



**EXPERIENCES OF STREET-LEVEL BUREAUCRATS  
IN THE IMPLEMENTATION OF POLICIES INVOLVING ACCESS  
TO EDUCATION BY LEARNERS LIVING WITH DISABILITY  
IN WESTERN KENYA: A CASE OF EDUCATION OFFICERS,  
SCHOOL PRINCIPALS AND TEACHERS**

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**Abstract:**

Education is cited as a basic human right whose access is prime and subject to international scrutiny to ensure standardization. Pro equality policies are thus formulated to ensure access to education. However, there are challenges facing learners living with disability that lead to far reaching implications on the equal access to quality education. It is with this that the study herein reviewed the feedback by various educational stakeholders on factors hindering access to education by learners living with disability with focus on the Kisumu and Siaya Counties in Kenya. Qualitative research methodology guided this study. A total of 2 education officers, 2 principals and teachers participated in the study. Research data was collected through interviews and focus group discussions sessions. Data analysis was conducted using thematic method. Experiences by given education stakeholders revealed that there are numerous barriers to access to education by learners living with disability. The factors include the lack of decision making capacity and authority for low level stakeholders; lack of awareness on support structures available; lack of community support, cultural stereotypes, inadequate infrastructure and curriculums. The findings cite the need to entrust decision making capacity to low level stakeholders and to allow the incorporation of a bottom up approach or a hybrid approach to decision making with regards to access to education for learners with disability. The aforementioned is key in the seamless implementation of various recommendations.

**Keywords:** experiences, implementation, access, disability & learners

**1. Introduction**

Disability status is an aspect that is less weighted as a factor affecting disabled children in their quest to access education (UNESCO, 2009). The aforementioned is a negative

trend as education just happens to be a revolutionary tool in enabling a plighted society and the lack of it thus can lead to perennially challenged communities. The formulation, structuring and implementation of policies are a major contributor to success across the functions of government thus, for education policies; the positive outcome of it needs properly structured and executed policies (Bhuyan et al, 2010). In brief description, access to education is defined as the manner in which policies and educational infrastructure in academic fields seek to ensure that learners have equal opportunities in achieving access to educations (UNESCO, 1990). There are various factors at hand regarding the strive desired which include provision of extra amenities, reconstruction of barriers to accommodate disabled learners, creation of favourable participation mechanisms as well as equipping instructors and/or teachers or the community on how best to treat those disabled. It is worth noting that despite the global campaign on enabling access to learning and education, there are 58 Million children of ages 6-11 who are not in school which is worrisome. There thus needs to be a review of research to establish the reasons why and get solutions to the same since, of the 58 Million, almost a third are disabled making this phenomenon a major contributor that needs research. Other factors that hinder access to education universally are race, gender, religion, sexual orientation, perceived intellectual intelligence, performance and social status (Elward, 2011).

In Kenya, many counties including Kisumu and Siaya have hindered access to education on the part of disabled learners and this is pegged on the ill equipped knowledge ability as well as cultural belief of the natives of the given counties (Muchiri & Roberson, 2000). Research undertaken on how accessible education is to learners living with disability in Kenya apply the use of disability theories which yield limited outcomes such as socio-cultural factors, inadequate facilities and lack of knowledge. The rarity of research that incorporates the policy implementation perspectives leaves a gap that is yet to be filled through further research. The continued suffering and challenged access to education by learners living with disability informs this research study. Further, it is with the inadequacy of research and associated findings to link policy formulation, structuring and implementation to the ill sufficed access to education for learners living with disability, that this research study with focus on Siaya and Kisumu counties was founded. The research took into consideration the practical approach that demands the contribution of stakeholders in the education sector who include school heads, teachers and county educational officers.

### **1.1 Problem Statement**

On the premise of the literature relating to the study, there is the perception that policy makers, the very policies they make, and the implementation thereof are a challenge to access to education for learners living with disability in Kisumu and Siaya Counties. The fact that all previous research reviewed give only a limited scope of the research meant that more has to be undertaken to establish the level (if any) to which educational policies can affect access to education for disabled persons. In the very

context, there was the need to indulge the key stakeholders in the research as they directly experience the challenges mentioned in the research. The level of prevalence of illiteracy amongst disabled learners in the two counties informs the researcher that a lot has to be done to improve the dire situation while on the other hand, the already existing research findings that point at cultural stereotypes in the presence of an unresolved education access challenge meant that there is more reason to seek answers beyond the current research. As such, the researcher sought to find out if in addition to available reasons that hinder access to education, whether relevant policies and their implementation are contributory to the current situation.

## **1.2 Study Objectives**

### **1.2.1 Broad objective**

To critically analyse and explore the practical education access situation regarding the challenges facing learners living with disability in Kisumu and Siaya counties in Kenya on the basis of policy implementation as experienced by street-level bureaucrats in the education sector.

### **1.2.2 Specific Objectives**

1. To explore the policy context of students living with disability in Kenya with respect to Siaya and Kisumu Counties
2. To analyse the factors influencing policy implementation for access to education among students living with disability in Kenya's Siaya and Kisumu Counties based on experiences of street-level bureaucrats.
3. To recommend strategies for access to education for learners living with disability in Siaya and Kisumu Counties in Kenya.

## **1.3 Significance of the Study**

Sustainable development goals (SDGs) take into account all types of segregation, disparity and destitution as a prime plan for the two decades to come. More than previously, systems to address these issues necessitate that administration and institutional instruments at community, county, national and universal levels be more receptive to such needs enrolled in the given priority agenda for SDGs. Disability is along these lines a worldwide attribute that requires consideration from government and non-administrative stakeholders. This is on account of 10% of the total populace living with disability. The investigation of Kenya's educational policies demonstrates an all-inclusive use of strategy without having to major on setting particular difficulties that are one of a kind to locations, groups and other challenged areas of society. Frequently when this is done, disadvantaged groups and locations benefit less from structured policies, thus there is a lot of inequality. Three special schools were put in focus and the challenging environment within which learners living with disability dwell were examined. The research highlighted experiences from which critical deductions can be made and used to develop responsive needs-based policies. The

policies are applicable in various sections of education at national level. There was need to initiate and boost the voice of students living with disability and associated stakeholders who include parents, head teachers, teachers and county education officers. The aim is to reform the education of all learners inclusively to align with the new constitution and its obligations to citizens (Rok, 2010). The above mentioned perspective has neither been researched on nor undergone scrutiny in previous research studies. The study further gives insight into the reasons why learners are unable to access education with regards to their own experiences and those who educate them. The purpose is to create which enables the adoption of new policies that are fruitful, enhance reliability on new ideas handling disability and as a resource of reference for practitioners.

