would say it is quite effective.
546	MT-3	It's quite effective. We get a lot of support from parents. Without them, I don't think we would be able to manage behaviour in the school.
547	MT-4	Very effective.
548	MT-5	It's quite effective because without the parents' cooperation we cannot manage.
549	MT-6	It is very effective. Without their support I don't think we can be able to manage the school.
<b>550</b>	<b>Q</b>	<b>Is there a policy guideline for parents' involvement?</b>
551	MT-1	Not really. Although the government says primary education is compulsory, without a proper policy guideline on how parents would be involved, the children continue being excluded from schools, that is why the child with SEBD is now out of school and nothing is being done about her.
552	MT-2	No. The government however required that all parents take children to school and they can be charged in court if they don't. After all, education is free at primary level.
553	MT-3	We don't have a specific one but it's mandatory that parents take children to school since primary education is free and compulsory.
554	MT-4	No specific policy, but they have a duty to educate their children. Education is free and compulsory at primary level.
555	MT-5	I don't think there is a specific guideline, but education is compulsory so if they don't take their child to school they'd be arrested for it.
556	MT-6	I don't think I have seen any but primary education is free and compulsory so if parents don't take their children to school they can be prosecuted.
<b>557</b>	<b>Q</b>	<b>What is your view on rehabilitation schools in Kenya?</b>
558	MT-1	I think rehabilitation schools are good. I would actually recommend that this girl be sent there because I believe she would be better in such a school than in a regular school <b>Why has the child not been referred there?</b> , It is a difficult process, most children end up there if they get involved in crime. I am not very sure about the actual process.
559	MT-2	I think they are good for those children who we cannot manage.
560	MT-3	I think they are good. Where else would those children go.
561	MT-4	I think they are good. Actually, when children start misbehaving we tell them they would be taken to approve the school. <b>Why?</b> Because there, they deal with undisciplined children. Disciplinary measures are tough there.
562	MT-5	I think they are good. There is nothing else for the children to be taken to.
563	MT-6	I don't know much about rehabilitation schools but I think they are good for children who cannot cope in the regular schools.
<b>564</b>	<b>Q</b>	<b>What is your opinion on the three-year policy for children to be in rehabilitation schools?</b>
565	MT-1	I don't really know what happens in the rehab schools so don't know whether they are adequate or not.
566	MT-2	Well, I don't really know what happens in those schools so I don't know whether they are enough or not.
567	MT-3	I am not really sure about how children are managed there though I think they may be enough.
568	MT-4	I can't really tell whether they are enough or not, but so long as children

		change I think it's ok.
569	MT-5	I don't know. I actually don't know what exactly happens in the rehabilitation schools so I may not know whether the three years are adequate or not.
570	MT-6	I don't know about that.
<b>571</b>	<b>Q</b>	<b>What is your opinion on rehabilitation schools being in a different ministry other than the MoE?</b>
572	MT-1	I don't think it's a good idea because these are children with SEN and should be in the MoE.
573	MT-2	I think all schools should be under the MoE.
574	MT-3	I think if they are actually schools, then they should be under the MoE like all other schools.
575	MT-4	Well, I didn't know that they are not in the MoE, but I think it's not right. Otherwise, I think all schools should be in the MoE.
576	MT-5	I've always thought they were in the MoE. I think all schools should be under the MoE and then involve other ministries if need be.
577	MT-6	I have always thought they are in the MoE. If not, then I think that's not fair. They are children like any other regardless.
<b>578</b>	<b>Q</b>	<b>What is your opinion about inclusive education for children with SEBD?</b>
579	MT-1	Without support I think it is hard. You see like now this child has been suspended from school and DEO offered no support.
580	MT-2	It is hard to implement. You see, like the child in this school has been in another school but was expelled. Right now the child is at home. I don't think it can work.
581	MT-3	Not easy <b>Why?</b> Sometimes even the parents of other children feel uncomfortable. They feel that the child would influence others. Again, it is hard to manage them, we are lucky to have small classes, but still it is not easy. You can imagine a class of 40 pupils with a child with challenging behaviour.
582	MT-4	Not easy <b>Why?</b> They are very disruptive in class which may affect the learning of others ending up with poor exam results for the whole class.
583	MT-5	It is difficult. For example, the girl in this school sometimes jumps through the window when you are teaching disrupting the learning. Parents are also not comfortable; they see these children as naughty and a bad influence to others.
584	MT-6	It is not easy. For example, the child in this school has been suspended. Before coming to this school she had been expelled from another school because they were unable to manage her behaviour.
<b>585</b>	<b>Q</b>	<b>How does the school promote inclusive education practices?</b>
586	MT-1	This child came to this school from another school. We have been very accommodative of her behaviour. We tried involving parents, DEO, Police, EARC but still that did not work.
587	MT-2	We try to accommodate all children. You see like when this child was suspended from other schools, she came to our school.
588	MT-3	The school is open to all children, but then the staff are few.
589	MT-4	We try to accommodate all children, regardless of their needs, although it's not easy without the support of the MoE.
590	MT-5	The school is very welcoming, for example, we got this child from another school after she was expelled.
591	MT-6	We try our best and that's why the child was admitted in this school, but it seems not to work.

