

**AN INVESTIGATION INTO THE ROLE OF THE ECDE
TEACHER IN AN INCLUSIVE SETTING IN EMBU DISTRICT,
MANYATTA DIVISION, KAIRURI ZONE.**

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**A RESEARCH PROJECT SUBMITTED IN FULFILMENT FOR
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ABSTRACT

The Kenyan government is advocating for inclusive education in all schools. Children regardless of their disabilities are to be accommodated in any school of their choice. It is up to the schools head teachers and other stakeholders to modify the environment so that it suits learners with special needs.

Most ECD centers have not embraced the philosophy of inclusive education since very few admit children with disabilities. The government led by the Ministry of Education should ensure that ECD centers are accessible to all children in order to achieve one of the Millennium Development goals, which is to obtain high enrolment rates in ECD centers. In a bid to ensure inclusive education, the role of the teacher has also changed in that in the past the teacher only trained to deal with regular pupils. Some ECDE teachers were untrained in the past but in recent times there are so many colleges which have been set up to train ECDE teachers.

These training colleges train teachers on how to handle inclusive classes so that they are not ill-prepared when they come across such a class. The researcher is therefore interested in investigating the role of the ECDE teacher in an inclusive setting in Kairuri zone of Manyatta division, Embu district.

The researcher will use random sampling to select 5 ECD teachers, 4 ECD centers and 4 head teachers in the zone. 1 DICECE program officer will be selected through purposive sampling and 8 ECD parents will be selected through voluntary or convenience sampling. Observations checklists, interview schedules and questionnaires will be the research instruments to be used in collecting relevant data. The data collected will be presented by use of graphs, tables, frequencies and percentages.