## **2. Literature Review**

### **2.1 Introduction**

Access to education is a global challenge with over 50 Million children having no access to education as at 2014. In Africa, accessing education is easier in urban areas as compared to the rural where distribution of learning centres is a challenge, coupled with the difficulty in getting teachers. Locally, in Kenya there are various challenges to accessing education in most rural areas and these include culture and poor infrastructure. The situation is worse if looked at in the perspective of learners living with disability as they face additional challenges as compared to the primary access challenges. There is much literature reviewed on the state of education accessibility and convenience to learners living with disability. The review in this journal undertakes the scrutiny of research previously carried out with respect to the challenges hindering access to education for learners who are living with disability.

### **2.2 Disability and Access to Education**

The significance of education in the financial advancement of Kenya and without a doubt all countries cannot be over-stressed. In its broadest sense, education is basic for building and sustenance of a modern country state. It gets ready educated nationals fit for imparting among themselves at a canny level, in this way making it feasible for them to work out their social and monetary connections. Education is a fundamental element for national solidarity, steadiness and improvement, for it not just readies an individual subject for living and individual satisfaction, yet in addition makes it conceivable to contribute adequately being developed. Disability manifests in various forms which include mobility challenges, mental illness, hearing and visual impairment among others. For a disability to be confirmed, it has to have been presented for over six months (KNSPWD, 2007; Renee, 2015; and Guernsey, Nicoli, & Ninio, 2007). Disability has three distinctive aspects which are impairment, disability, and handicap. However, disability can be observed in relation to social factors and as socially imposed.

Strategies structure on incapacity instruction began in Kenya route in 1964 after free when the administration framed a board of trustees on care and restoration of the debilitated, the outcome was sectional paper No. 5 of 1968, that suggested youngsters with mellow cripples be incorporated to learn in normal schools. In 1976, now a commission was shaped, the national commission on instruction. This commission suggested different issues in help for cripple youngsters get to instruction; coordination of early mediation and appraisal of kids with unique needs; production of open mindfulness on reasons for inabilities to advance avoidance; research to decide the nature and reach out of impediment for arrangement of exceptional need training (SNE); and foundation of early tyke improvement training (ECDE) programs as a major aspect of extraordinary schools. Other strategy structures took after 1976 commission.

The constitution of Kenya RoK (2010) article 43 (1) (f) states instruction not as only an essential right of youngsters the however a focal device for supported financial improvement and imperative approach to leave destitution. This comes in reaffirming a worldwide structure that all people with a handicap are qualified for key flexibility and human rights (Republic of Kenya, 2005; United Nations, 2006; RoK, 2010; and UNESCO, 2013). On a similar Kenya constitution, articles 53, 54, 55, 56, 57, and 59 stress on arrangement of free and obligatory essential training to all kids as their fundamental right, and accentuations on advancement of Kenyan Sign dialect, Braille and other correspondence configurations and advances open to people with incapacities. To help the constitution Kenya government detailed sexual orientation arrangement which weighs on increment interest, maintenance and fruition for students with unique needs and handicaps by demonstrating empowering condition, draw adaptable educational modules, prepare faculty, and arrangement of gear. It additionally harps on crippled student to be furnished with required offices that are accommodative since physical framework are imperative for them to learn (RoK, 2010; Republic of Kenya, 2013).

More areas in the constitution give a considerable measure of need to individuals living with incapacity which identifies with access to instruction. On condition, the constitution engages open attempts to think of engineering foundation, device and gear which ease development in all working for debilitated individuals. On sports, the constitution engages individuals living with handicap free access to amusement and games in government claimed foundations. On wellbeing, the constitution has fashioned for the arrangement of incapacity mainstreaming groups, handicap Medical Assessment Committees, creating appraisal devices for directing the networks, detailing and sorting persons with disabilities as per their kinds of inability. On educational programs, the constitution engages service of instruction to adjust Curriculum materials that addresses the issues of students with handicaps in essential and optional schools. The Kenya National Examination Council (KNEC) has likewise been called upon to put fitting measures to cook for the requirements of various inability bunches when setting and overseeing national examinations (RoK, 2010; and Republic of Kenya, 2013). The administration as indicated by 2009 enumeration has recognized 1,330,312 handicap people.

### **2.3 Policy Implementation Theories**

The exchange of strategy usage is not finished without the earlier learning of what arrangement is in connection to approach execution. Elmore (1978) portray open strategy as a grouping or outline of government activities or decisions intended to cure particular social issues. On their part, Palumbo and Calista (1990) watched open strategy as a concentrated game-plan outline by the administration for a man or a gathering of individuals to follow in managing an issue or matter of concern. They included that accomplishment of any open approach is generally decidedly associated on how it is executed; thusly open strategy should be very much actualized for the native to pick up from the program. Facilitate they said that arrangement usage is a piece of approach cycle which is worry with the manner in which government execute and fulfill a particular task. This approach can be regulated in seven phases; knowledge, advancement, medicine, development, application, end, and evaluation. Color (2012) anyway summed the possibility of approach usage as a thought that includes exercises to influence arrangement to accomplish what lawmakers sanctioned. In entire arrangement usage is an essential stage in approach making process since its entire ramifications is the execution of law, where numerous partners and foundations fill in as a group by the assistance of systems and methods to ensure strategies accomplish their planned objectives.

#### **2.3.1 Top Down Theory**

This viewpoint accept approach objectives can be expressed by strategy creator, and execution be done given certain instrument, it stresses the part of arrangement producer as the one with by and large expert and control over the earth. Traits for top down hypothetical viewpoint to incorporate; arrangement choice is made by approach producer, its beginning stage is generally statutory dialect, structure is extremely formal, process is simply authoritative, specialist is concentrated, yield/result is prescriptive, and attentiveness is top - level administration. In another examination the top down way to deal with centres on official route of issues and factors, which are anything but difficult to work and prompt centralization and control. Elmore (1978) watches activity of best down way to deal with centres around financing equations, formal association structures and specialist connections between authoritative units, directions and managerial controls like spending plan, arranging and assessment prerequisites. Similarly Winter (1990) claims top-down approach depended more on political choice, law, finishes execution the framework, and prompt is equipped towards how to structure the usage procedure to accomplish the reason for enactment.