592	Q	<b>What do you see as the best educational provision for children with SEBD?</b>
593	MT-1	I think there should be a special school for them like the rehabilitation schools. <b>Why?</b> Because it is hard to manage them in regular school.
594	MT-2	I think there should be in a special school.
595	MT-3	I think there should be special schools for them where they can be managed by qualified staff and other support like other children with disabilities.
596	MT-4	Possibly special schools would be better where they can be closely monitored by specialist teachers in small groups.
597	MT-5	I think they should be in special schools. <b>Why?</b> For close monitoring by specialist teachers.
598	MT-6	I think they are better in special schools where they can be properly managed.
599	Q	<b>How are teachers prepared to work with children with SEBD in the school, for example, SNE training?</b>
600	MT-1	There is no specific training offered to the teachers to cope with children with SEBD other than the training they receive in college. I am the only one with SEN training but I offer a lot of support to the teachers. But some are enrolled for other degree courses at the university.
601	MT-2	There is no special preparation other than the training we received in college. Only one teacher has SNE training in the school, we are even lucky to have one. Some schools do not have any.
602	MT-3	No special training. Only one teacher has training in SNE at this school. <b>Why?</b> We are required to sponsor ourselves, but teachers opt to go for other degree courses other than special education.
603	MT-4	No special training is offered to the teachers other than the initial teacher. We are lucky to have one teacher who is trained in SNE. Most schools do not have not even a single SNE teacher <b>Why?</b> The problem is that we are required to sponsor ourselves, so you find that most teachers enrol for different courses other than in SNE. For example, we have two teachers who are taking courses at the university, but not in SNE.
604	MT-5	No particular preparation, I guess it is assumed that once trained one can handle all children regardless which is not true. Training in SNE would be very vital especially when dealing with children with SEN.
605	MT-6	There is no preparation done other than the initial teacher training. Only one teacher has SNE training in the school.
606	Q	<b>Do you think teachers are adequately prepared to work with children with SEBD?</b>
607	MT-1	I think they are. The problem is that these children will interfere with the whole class and make teaching impossible and as you know, if the school performs poorly we are then in trouble with the MoE.
608	MT-2	I think they are but there are other challenges. For example, when you have large class to deal with and expected to perform well, it can be hard regardless of the training.
609	MT-3	Not really, no specific training is offered on behaviour management strategies.
610	MT-4	Teachers need more training if possible; at least two teachers should have SEN training in every school.
611	MT-5	I think more training is required like I have said, SNE training.
612	MT-6	No. I think it's important that teachers get trained in SNE.
613	Q	<b>What challenges do you face working with children with SEBD in this school?</b>

614	MT-1	Getting victimised when children are expelled yet there is no policy on behaviour management. Lack of support from the MoE, imagine when I reported the case to the DEO he just said 'do it your way with the parents and teachers'.
615	MT-2	Managing behaviour in a large class is hard.
616	MT-3	Parents are not comfortable with such children in the school. No support from the MoE. High expectations by the parents and the MoE in national examinations at the expense of other factors.
617	MT-4	We sometimes waste a lot of time dealing with the child. Teaching can be a problem when one child is uncontrollable. Lack of support from the MoE such that we sometimes don't know what to do.
618	MT-5	Managing the behaviour takes a lot of teaching time. Lack of support from the MoE. Other parents don't understand and want the child out of the school.
619	MT-6	Managing behaviour and at the same time improve the mean score, especially in cases where the child is disturbing learning.
<b>620</b>	<b>Q</b>	<b>What proposals would you make for improving the education of children with SEBD?</b>
621	MT-1	More teachers with SEN training. The MoE should be more active in ensuring that the children are learning. Proper management of children from early age. There should be a policy on how school committees get involved in the school management. There should be clear guidance on how to deal with children with SEBD. Since 2003 we have been receiving KShs 1,020 per annum per child, which is barely enough considering the inflation rate between 2003 and now. There should be more funding, especially for children with SEN. Primary education is said to be free, but as you have heard the parents had to employ an extra teacher, is that free education really? However, it is better than before when parents had to meet all the cost.
622	MT-2	More training and extra teachers. Proper guidelines on dealing with such children. Support from other professionals like counsellors.
623	MT-3	More teachers and extra support in class. Sponsorship for training. Clear guidelines on how to manage children with SEBD and SEN in general.
624	MT-4	More support by the MoE. Clear guidelines on how to deal with children with SEBD. More staffing in the school. Training in SNE or guidance and counselling.
625	MT-5	More teachers. Training. Clear policy. Funding because sometimes the headteachers may need to go out to meet the officers involved with the child.
626	MT-6	Training is very important, we also need more teachers; we need guidelines on how to deal with such children instead of being told to do whatever is good.



## Appendix 20: Interview with the Education Officer

627	<b>Q</b>	<b>What is your position in the Ministry</b>
628	EO	I am an inspector in the MoE. Some of my duties are to ensure quality deliverance in education.
629	<b>Q</b>	<b>What is the assessment and referral procedure for children with SEN?</b>
630	EO	Generally all children with disabilities are assessed in the EARC. I have no specific information on how they conduct assessments on specific children.
631	<b>Q</b>	<b>How is the MoE involved in the assessment process?</b>
632	EO	We have EARCs in every county which are expected to assess children within that county. The Ministry provides funding and necessary tools.
633	<b>Q</b>	<b>How effective are the services of EARCs?</b>
634	EO	I think they do their best; there may be challenges but overall they are doing quite well.
635	<b>Q</b>	<b>Tell me about rehabilitation schools, how are they linked to the MoE?</b>
636	EO	Those are not under the MoE so basically we have nothing to with them because there is the Ministry involved with them.
637	<b>Q</b>	<b>Why is that?</b>
638	EO	It is because they are normally treated as penal institutions. Children are taken there after getting involved in crime.
639	<b>Q</b>	<b>Are children in the rehabilitation schools considered to have SEN?</b>
640	EO	Basically they are regarded as criminals, as young offenders only that due to their age they cannot be taken to the prisons for adults.
641	<b>Q</b>	<b>Is there any formal assessment done to determine whether they have SEN or not?</b>
642	EO	Unfortunately I don't think that is done.
643	<b>Q</b>	<b>What happens after it is determined that a child has SEBD?</b>
644	EO	We actually do not have programmes for such children so they basically remain in the regular schools.
645	<b>Q</b>	<b>In your opinion, how do children with SEBD cope in the mainstream schools?</b>
646	EO	Such cases are few, majority of them cope.
647	<b>Q</b>	<b>How does the MoE ensure that the educational needs of children in rehabilitation schools are met?</b>
648	EO	We basically have nothing to do with rehabilitation schools, as I said, that's another ministry. <b>How about inspection?</b> No. I don't think we have the authority to inspect the rehabilitation schools since that's a different ministry.
649	<b>Q</b>	<b>Do you think that is right considering that the MoE is the one mandated to oversee the education of all children in Kenya regardless of where they are?</b>
650	EO	I think something needs to be done to harmonise the services of all the ministries involved, but as far as rehabilitation schools are concerned, those are penal institutions hence outside our mandate.
651	<b>Q</b>	<b>So you mean at the moment there is no collaboration between the MoL and the MoE in ensuring that the educational needs of children</b>