#### **2.3.2 Bottom up Theory**

Attributes of base up hypothetical viewpoint are; policy leader under bottom up is finished by road level civil servants, beginning stage is social issue, structure both formal and casual, process is done through systems administration, including authoritative, expert is decentralization, while yield/result is expressive, and prudence

is base level administrators. Achievement of this hypothesis significantly relies upon aptitudes of individual in nearby execution structure given that focal activities are not very much adjusted to the neighbourhood condition.

### **2.3.3 Theories and Models of Disability**

Disability Theories including social model of incapacity; social setting of inability; moral model of handicap; instructive sub-demonstrate; restorative model of inability; International Classification of Functioning (ICF); Spectrum Model of Disability, tragic model of handicap and recovery display. These speculations and models educate about society, handicap see on themselves, and inability wellbeing point of view. The speculations takes a gander at different standards in the public eye that influence handicap individuals in a single manner or alternate all things considered influence access to instruction. The theories are exceptionally basic in deciding the course of logical examinations; the talk gave gives hypothetical idea markers to approach execution and improvement of strategy usage pathway.

### **2.4 Factors influencing Disability Policy Implementation for Access to Education**

The strength of any policy is the degree to which it is implemented to the intended goal. Factors influencing implementation of policies are numerous depending on; goals, theory anchored, law enforcement authority, and empirical evidences. Other factors influencing failure or success of implementation are identified as; dilemma of administration, dissipation of energies, diversion of resources, and deflection of goal. Studies note the support these government offer to disable learners and care takers as enticement not to feel isolated. However, the same studies find poor coordination of school leaders, and policy makers in drawing flexible transitional framework, also the reports note lack of up to date and timely information to support children with additional problems are among the factor influencing implementation of policies.

In Russia, Greece, and Romania implementation of disability policy is equally successful but not as compared to other European countries, they still experience problem of resistance to change among the citizen, lack of collaboration, resourcing, and at times tension among authority figures. The counties have never the less tried to fulfil EFA, and CRPD requirement by proving facilities, training teachers, increasing awareness campaigns, and research on new technology to ensure disable children are in schools and cared for. Policy implementation in South Africa, Nigeria, Tunisia, Senegal, and Ghana have achieved a lot in making majority of the disabled children to be in school system however, there have been some challenges particularly built environment still pose restrictions to accessibility by PWDs, Lack of enforcement of the Act, Weakness in the provisions of the Act, Lack of public awareness about the Act, complexity and high cost of designs which incorporate the needs of the disabled, inadequate policies and standards, lack of consultation and involvement of PWDs in decision making and ineffectiveness of disability groups. In Kenya policy implementation experienced mixed challenges studies listed poor attendance by

disabled students due to lack of proper facilities, insufficient resources, poverty, stigmatization, and sexual abuse among learners with disabilities (Rein, 1983). However, a report from KNHRC (2014) and UNESCO (2015) reveal that learners with disabilities are at higher risk to drop out of school compared to able bodied ones due constant absenteeism, noncompliance with school regulation, and poor attention by teachers due to lack of training of how to handle disable children. Cultural beliefs and stigmatization were also identified by the same report.

### **2.5 Improving Access to Education for Learners Living with Disability**

Approach arrangement on access to training by students living with inability in many nations perceive their entitlement to get to instruction with no type of segregation, have confidence in shared plan to protect every single handicapped kid by influencing schools to address issues of all youngsters independent of their incapacity, in that capacity most strategies acknowledge the capacity of any kids to learn as a method for obliging the less blessed ones. The DFID (2012) reports uncovers utilization of existing laws, accumulation of satisfactory information and spontaneous creation of natural foundation as the best system to influence debilitate students' to get to instruction. Lion's share of created nations including United States, UK, France, and Australia have announced measures including creating offices/make up condition, enough budgetary help, and research as the best techniques to have every single incapacitate kid in school. Similarly in Iraq, Latvia, Mauritius, Morocco, and Indonesia issues of separations, absence of mindfulness, and natural infrastructural offices and outlines have been considered as a genuine prevention for handicapped youngsters getting to tutoring. These nations are thinking of new laws, including more asset, mindfulness crusades on both social/religious slanted segregation, likewise develop condition, for example, slopes, lifts, reasonable open offices, comprehensive of sanitation have been considered as alternative.

Procedures in MENA districts for elevating access to training for handicap students was recognized by (UNESCO, 2015) as thinking of non-segregation arrangement, and evacuation of social shame through mindfulness crusades, creating ecological framework neighbourly offices, including debilitate individuals in basic leadership process and benefiting required wellbeing administrations and business open doors for incapacitate native. Concentrates in South Africa, Nigeria, Ghana, Uganda and Zimbabwe have since thought of systems for getting ready instructors on abilities required to handle different kinds of handicap needs, arrangement of satisfactory assets to provide food for their necessities. In Kenya, Muthili (2010) considers watched various procedures to enhancing access to instruction for debilitate youngsters, for example, Providing more money related help coordinated to the offices in charge of advancing cripple taking in, the examination found that MoE need to upscale execution system by spreading data to nearby training workplaces, accentuate on mass refinement, prepare HR, and think of strong educational programs. It is watched that there is convenient settlement of satisfactory assets; manufacture staff



ability to modernize their expertise in instruction for incapacitated, sharpen the network on comprehensive training and sufficiently staff government funded schools to cook for expanded enrolment and assorted type of inabilities. Different methodologies the administration in Kenya has put through strategies incorporate dehumanizing kids by guaranteeing all youngsters are approached with deference independent of their physical appearance, Medical offices including guiding and consistent examination have been a few alternatives the administration set up.

### **3. Materials and Methods**

This study followed the interpretive approach theoretical paradigm. The study utilised a qualitative research methodology. This is because the study sought to determine the experiences of principals, teachers and education officers on access to education by learners with learning disabilities. The participants for this research consisted of; two education officers, two principals and teachers from Saint George Special School and Nico Hauser Special Secondary School. The study collected research data through interviews with principals and education officers and focus group discussion with teachers. The analysis of data was done using thematic content analysis.

### **4. Findings**

This section presents the findings of interviews and focus group discussions sessions conducted with 2 principals, 2 education officers and 2 focus group discussion with teachers.