		<b>in the rehabilitation schools are met?</b>
652	EO	As far as I know, we hardly work together.
<b>653</b>	<b>Q</b>	<b>I noted that since 2003 the budgetary allocation for primary school children is KShs 1,020 per year per child. Do you consider that amount enough?</b>
654	EO	I think it is important to note that the country has actually tried considering that we are struggling economically. As you may be aware, we mostly depend on donor funding, so as much as we would say the money is not enough, there is nothing much the government can do.
<b>655</b>	<b>Q</b>	<b>What is your opinion about the withdrawal of teachers from rehabilitation schools by the TSC?</b>
656	EO	One may see it as unfair, but then there is an acute shortage of teachers in Kenya. Since the rehabilitation schools are not under the MoE, then the ministry involved was required to employ its own teachers.
<b>657</b>	<b>Q</b>	<b>How are teachers prepared to work with children with SEBD with SEBD?</b>
658	EO	It is generally assumed that once teachers are trained they can handle children with SEBD; however, currently there are very many teachers who are undergoing in-service courses in SNE although they have to sponsor themselves. The government, however, promotes them to encourage them to study. SNE teachers have special allowances as a motivation.
<b>659</b>	<b>Q</b>	<b>What about teachers in the rehabilitation schools?</b>
660	EO	I don't know what criteria was used to recruit the teachers in rehabilitation schools but I think it is important that they should be trained.
<b>661</b>	<b>Q</b>	<b>How does the Ministry deal with children who are unable to cope with the school demands due to behavioural problems?</b>
662	EO	In most cases they end up getting suspended from school if all other methods of behaviour management fail and if they are a danger to other children in the school.
<b>663</b>	<b>Q</b>	<b>Is there an alternative education for them or alternative programmes for them?</b>
664	EO	Unfortunately there is none. They just stay out of school.
<b>665</b>	<b>Q</b>	<b>Is there a policy on behaviour management?</b>
666	EO	There is no specific policy on behaviour management but corporal punishment is not allowed in schools. It is assumed that teachers are well trained to manage behaviour in schools.
<b>667</b>	<b>Q</b>	<b>What do you see as the best educational provision for children with SEBD?</b>
668	EO	For those who cannot cope in regular schools I think they would be better in a special school. Unfortunately, we do not have such schools. <b>Why?</b> We try to accommodate them in regular schools; after all, I don't think we have many such cases.
<b>669</b>	<b>Q</b>	<b>So what happens in a situation where a child has been excluded from school due to behavioural difficulties?</b>
670	EO	Those are exceptional cases and unfortunately, at the moment there are no programmes for such children.
<b>671</b>	<b>Q</b>	<b>What is your opinion about that?</b>
672	EO	I think something needs to be done about it but then, we need clear

		structures on how their education can be facilitated.
673	Q	<b>How are parents/guardians involved in the education of children with SEBD?</b>
674	EO	The government states clearly that it is illegal for parents not take their children to school and they can be prosecuted for it. There is no exception for children with SEBD.
675	Q	<b>How effective is their involvement?</b>
676	EO	Parental involvement is very effective as most schools are day schools. Teachers are therefore able to interact with the parents anytime they need them.
677	Q	<b>Is there a policy guideline for parents' involvement?</b>
678	EO	It is illegal for parents not to take children to school in Kenya, the Education Act is very clear about that, and parents are aware of that.
679	Q	<b>What other agencies does the Ministry collaborate with in supporting children with SEBD?</b>
680	EO	There are several agencies working with the MoE, I may not be able to list them but there are NGOs that are involved in the education of needy children.
681	Q	<b>What is your view on rehabilitation schools in Kenya?</b>
682	EO	Rehabilitation schools are good. I don't see where else those children would be taken.
683	Q	<b>What is your opinion on the three-year policy for children in rehabilitation schools?</b>
684	EO	I may not be able to comment about that because those are institutions outside our jurisdiction.
685	Q	<b>In your opinion are the three years adequate?</b>
686	EO	I think that question can best be answered by the officers in the ministry involved.
687	Q	<b>What is your opinion on rehabilitation schools being in a ministry other than the MoE?</b>
688	EO	I think there is no problem with that; these are basically young offenders and are in the right place.
689	Q	<b>What is your opinion about inclusive education for children with SEBD?</b>
690	EO	These are very rare cases that are easily accommodated in the regular schools, unfortunately those who cannot cope in the regular school end up getting suspended, and as I have said, we have no alternative schools for them.
691	Q	<b>How does the Ministry promote inclusive education practices?</b>
692	EO	We encourage teachers to admit all children regardless of whether they have disabilities or not.
693	Q	<b>How effective is the SNE Policy Framework in promoting inclusive education?</b>
694	EO	Well, at the moment I don't think it is fully implemented. We are in the process of improving our education so with time we shall be able to put things in place, currently there are more challenging issues like funding and shortage of teachers to deal with.
695	Q	<b>I found that none of the schools including the Rehabilitation School have a copy of SNE policy, how does the MoE ensure that the policy is effected?</b>

696	EO	I think the policy document should be made available to all schools but I doubt whether the rehabilitation schools have them. <b>Why?</b> Well, as I said that's a different ministry so I may not say much about what happens there.
697	<b>Q</b>	<b>What challenges do you face as an education officer?</b>
698	EO	The greatest challenge is with finances, which hinders mobility to go out and inspect schools. Then clear policies especially for children with disabilities so that all stakeholders are able to work together. Shortage of teachers is a big challenge in this country.
699	<b>Q</b>	<b>What proposals would you make for improving the education of children with SEBD?</b>
700	EO	More funding and transport, then we would be able to conduct regular inspections in all schools. I think there should be schools for such children especially those who cannot cope in the regular schools because they end up getting wasted. Formal assessment before children are referred to the rehabilitation schools to determine whether they have SEN. If the government can manage to hire more teachers that would be good.