#### **4.1 Interview Responses from Principals**

##### **4.1.1 Participant A: Horrins**

###### **(i) Participant Overview**

Participant A, whom I named Horrins, was the principal of Saint George Special School, and he stated the following concerning himself and some of his background: *“I am in my late thirties. My initial training was to teach in primary school, but I furthered my studies by going to university for a degree in Special Education. Currently, I am taking master’s degree in Special Education. I have worked as a trained teacher in many schools from special primary schools, secondary schools and now as a principal. I have taught nearly all types disabilities in different special schools.”*

###### **(ii) School Management Procedure**

Horrins is passionate about his career in special education and about his job, which puts him in a position to support learners living with disability. On the school management procedure and his role in policy implementation, he indicated the following: *“As a school manager, my work is well programmed. I work using a curriculum and a structure which is developed from up in the Ministry of Education. I mobilize my teachers every start of the term*

*for a meeting to distribute subjects among themselves based on each teacher's area of speciality. We then develop the school master overall timetable to show the distribution teaching time and class. This time table is kept in my office and a copy in the staff room. It is from this timetable that each class makes its own befitting timetable to control them. I can say that what assists me to manage teachers and student is this timetable because it reflects what the curriculum wants."*

On the involvement of teachers in management, he had the following to say: "I also involve teachers in my management as a principal, as per the regulation by the ministry. My deputy assists me in all matters concerning discipline and supervision of the curriculum. I then assign each teacher one or two weeks the master-on-duty role within the school term. It is through the master-on-duty that students are well managed and visitors are well attended to. The role master-on-duty makes my work very procedural; they are approached first in administrative issues, then the master-on-duty can decide to take the matter to deputy if (s) he cannot handle it and the deputy may hand over the matter to me if (s) he cannot handle it either. Other procedures for management are class teachers who I get to appoint for each class and heads of departments who are appointed by the Teachers' Service Commission (TSC), (TSC), in order to assist me in curriculum management." Further, he also indicated that the students have a role to play in connection with management, as can be seen in the following: "I have student management forums where students are given opportunity to manage themselves by their own representatives called prefects. Each class, dormitory, dining hall, library and even clubs has its own prefect. I find using that ministry structure helps me a lot since the bulk of work entrusted to me is well decentralised to other people."

### **(iii) Parents and Community Participation in School Management**

On parental and community participation in the running of the affairs of the school, Horrins was also quick to note that the participation of these two groups was lacking, as he indicated in the following: "I find it difficult to involve parents in running school affairs. They are hardly ever present and for those who come, their contributions are usually minimal due to lack of knowledge of our school system. Their contributions are mostly out of school regulation context and some talk of changes which can work as per structures in places and that cannot be changed by a parents' meeting. I usually have class parents' meetings scheduled termly. Although many parents strive to attend these meetings, their interests are usually centred on their children's health. Some find it hard to contribute in improving the curriculum. I have also noticed that my school parents are good in attending meetings but when asked to come up with a school project, they merely agree to it for the sake of it but no actions follow through later on, even if I try to follow up through the PTA chairman." I asked Horrins for his opinion on why parental participation is minimal and he stated as follows: "There is a general feeling within the quarters of my school's parents that they are poor and their children need a lot for their personal support from them. Others feel that the government gives a lot of money to this school and so they do not see the need to contribute any more money for any project." On community involvement, Horrins had this to say: "Apart from parents, who are also members of the community, I find it equally difficult to involve the neighbourhood community because of the way they perceive disabled students. Some feel bad working in my

*school, simply because it is for the handicapped. Others fear that anything that the government is involved in is risky as it can take someone to jail. I also have a Board of Management (BOM) which is very supportive; I mostly make my requests to the community through them. The BOM, also being a ministry organ, has been very active in supporting me make requests for funding and managing the funding when granted by the government."*

#### **(iv) Government Role in the Running of the School**

On the government's role, Horrins stated that "[a] school is part and parcel of the government. In my school I can say that the government's role starts right from registrations. It is the government through the Ministry of Education that all schools get registered. I find this to be one of the major roles the government does. Moreover, in this school just like in any other, the government has a well-established framework of how the school is managed. That is, management through a well-developed curriculum that is monitored by education ministry officers who visit my school often. I am also provided with several management tools by the government like teachers, finances and equipment. Students are also provided by the government each year through pool selection. End of four-year examinations are also provided by the government as a control measure for me so that it can be used to judge my work in relation to the curriculum and procedures stipulated." Horrin's experience reveals how all schools have a well-organised procedure developed and managed by the government. The principals and teachers are implementers of the policies and decisions made at the top by government, while the teachers and school heads make minimal decisions regarding the running of the schools. They simply follow the laid-down procedures.

#### **4.1.2 Participant B: Jacinta**

##### **(i) Participant Overview**

Participant O, Jacinta, is the principal of Nico Hauser Special Secondary School. She introduced herself by saying the following: "I am a Catholic Church Sister. My first devotion is to God and then to His people. I studied in university here in Kenya and I have made some visits abroad for exchange programs on Special Education. Apart from that, I have been participating in seminars and workshops on how to better special children and other vulnerable members in the society. I am an employee of the government and have served in many schools, both as a teacher and a principal."

##### **(ii) School Management Procedure**

On the school management procedure and her role in policy implementation, Jacinta stated that "[e]verything is done completely on a routine basis in my school. All activities are documented. I find that cooperation from all stakeholders, procedurally, is what the implementation of school regulations requires. I depend on my deputy and teachers for the smooth running of the school's daily routine. Being a Catholic Church sister, my daily duty starts at the convent with a prayer. Thereafter, I go straight to the school compound to oversee students' morning private studies and also to ask for reports of any irregularities from watchmen and janitors. In a way, my work is quite organised and very predictive. The Ministry of

*Education determines how the school routine is run and it is usually difficult to go against it as all schools' ways of management are designed centrally for easy of management by the government. I find school management in my case to be all about involving structures in place by primarily using teachers, parents and the ministry to do their rightful mandates in order to make students comfortable. It is even fortunate that teaching procedures are provided and the curriculum to follow is stipulated and all templates provided by the government."*

### **(iii) Parents and Community Participation in School Management**

Jacinta concurs with the other school principals that I interviewed. She noted that the participation of parents and the community is minimal: *"I find parents' roles in this school well established. However, that is never the case as parents only visit the school when invited due to because of disciplinary cases, poor performances or financial related issues. They hardly ever visit to make any positive contribution for the teachers or the ministry. I try to follow the government stipulated procedures to make parents participate more actively through Parent-Teacher Association. However, we have very many challenges since many students' parents are not their real parents but their foster parents and as such, tend to show less concern on school management, or in giving constructive contribution for improvements. Some parents do not fancy coming to school because they dislike their children's situations. These circumstances make Parent-Teacher Association weak and hence, jeopardise my intention to fully involve parents in policy implementation. I also find the neighbourhood community very distant and unresponsive to the school's plea for support. Sometimes the community members do not help direct my blind students when they miss the directions and go outside the school compound. Other members of the community even attempt to convince my students to drop out of school so that they could be employed as home maids or farm boys. The only substantial support I have is from my BOM."*

### **(iv) Government Role in the Running of Schools**

I also sought Jacinta's views on the role that the government plays in the running of her school and how that influences her work. Jacinta had this to say: *"Concerning the government's role in school management, I think it does everything since I am here working for the government and everything is done through me. The rules and regulations that this school follow is all from the government. Teachers, who are custodians of the school properties, are directed by the government through policies, regulations and circulars. The government decides where I am posted or transferred and can indict me if it feels I am not following procedures properly. I also find the government's role in school management to involve supply of students to schools, pay their fees and decide through examination whether they pass or fail. To make students comfortable, I find that the government provides my school with building funds and finances for equipment that students need to facilitate their education. Finally, the government uses their ministry officials to monitor and advise on curriculum implementations and good management practices."* In conclusion, Jacinta's experiences reveal how the principal's activities in schools are determined by government policies. She has very little power to change the school curriculum or to design structures to suit her environment. It also came out clearly that parents and the community have no big role to play in

management since they have no power to make changes in the implementation format. The lived experiences of the three principals show that their roles as implementers have to be in tandem with the strict rules and regulations controlled by government policy through the Ministry of Education. Their experiences also reveal that although parents and the community are supposed to be part of implementation, they are never active because of many factors, such as social factors. It also came out that principals have no power to adjust or improve school operational procedures or structures even if there is a need to. Teachers are singled out as very important and assist principals a lot in the school decision-making.

#### **4.2 Fourth Group of Participants: Education Officers**

I also sought the views of education officers since they play a very important role as a link between the policy formulators (government) and implementers (school heads and teachers).

##### **4.2.1 Participant C: Mr Otunga**

###### **(i) Participant Overview**

Participant C, referred to as Mr. Otunga, is an education officer in Siaya County. To introduce himself, Mr. Otunga stated the following: *“My profession is teaching. I trained as a primary school teacher, then did a diploma. I later went to the University for a bachelor’s degree and now I hold a master’s degree. All my training has been in Special Education and as such, I have enough knowledge on Special Education matters. Apart from that, I taught in many special schools, both primary and secondary before joining ministry.”*

###### **(ii) Role as an Implementer**

I asked Mr. Otunga to describe his role as a policy implementer: *“My role as an implementer is not easy since the ministry relies on me to smoothen the routine and regulations in schools. I usually promote inclusive learning in schools and make sure that learning in all special schools is up standard. I also do some staff development by training teachers on new ideas as per government requirements, supervise curriculum, monitor and advise schools on sports, games and music and use of physical facilities and identify educational and teachers needs for improvement.”* He continued to explain how his work is well structured and follows stipulated guidelines. He only advises the ministry but makes no decisions: *“While doing this work, I am always very particular on the curriculum and government regulations. Most of my work is structured and I must give a report on all my activities and findings to my bosses at the ministry headquarters monthly. Usually key in my duty as an implementer are teachers’ activities both inside the classroom and outside, seeing how students are attended to and witnessing how facilities are utilized. This is never easy since I must also go by teachers’ daily work plans, follow school regulations, understand the school background etc. Irrespective of my role, teachers also understand my duty and know my parameter as per structures in place. I do not have any powers to make any changes in schools’ ways of doing things but can only advise or suggest on how I feel they should follow school routines.”*

### **(ii) Role of Parents and Other Stakeholders in School Management**

Based on his vast experience, Mr. Otunga also gave his views on the role of parents and other stakeholders in the management of schools, as can be seen in the following: *“I find school management to be well structured and the administrative pattern well arranged; the principal, with the help of BOM, is at the top. (S)He is followed by the deputy principal, then the teaching staff, then the prefects’ body and finally the students. Parents usually feature in what is called Parent-Teacher Association, PTA. The PTA, as I know it, is fully recognised in the Education Act. It has a role of helping the school to come up with projects they feel their students need. I also know that it is the parents’ duty to come up with suggestions on how they want the school to improve on academic performance and to see ways of motivating students. In addition, a parent can be invited to school in most occasions by the school administration to assist in guiding the students’ disciplinary issues. From my daily work plan, many schools do not invoke the role of parents in their management and that is always advantageous to parents because they fear commitments while other parents simply have social problems.”*

Mr. Otunga continued to discuss the role of stakeholders in the following: *“I can say that there are many stakeholders in schools. Sponsors are always the main ones if you leave out the government. Sponsors, as I have found out, support schools very much. The Education Act enlisted its representation in school management, Board of Management (BoM). Sponsors do a lot of things depending on their interests. Some build schools, others employ teachers, and some even create awareness. Religious organizations have also been so beneficial in supporting schools in the capacity of sponsorship. As noted, other stakeholders are parents as mandated by law in the Education Act. Parent-Teacher Associations (PTA) chairmen are usually allowed to attend Board of Management meeting (BoM) as members to represent parents. This also applies to some selected local community members. All in all, I think parents and other stakeholders are recognised since they are involved in our education management structures. The problem is that most of them are ignorant of school management procedures, making their contributions substandard in assisting us improve policy making or implementation.”*

### **(iii) Teachers and Government Activities Regarding Policy Implementation in Schools**

Having supervised and reviewed policy implementation in schools, Mr. Otunga had this to say about the activities of the government and teachers in schools as part of policy implementation: *“A school is the teachers’ home. They see to it that all programmes are successfully followed as expected. Whenever I visit any school, I inform the principal first. Even if I do not and decide to go to any school without giving prior notice, I will always get at least one teacher within the compound, unless it is a national holiday. I find teachers key in the policy implementation process. They teach students, examine them and most importantly, ensure that their daily routine is observed.”* He continued with a discussion of the role of teachers in the learning of students: *“In a special school set up, I even find teachers doing a lot more. They are very instrumental for learning by these disable students. They do not only teach but also physically and sometimes medically care for disabled students admitted to their schools. They make sure that such children gain from education system necessary. I found out that in some*

*schools where facilities are not very good, teachers guard their students with disability from any risk and advice on their health. In addition to these, according to our government regulation, which is my work kit both in school and in the office, teachers' additional duty in policy implementation is to support principals in administrative duties, talk to parents, advise students on career choice and make them feel encouraged as leaders of future generation. I think teachers are key in our school system running, hence education policy implementers."*

Mr. Otunga also explained the involvement of the government in the implementation activities in the following: *"I work for the government and my major role is to assist in policy implementation. It is important to note that the government is the pillar in all activities taking place in a school. It provides financial support for the school running; making implementation a reality and employing teachers and education officers who are in full contact with the students. I also find that the government uses other departments to influence policy implementation. I have participated in many inter-governmental meetings at my level to see how we can help children with disability access education, including involving provincial administrations to use force to make things work in case a parent or a teacher is deterring policy implementation."* In conclusion, this participant's experiences indicated how his role as an education officer supports access to education for learners with disabilities given the advice and general supervisory assistance he offers. Teachers' roles emerge as key since students depend on them for all of their school needs. It also came out clearly that it is the government that directs all other activities in a manner that influences policy implementation.