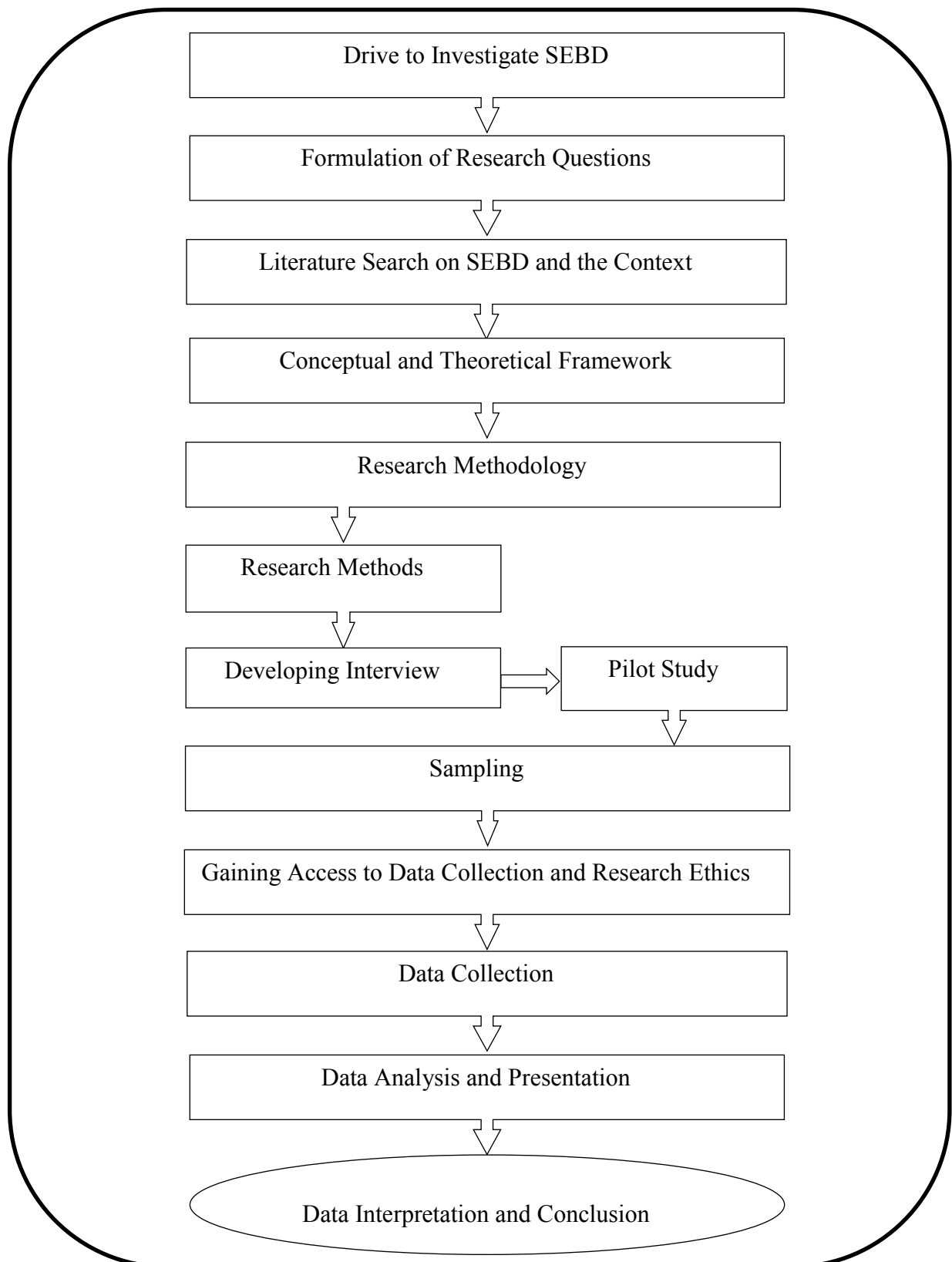
## Appendix 21: Interview with the Children's Officer

701	<b>Q</b>	<b>What is your position in the Ministry</b>
702	CO	I am the Children's Officer in the county. My responsibilities are to enforce the Children's Act.
703	<b>Q</b>	<b>Tell me about the rehabilitation schools. What kind of schools are they?</b>
704	CO	Although rehabilitation schools have the name 'school', they are actually penal institutions for children who get involved in crime who cannot be taken to prisons for adults. That is why they are in the Ministry of Labour, Social Security and Services. There are different types of rehabilitation schools; we have high risk and low risk. High risk are for children who are considered to pose a high threat to the society. There are borstal institutions for children between 16 and 18 years.
705	<b>Q</b>	<b>What is the assessment and referral procedure for children before they are taken to rehabilitation schools?</b>
706	CO	In most cases, children end up in rehabilitation schools after they are arrested for committing crime. It is normally the duty of the children's officers and the children's court to make the necessary assessment to determine which type of rehabilitation school would be appropriate for them. Children are taken to the rehabilitation schools through a court process since they are treated as young offenders. The Children's Act states clearly the referral process to the rehabilitation schools.
707	<b>Q</b>	<b>Are the EARCs involved in the assessment?</b>
708	CO	Here we are talking about children who have committed a crime; I don't think it has anything to do with the EARCs. As I have said, rehabilitation schools are not under the MoE. The children's officers and the prosecuting officer determine whether the child should be taken to the rehabilitation school or not unless the child is found not to be of sound mind when a psychiatrist assessment may be required.
709	<b>Q</b>	<b>What is your opinion about the kind of assessment done before children are committed to a rehabilitation school?</b>
710	CO	I think it's thorough. We focus more on the crime and the child's and the public welfare.
711	<b>Q</b>	<b>Are children in rehabilitation schools considered as having SEN?</b>
712	CO	The children are not considered to have SEN. That is an educational term. With us, yes, we acknowledge they have a problem, but not SEN as such. Most of them you find that they were either involved in crime because of peer pressure, drugs, poverty, negligence by parents or just being naughty.
713	<b>Q</b>	<b>Is there SEN policy in the rehabilitation schools</b>
714	CO	The children in the rehabilitation schools are not considered to have SEN so I don't think you would find such a policy in any of our institutions.
715	<b>Q</b>	<b>What alternative educational provisions are there for children with challenging behaviour?</b>
716	CO	Well, it is the duty of the MoE to ensure that the education of such children are met. We normally leave that to the MoE though I don't think we have schools for such children in Kenya.
717	<b>Q</b>	<b>What is your opinion on rehabilitation schools being in a ministry other than the MoE?</b>
718	CO	Rehabilitation schools are not like ordinary schools, therefore cannot be under the MoE and again the most important thing here is the help they get rather