#### **4.2.2 Participant D: Mr. Oduor**

##### **(i) Participant Overview**

Participant D, nicknamed Mr. Oduor, is an education officer in Kisumu County. Mr. Oduor stated the following in description of himself and his background: *"I am in my early fifties. I taught in secondary school level for fifteen years before joining the ministry as an education officer in the year 2000. Since then, I have worked in different places although my main work has always been on line of Special Education. Currently, I am doing a Ph.D. in Special Education."*

##### **(ii) Role as an Implementer**

On his role as a policy implementer, Mr. Oduor stated as follows: *"I am a government worker. More of what I do is implementation of what the ministry directs me to through circulars, workshops, seminars and education policies. My major role, however, is to assess and supervise disabled students, advise and support teachers on curriculum implementation, report data from schools to the ministry headquarters, work with the community and other stakeholders to create awareness and coordinate with other departments. The list of my duties is long since other duties, most of the time, come through a circular from the ministry."* Mr. Oduor explained that in his role, he is guided by laid-out policies and procedures that he must follow he does not make any decisions, as indicated in the following statements: *"My work is well structured and all that I do is well determined since I cannot come up with my own opinion to direct schools to*

*improve, but only to advise carefully following the established rules and regulations. I only operate administratively and within the structure and during my work, whatever I find difficult, I simply report to my seniors at the ministry headquarters. Sometimes when I seek advice on an issue, the response takes long due to bureaucratic issues and sometimes due to budget constraints. As an implementer, I have also managed to work with many departments. I remember taking a serious measure after a primary school head teacher reported to me that a father in his school refused to treat his child living with disability causing her not to come to school. I used my influence in the children's department, police and health ministry and the parent was taken to court, charged and forced to treat the child who was later returned to school. As an implementer, I have also tried to inspire team work among the people working under me in order to ease my work. I frequently use teachers, parents and other stakeholders to see to it that programs are implemented. However, the idea of implementing policies among some groups has not been easy given that disability in most communities is surrounded by a number of myths and that some members of the society take a lot of offense when I go out to give advice about the importance of taking disabled children to school."*

### **(iii) Role of Parents and Other Stakeholders in School Management**

I also sought Mr. Oduor's views on the role of parents and other stakeholders in policy implementation and management of schools. He says, *"Parents as the providers of students are also important in school management. I know the Education Act is clear on that and so I usually tell my head teachers to use them in implementation. I have, however, noticed that in many schools, parents are only used to bring their children to school and to provide financial assistance in one way or the other, but not in management. In strictly following school management procedures, the ministry requirement is that the Parent-Teacher Association (PTA) is supposed to be very active. It is unfortunate that all schools have parents but are hardly ever engaged properly by the school administrations, although other parents are unwilling to be part of the school management due to other engagements. I have always expected parents to work very closely with teachers for smooth implementation of the school curriculum. I have experienced a situation where parents offer total support to school administration and this turns out to reflect positively on students' academic and extra-curricular performance."*

On other stakeholders, he stated the following: *"Other stakeholders also have different roles in management. For instance, I find the surrounding community very important to any school's management. My experience with a certain school that was working with its surrounding community was abundant harmony, peace and rapid development. The Education Act allows members of the community to take part in management as BoM members. In our new political dispensation, I find that working with local and national politicians is very important since they influence a lot of development projects in schools. In the Education Act, the law equally allows us to involve politicians in Board of Management as members. These people, in my opinion, when properly involved, tend to influence issues in school systems for policies in place to be implemented effectively."*



#### **(iv) Teachers and Government Activities Regarding Policy Implementation in Schools**

Mr. Oduor's views on the activities of the government and teachers in terms of policy implementation were discussed by him in the following: *"For proper running of school and smooth implementation of policies in a school system, teachers are very important. According to my experience as a teacher and now education officer directly working with them, I find them as the main implementers of education policy since they are teaching in class as per the government syllabus, keeping peace among students, motivating them, supporting the disabled's daily needs, coordinating the support staff, assessing equipment for students' daily use, setting and marking exams, disciplining students' offenders etc. As an education officer, I know the main aim of education is provision of knowledge and skills to students. Education policy is all about developing students' knowledge and skills. Teachers are at the centre of policy implementation. Teachers in special schools are not like any other teachers since they have special skills in giving knowledge to special students."*

Mr. Oduor continued to discuss the relationship between teachers and the government in the following: *"I also find that teachers' activity in policy implementation is and can be stimulated by the government. They are offered trainings and necessary support, made to work effectively through my supervision of their daily work routine and frequent reports to the ministry on the extent of implementation. I find government activities to be encompassing because they set the ball rolling by formulating the policies, creating departments and developing mechanisms on how to achieve them. In reality, education policy implementation is determined by the government activities from the beginning to the end; the government comes up with the curriculum, creates structures, funds it, employs personnel, brings students to school, and pays fees for the students then set goals to be met. All these activities including supervision and advisory role are the scope of the work I am doing for the government."* In conclusion, Mr. Oduor's experiences paint a picture of how the work of an education officer is very important and it is through these officers that the government gets feedback from the real implementers, who are teachers. He also revealed that the way in which the education policy is implemented is well structured and that nobody in the line of administration can change anything before the top decision-makers come up with another design. Based on the discussion with Mr. Oduor, it was evident that implementation of policy is more of the government's role and that others are just invited to participate.

From the experiences gathered from the two education officers, these officers work under tight programs drawn from the top officials in the government. They assess teachers in order to ascertain whether the government policies are implemented according to the curriculum drawn from the Ministry of Education. It also was apparent that the teachers' duty allocation is informed by the Ministry of Education and as such, policies are implemented at the grassroots level. They work in a formal and well-structured manner with complete support from the government. The government's role is however mentioned as very active and is the backbone of all that is happening in policy implementation. The experiences here also show that other stakeholders' roles

are not well structured. Although they are recognised by the ministry, their participation is not predictable, except for the sponsor.