		than which ministry supports them.
719	Q	<b>How does the MoL ensure that the educational needs of children in the rehabilitation school are met?</b>
720	CO	We have teachers employed by the MoL after the TSC withdrew teachers from the rehabilitation schools. <b>Why?</b> They said that there was a shortage of teachers in regular schools.
721	Q	<b>What is your opinion about the withdrawal of teachers from rehabilitation schools by the TSC?</b>
722	CO	In my opinion that was wrong. One wonders whether the children in rehabilitation school don't deserve the same quality education as other children.
723	Q	<b>How do the MoE and the Ministry of Labour collaborate in the provision of education for children in rehabilitation schools</b>
724	CO	After the TSC withdrew teachers from rehabilitation schools, the MoE actually has no involvement with the education provided in the rehabilitation schools.
725	Q	<b>Is there any special training offered to teachers in this school for example in SEN?</b>
726	CO	They normally go through counselling training but not in SEN though those who are interested can sponsor themselves.
727	Q	<b>Do you consider the training adequate?</b>
728	CO	I think it is adequate although if we could have teachers with SNE training it could be much better.
729	Q	<b>How does the Ministry deal with children who are unable to cope with the school demands due to behavioural problems?</b>
730	CO	For children who are a problem in schools such that they end up being expelled then there is nothing we do about it. But if such children get involved in crime and they are arrested, they can be taken to the rehabilitation school although we try very much to engage parents before reaching that decision. If they can't cope in the rehabilitation school then they are transferred to borstal institutions or children's prisons.
731	Q	<b>What other agencies does the Ministry collaborate with in supporting children with SEBD?</b>
732	CO	There are NGOs working with us in rehabilitating children in the street, other than rehabilitation school, for example, Kenya Children's Home, Plan International, etc.
733	Q	<b>How are parents/guardians involved in the education of children in the rehabilitation schools?</b>
734	CO	As I have said, we try to involve the parents as much as possible, though in some cases the parents may be drug addicts and alcoholics such that they cannot manage the child. In such cases, we take the child to protection homes. Some parents just refuse to stay with the children, especially if the child has turned into crime, in such cases most of them end up in remand and then into rehabilitation schools.
735	Q	<b>How effective is their involvement?</b>
736	CO	Parental involvement is quite effective because most of them would like the best out of their children.
737	Q	<b>Is there a policy guideline for parents' involvement?</b>
738	CO	Yes. The Children Act is very clear on the parent's role with their children, and that they can be prosecuted where negligence is detected. However, some parents are very poor such that even feeding their children is a problem so

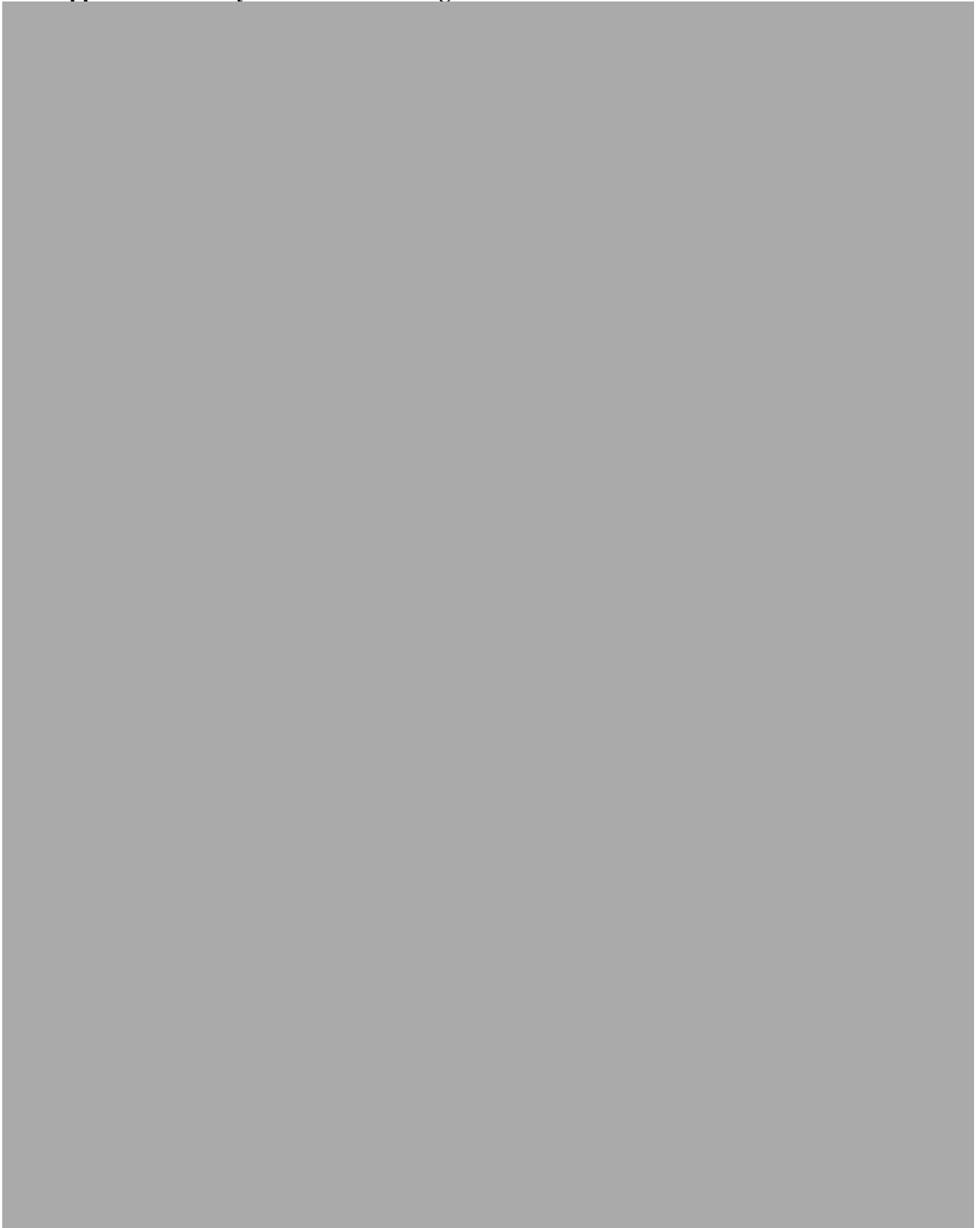
		children are left to feed themselves hence turning into crime. This sometimes can make it very difficult to enforce the Act.
<b>739</b>	<b>Q</b>	<b>What is your view on rehabilitation schools in Kenya?</b>
740	CO	They are good. Most children who could have otherwise got lost get rehabilitated back to the society and become productive.
<b>741</b>	<b>Q</b>	<b>What is your opinion on the three-year policy for children in rehabilitation schools?</b>
742	CO	I think the three years are enough. After three years children are expected to have reformed to be able to return to the community. With the vocational training they get employment or start business.
<b>743</b>	<b>Q</b>	<b>Do they really reform?</b>
744	CO	Majority of them do although there are a few who reoffend and get arrested.
<b>745</b>	<b>Q</b>	<b>Are there any follow-up programmes once they are discharged?</b>
746	CO	Yes. We try to make follow-ups with the children to see how they are coping.
<b>747</b>	<b>Q</b>	<b>Are the staff in rehabilitation schools involved in the follow-up programmes?</b>
748	CO	No. <b>Why?</b> There are not enough funds for that and some of these children are taken to rehabilitation schools which are quite far from their homes. So the children's officer in their locality makes the follow-ups.
<b>749</b>	<b>Q</b>	<b>What is your opinion about inclusive education for children with SEBD?</b>
750	CO	I don't think it can work. Regular schools cannot manage the children we take to the rehabilitation centres, after all they were in those schools before going to the rehabilitation centres.
<b>751</b>	<b>Q</b>	<b>How does the Ministry promote inclusive education practices?</b>
752	CO	The aim of taking the children to the rehabilitation schools is so that they can fit in the community. I don't see a better way to support inclusive education than that.
<b>753</b>	<b>Q</b>	<b>What do you see as the best educational provision for children with SEBD?</b>
754	CO	I think rehabilitation schools do a good job in cases where the regular schools cannot cope.
<b>755</b>	<b>Q</b>	<b>What challenges do you face as a children officer?</b>
756	CO	The greatest challenge is working with parents: <b>Why?</b> There are so many factors ranging from poverty, broken homes and alcoholism. Like now you've heard people are consuming cheap brew which is killing them.
<b>757</b>	<b>Q</b>	<b>What proposals would you make for improving the education of children with SEBD?</b>
758	CO	More staff and strict laws to ensure that children are not neglected. More funding to facilitate movement for close monitoring of families and children. Means of transport to facilitate field work. Rehabilitation schools should be funded to be able to make follow-ups. Families should be more involved in the rehabilitation process including providing transport to visit the children in the rehabilitation schools.