### **4.3 Fifth Group of Participants: Focus Group Discussion**

#### **4.3.1 Participant E: St. George Special School**

##### **(i) Overview, Teachers' Role, Curriculum, and Nature of Students**

The discussion with the six teachers in this school was done in a school board room, and the highlights of the discussion revealed the following information. The school has only nine teachers, all of whom are well trained to handle special students. It is, however, strange that not all the teaching staff are permanently employed by the Teachers' Service Commission (TSC) despite the school having a population of 70 handicapped students. The discussion over teachers' roles revealed that the teachers' work is very crucial since they interact with students daily to give them knowledge and as such, their key role is to teach. It also was revealed that teachers perform a lot of work to making teaching a success; they have a syllabus given by the Ministry of Education. The group revealed that from the syllabus, they develop their own schemes of work, coming up with lesson plans and making lesson notes. The discussions mentioned that once they are inside the classroom, they do not just teach but try to understand the students' differences given that most of the disabled students are very emotional. The teachers described their experience by saying that understanding a handicapped student means proper exposition and use of well-thought-out methods and apparatus. Apart from all that, the teachers said that they also form part of the school administration and give guidance and counselling to both students and parents on various issues.

On the curriculum, the teachers agreed that it is the most important document in their work since all of their planning on academics is centred on it. The discussions also revealed that the curriculum is a national document structurally formulated by the government to create uniformity in all schools. The curriculum reflects what each class is taught in the school terms and yearly up to the fourth year. The national examination is set following its content. The teachers' discussions noted problems of using a uniform curriculum in all schools since special needs schools' set-ups have individuals with different kinds of handicaps and they have different needs in terms of fitting in the curriculum. They also agreed that some students have severe handicap problems while others have less severe problems. Therefore, the way a student is treated in class depends on the severity of the student's handicap problem. This calls for more teachers and a more suitable curriculum.

##### **(ii) Parents' Roles and School Infrastructural Facilities**

The teachers mentioned parents' roles as being very crucial. However, they claimed that the parents are never seen often even in their PTA meetings. Very few parents attend such meetings. The discussion confirmed that no PTA projects had been planned for this year. It was clarified that though some parents come to school only to bring

personal items to their children, other parents had never stepped on the school compound since their children joined form one. The parents have not been very supportive in terms of motivating teachers or students in any way. The discussion participants agreed that infrastructure is the most crucial element for all handicapped students in the school compound. Although the school has some pathways and classrooms, a lot more is needed: *"We still lack proper buildings with ramps, elevators and nice corridors."* The teachers also noted the need for good and modified toilets not far from the classrooms. On the classrooms, the teachers felt that they need to be little more spacious classrooms to accommodate wheelchairs and other special supportive equipment. Laboratories and other buildings such as dining halls should have toilets within them to allow students to access them easily. On the same note, the teachers felt that students from financially-humble backgrounds should be supported to get personal equipment to enhance their movement within the school since some of these students' gadgets are old while others are outdated, causing them more difficulty with their handicap.

### **(iii) Government Activities and Challenges in Special Schools**

The teachers listed many activities that the government is doing to support handicapped students in their school: construction of modern buildings, employment of teachers, provision of curricula, and inspection of schools. School fee payments and many others were also mentioned. On the challenges faced, the teachers noted that although the government is trying to support the schools, more attention needs to be given to special schools in terms of teachers' employment; teachers are very important for program implementation, and inadequacy is a big let-down regarding implementation success. Other areas that the teachers mentioned as a challenge were the following: a rigid curriculum and class schedule, inadequate environmental infrastructural facilities, stigmatization, cultural beliefs, and delays of government financial support to schools. The teachers also felt that the government needs to align the curriculum to meet the special needs of handicapped students. They noted that the current curriculum is unfavourable for the special students. In conclusion, the experiences of the teachers provide insight into how important they are for policy implementation. However, all of the teachers' duties are regulated by the government's bureaucratic system. The discussion also noted the need to establish better ways that parents or guardians of handicapped students can be brought into the mainstream to support schools in policy implementation.

#### **4.3.2 Participant F; Nico Hauser School for the Blind**

##### **(i) Overview, Teachers' Role, Curriculum, and Nature of Students**

The discussions with the teachers in this school were quite interesting. They reported that the school has only eleven teaching staff members against a population of one hundred and twenty students, among whom eighty are partially blind and others have different complicated cases of blindness. The teachers revealed that all of them were

well trained to handle special students. However, the number was much less compared to the number of students. Moreover, within the teaching staff, only nine are employed by the government while others are working on a contract basis. The teachers indicated how their work is well planned and regulated by the curriculum from the Ministry of Education. Characteristically, the discussion indicated that anytime a new term begins, teachers start their work with a meeting to allocate lessons as per their trained specialty, draw timetables on how they will be attending classes without clashing, and also develop a duty roster in which every teacher is allocated a week or two to be responsible for the running of the affairs of the school. Other duties that the discussion mention included guiding students in and outside the class about their career, attending to extra-curricular needs, and disciplining unruly students. They agreed that in education policy, their duties are very numerous but extremely regulated by the curriculum.

A look at the curriculum and the nature of the students was equally interesting given that the discussion found that the curriculum was too rigid in terms of the needs of the visually impaired students. The teachers noted that different learners had different levels of blindness and therefore required different levels of assistance. For instance, other students could see whenever powerful devices were used, while a few had a problem with light and the sun. The discussions claimed that it is unfortunate that the curriculum is the same for all of these students: *“we must use brail and a lot of lecture and because some don’t use brails, we must dictate a lot, meaning actual teaching time is always less.”* The discussion revealed how teaching these students consumed a lot of time while the school routine is programmed, and the national examination time is the same for all students in the country. The teachers also supported the idea that some subjects such as mathematics are not very student-friendly due to the use of formulas and experiments. They noted the difficulties they undergo helping these students comprehend these concepts.

### **(ii) Parents’ Role and School Infrastructural Facilities**

The discussion of the parents’ participation in this school revealed that their role was minimal despite the role that the ministry attaches to them. The teachers expressed their low experience with parents’ work in supporting them. It came out that some had not visited their children since admission and were never frequent at the PTA meetings, which are supposed to unite them as a school community. The teachers also accused some parents of failing to come when called over their children’s lack of discipline. They however consoled themselves that God has been with them, being a Catholic school. The Catholic priest and sister principal have always supported them in counselling the students whenever the parents failed to come. The teachers agreed that the school is trying to make learning friendly for these students. They recognised the school administration’s effort in the improvisation of pathways and sideways that guide students to various destinations within the school compound and the fencing of the school compound, which showed the students their parameters and enhanced

monitoring of their movement all the time. The members of the discussion, however, felt that more facilities were needed to make their work easier: favourable lighting in all classroom, enough brail, personal equipment such as walk sticks, glasses with different lenses, and sun glasses.