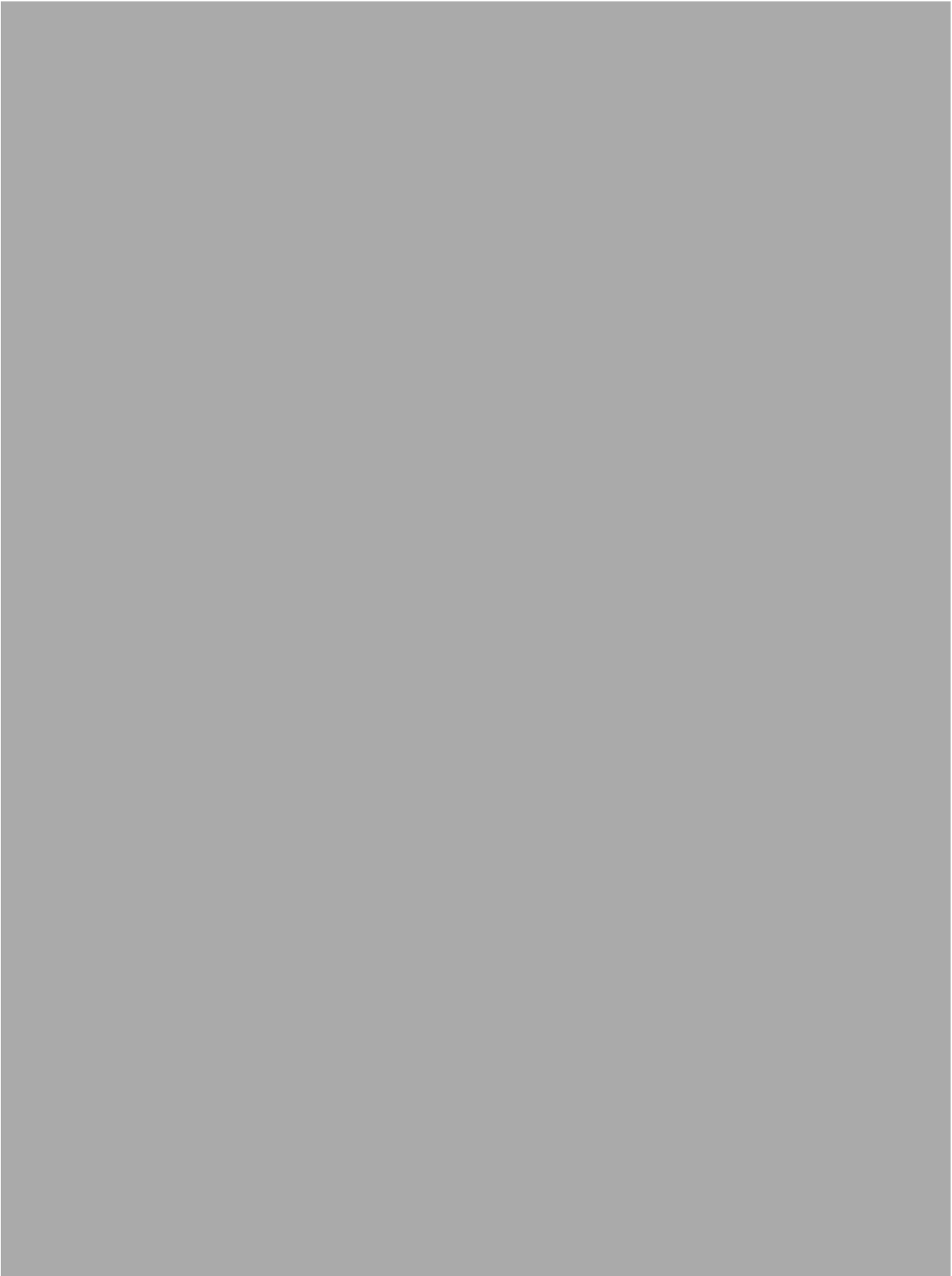
## Appendix 22: The Research Process

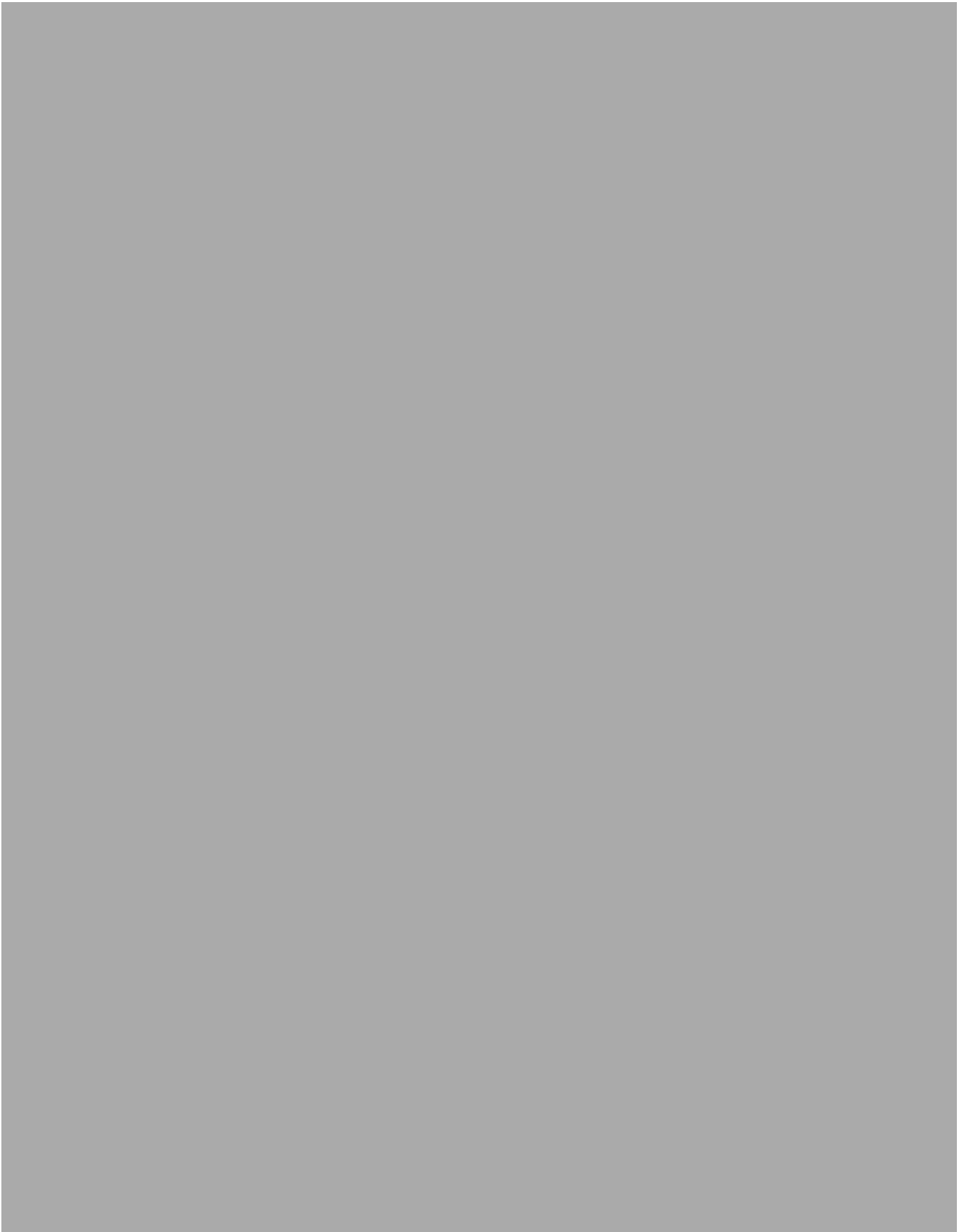




## **Appendix 23: Kenya's CFS Monitoring Tool**







## Appendix 24: Compulsory Basic Education (Basic Education Act)

### PART IV – FREE AND COMPULSORY BASIC EDUCATION

Right of child to free and compulsory.

**28.** (1) The Cabinet Secretary shall implement the right of every child to free and compulsory basic education.

(2) The Cabinet Secretary shall in consultation with the National Education Board and the relevant County Education Board provide for the establishment of-

- (a) pre-primary, primary and secondary schools, mobile schools, and adult and continuing education centers, within a reasonably accessible distance within a county;
- (b) appropriate boarding primary schools in arid and semi-arid areas, hard-to-reach and vulnerable groups as appropriate; and
- (c) academic centres, or relevant educational institutions to cater for gifted and talented learners;
- (d) special and integrated schools for learners with disability.

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Compulsory primary and secondary education.

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**30.** (1) Every parent whose child is –

- (a) Kenyan; or
- (b) resides in Kenya

shall ensure that the child attends regularly as a pupil at a school or such other institution as may be authorized and prescribed by the Cabinet Secretary for purposes of physical, mental, intellectual or social development of the child.

(2) A parent who fails to take his or her child to school as required under sub-section (1) commits an offence.

(3) A person who contravenes this section shall be liable on conviction to a fine not exceeding one hundred thousand shillings or to imprisonment for a term not exceeding one year, or both.

(4) Subsection (2) shall not apply to a parent or guardian who presents within a reasonable time a reason to the satisfaction of the County Director of Education for the absence of his or her child at a school or institutions of basic education.

Duty of parents and guardian.

**31. (1)** It shall be the responsibility of every parent or guardian to present for admission or cause to be admitted his or her child, as the case may be, to a basic education institution.

(2) Where a parent or guardian defaults in the discharge of his or her responsibility under sub-section (1), such a parent or guardian shall be deemed to have committed an offence and is liable to fine not exceeding one hundred thousand or to a period not exceeding two years or to both.

(3) A parent or guardian shall have the right to participate in the character development of his or her child.

Incentives and prohibition of holding back and expulsion.

**35. (1)** Pupils shall be given appropriate incentives to learn and complete basic education.

(2) No pupil admitted in a school, subject to subsection (3) shall be held back in any class or expelled from school.