### **(iii) Government Activities and Challenges in Special Schools**

The teachers also discussed the activities of the government as per their experiences in the school to include the employment of teachers, the deployment of principals, the development of curriculum, the supervision of the curriculum, providing students for the schools, and setting the national examination and marking it. The teachers also listed other activities such as the construction of buildings and support for students' personal needs. The discussion participants agreed that government activities make for the smooth running of the school since all programs and routines are formulated from the ministry headquarters. The teachers also indicated that all government activities are formal in the way they are done and that the school must always comply with and give regular reports to the government. The teachers however noted that despite all the support they get from various quarters, they have several challenges which they identified as follows: inadequate teaching staff, little equipment, lack of modern technology, and few buildings among others. They also feel that the syllabus needs to be improved to have all types of visually-impaired students in consideration. The parents need to be motivated in order to help them encourage the students to accept themselves as they are and finally, the government should provide adequate financial support to schools at the right time so that debts and laps in the routine curriculum can be avoided. Finally, from the focus group discussion, I can confirm that the teachers are very interested in their work and are ready to help the students even under the pressure of a heavy workload. Government routine programmes need to be supported with proper facilitation so that teachers can find work easier. The provision of equipment and required facilities at the right time will also solve most of the challenges the teachers face. Parents need to come out forcefully to give their support of policy implementation.

In conclusion, the discussion revealed the need to consider different types of deaf students in curriculum formulation. The employment of enough teachers and sign language interpreters can also help reduce the problem of students failing to cope in other subjects. It also came out clearly that the government has the overall power to give handicapped children admission to schools and to be taught comfortably given the fact that they register all schools and admit children into the school systems. In the two focus group discussions, the teachers aired their views concerning their experiences in schools with students living with a disability. It was clear that their roles are well stipulated and structured. The management is carried out under strict rules and regulations. Members also noted the need for curriculum modification to suit deaf and visually impaired students. Infrastructural facilities and equipment were also mentioned as impediments to access for most handicapped students. However, it was

agreed that despite their role in implementation, any attempt to change anything in the curriculum may take time due to formalities involved and the way in which decisions are made bureaucratically by the government.

The examination found that basic leadership on issues influencing students living with handicap is as yet incorporated and held for the best level chiefs in the training framework. Instruction officers, school heads, and instructors who are at the grass roots level are not enabled to settle on choices on issues identifying with access to training by students living with handicap. Basic leadership is best to down. This approach has prompted moderate basic leadership which has in a few examples constrained students to avoid school for even one year or carry on with a troublesome school life because of absence of uncommon offices to help their learning. Instruction officers, school heads, and educators take after strict set down arrangements and technique without the capacity to settle on any choices on one of kind conditions that they experience amid their everyday schedules.

It is apparent that the present educational modules instructed in schools are ominous for students living with incapacity. Most subjects particularly those that include images, exhibitions, handy and a great deal of physical action show a test for students living with incapacity. The educational program is yet to the redone to suit the particular needs of particular types of handicap. Absence of adequate framework and offices to help students living with handicap likewise developed as a noteworthy obstacle. In normal schools, the offices to bolsters unique students are not accessible at all while in uncommon schools, the offices are deficient. It was additionally obvious that instructors assume an exceptionally crucial part in approach execution on access to training for uncommon students. The educators are in coordinate contact with the students consistently and obviously comprehend the difficulties they are confronting. In any case, instructors' parts are formal and organized and they can't settle on speedy choices on every day conditions that they experience amid their cooperation with students living with handicap since they are not engaged to do as such. Taking a gander at the partners, the administration has a tendency to decide the approach setting of crippled students. The administration provides guidance to all implementers at various levels and furthermore gives the expected needs to make usage a win. Be that as it may, the legislature likewise chooses parts of every partner and activities control over them.

## 5. Conclusion

The motivation behind this study was to investigate the elements frustrating access to education by students living with disability in Kenya in an investigation of planned policy implementation and techniques in Siaya, and Kisumu provinces. I utilized a phenomenological approach to comprehend the individual lived encounters in so far as strategy usage for students living with incapacity is concerned. The discoveries uncovered that the principle factors preventing access to quality training by students living with handicap incorporate absence of basic leadership capacity by partners at the

grass roots level (Teachers, School heads, and province instruction officers), Lack of mindfulness on the current help structures for students living with incapacity, absence of parental and companion bolster, adverse social convictions and discernments about individuals living with inability, absence of adequate uncommon offices and framework, and horrible educational modules.

### **5.1 Recommendations**

In light of the discoveries, this examination makes the accompanying approach proposals. Arrangement producers ought to consider a base up way to deal with choices including students living with handicap. A half breed of the best base and base up approach can likewise be considered. This will guarantee that the instructors, school heads, and province training officers are engaged to settle on a few choices at the grass attaches level to upgrade productivity in how matters identifying with access to training by students living with incapacity are taken care of. Strategy producers ought to likewise consider thinking of an approach on inquire about on students living with incapacity keeping in mind the end goal to consistently be in contact with the genuine difficulties confronting these students particularly at the grass roots level and the developing issues. The administration ought to likewise facilitate the execution of approaches and laws on segregation of people living with inability in view of social convictions and different components. The administration ought to likewise guarantee that schools have adequate exceptional offices and strong foundation for students living with inability. All the more uniquely prepared educators ought to likewise be contracted to guarantee that schools have an appropriate instructor to student proportion. General schools ought to likewise be outfitted with offices and prepared educators to take care of students living with incapacity who are admitted to standard schools. The educational programs ought to likewise be explored and redone to meet the unique needs of various kinds of students living with incapacity keeping in mind the end goal to guarantee that they get to quality training. The legislature ought to likewise speed up the strategies on production of mindfulness about handicap and about the current emotionally supportive networks for leaners living with incapacity.

### **5.2 Contribution to the Study**

The investigation makes a critical commitment to strategy creators in a custom curriculum since it draws out the holes in the detailing, audit and usage. The investigation additionally draws out the difficulties that students living with inability look in their mission to get to training. The variables frustrating their entrance to training are obviously clarified in view of the investigation discoveries. These components will help arrangement creators in growing new strategies and fortifying the current ones so as to guarantee that students living with inability get to quality training like other kids. The examination additionally adds to the assortment of information on access to instruction by students living with disabilities.

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