(3) Subject to subsection (1) the Cabinet Secretary may make regulations to prescribe expulsion or the discipline of a delinquent pupil for whom all other

corrective measures have been exhausted and only after such child and parent or guardian have been afforded an opportunity of being heard:

Provided that such a pupil shall be admitted to an institution that focuses on correction in the context of education.

Prohibition against physical punishment and mental harassment to the child.

**36. (1)** No pupil shall be subjected to torture and cruel, inhuman or degrading treatment or punishment, in any manner, whether physical or psychological.

(2) A person who contravenes the provisions of subsection (1) commits an offence and shall be liable on conviction to a fine not exceeding one hundred thousand shillings or to imprisonment not exceeding six months or both.

Responsibility of the Government.

**39.** It shall be the duty of the Cabinet Secretary to –

- (a) provide free and compulsory basic education to every child;
- (b) ensure compulsory admission and attendance of children of compulsory school age at school or an institution offering basic education;
- (c) ensure that children belonging to marginalized, vulnerable or disadvantaged groups are not discriminated against and prevented from pursuing and completing basic education;
- (g) provide special education and training facilities for talented and gifted pupils and pupils with disabilities;
- (h) ensure compulsory admission, attendance and completion of basic education by every pupil;
- (i) monitor functioning of schools; and
- (j) advise the national government on financing of infrastructure development for basic education.

Duty of a principal or head teacher.

**40.** (1) Where a pupil fails to attend school, the Head Teacher shall cause investigation of the circumstances of the child's absence from school;

(2) Where the Headteacher finds there are no reasonable grounds for the child's failure to attend school, the headteacher shall-

- (a) issue a written notice to the parent of the child requiring that parent to comply with the provisions of this Act.
  - (b) submit a report on the child to the County Education Board.
  - (d) submit a report on the child to the County Education Board.
- (4) Any parent who without a reasonable cause and after a written notice from the head teacher, fails to comply with section 38 of this Act, commits an offence and is liable on conviction to a fine not exceeding five hundred thousand shillings or to imprisonment for a period not exceeding two years or to both.

## Appendix 25: Special Education in Kenya (Basic Education Act)

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No. 14

Basic Education

2013

Secretary.

### PART VI - SPECIAL NEEDS EDUCATION

Establishment and  
management of special  
institutions.

**44.**(1) Subject to the Constitution and the provisions of this Act, the Cabinet Secretary shall establish and maintain public special schools.

(2) The Cabinet Secretary shall provide special needs education in special schools established under subsection (1) or in pre-primary, primary and secondary schools suitable to the needs of a pupil requiring special education.

(3) Children with special needs include-

- (a) intellectually, mentally, physically, visually, emotionally challenged or hearing impaired learners;
- (b) pupils with multiple disabilities; and
- (c) specially gifted and talented pupils.

(4) The Cabinet Secretary shall ensure that every special school or educational institution with learners with special needs is provided with appropriate trained teacher, non teaching staff, infrastructure, learning materials and equipment suitable for such learners.

Regulations in special  
needs education.

**45.** (1) The Cabinet Secretary may make regulations for the establishment and management of special schools and institutions offering special needs education to pupils with special needs.

(2) Notwithstanding the generality of subsection (1) the Cabinet Secretary shall make regulations to –

- (a) prescribe the duration of primary and secondary education suitable to the needs of a pupil pursuing special needs education;
- (b) provide for the learning and progression of children with special needs through the education system;
- (c) prescribe standards and requirements relating to the conduct of schools making provision for special needs education for pupils with special needs.
- (d) prescribe the curriculum to be used in respect

- (e) prescribe the categories of pupils requiring special needs education and methods appropriate for the education of pupils in each category of special school or educational institutions under section 42;
- (f) prescribe guidelines for the promotion of education for children with special needs;
- (g) establish mechanisms to ensure that every special school or educational institution offering special needs education has appropriate personnel, infrastructure, learning materials and equipment; and
- (h) establish a mechanism for monitoring and evaluation to advise the government on the quality of infrastructure and learning facilities in regard to special needs education.

(3) The curriculum used in special needs education shall comply with the requirement of the national curriculum in so far as it is reasonably practicable.

Duty of County  
education Boards to  
provide child guidance  
service.

**46.** (1) Subject to the Constitution and the provisions of this Act, it shall be the duty of every County Education Board in consultation with the relevant county government to provide for education assessment and research centers including a special needs service in identified clinics in the county.

(2) The functions of that service shall include—

- (a) the study of children with special education needs within the county;
- (b) the giving of advice to parents and teachers as to appropriate methods of education for such children;
- (c) in suitable cases, provision for the special education needs of such children in the identified clinics; and

the giving of advice to county education boards regarding the assessment of the needs of any child under special needs education for the purposes of any of the provisions of this Act.

Report of child with  
special needs by  
County Education

**47.** (1) It shall be the duty of the County Education Board to consider in relation to each child with special



Board.

needs belonging to schools in their area, what provision would benefit him or her after he or she completes basic education and to make a report to the Director-General or relevant Director.

(2) The County Education Board's report under subsection (1) shall include-

- (a) recommendations as to whether the child would benefit from school education after he or she completes basic education;
- (b) a summary of the child's impairments or talent;
- (c) a statement of the special educational needs arising from those impairments or talents;
- (d) a statement of the measures proposed by the education authority to be taken to meet those needs; and
- (e) where appropriate, the proposal of a school of higher learning to be attended by him or her.

Future provision for children with special needs.

**48.** (1) A County Education Board shall in consultation with the Cabinet Secretary make such arrangements as they deem fit to enable a pupil with special needs attend an establishment whether or not a school in or outside Kenya if that establishment makes provision wholly or mainly for gifted or talented learners or advantage of the pupil for one or both of his or her parents, or some other person, to be present with him or her at the establishment during the period of the attendance, learners with disabilities.

(2) Without prejudice to the generality of subsection (1), the arrangements mentioned in that subsection may include defraying, whether wholly or partly—

- (a) the fees payable for the pupil's attendance and his or her travelling, maintenance and other expenses in respect of that attendance; and
- (b) where in the opinion of the Cabinet Secretary it would be to the such expenses of, as the case may be, the parent, parents or other person.