

**IMPACT OF SOCIAL INCLUSION STRATEGIES ON COMMUNITY
DEVELOPMENT THROUGH INCLUSIVE EDUCATION: A CASE STUDY OF
KAKUMA REFUGEE CAMP, TURKANA COUNTY, KENYA.**

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DECLARATION ND APPROVALS

Declaration by the Student

This research project is my original work and I have never presented for a degree award in any other university.

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Approval by the Supervisor

I acknowledge that the work described in this project is done by a person appointed under my supervision.

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DEDICATION

I would like to offer this research project to my husband and my son for their unending support of my efforts during my research.



ACKNOWLEDGEMENT

I thank God for giving me strength, focus, joy and patience in accomplishing this difficult task. Many thanks to my supervisor, Dr. Anthony Alexis, for his support, guidance and encouragement in fulfilling this mission



ABSTRACT

The educational environment in Kakuma Refugee Camp poses unique challenges, especially regarding inclusive education. Despite commitments to inclusion, barriers persist, such as limited infrastructure for children with disabilities, insufficient teacher training on inclusive practices, and cultural beliefs that foster exclusion. In refugee settings like Kakuma, where populations are transient and diverse, adaptable educational strategies are essential. This study investigates the role of social inclusion strategies in addressing these challenges to enhance community development through increased educational participation for historically marginalized groups. Community involvement is critical, as it helps identify local educational issues and develop strategies to address barriers that hinder access, retention, and quality. Inclusive education is viewed here as a process of responding to the diverse needs of all students, increasing their participation in education, culture, and society, and reducing exclusion. The study's objectives were to assess the influence of community participation, training strategies, and community leadership on community development. A descriptive research design was used to examine associations among the key variables. The target population included 220 individuals from school management, community leaders, teachers, educational officials, and parents of children with disabilities. A sample of 67 respondents (30% of the population) was selected using stratified and purposive sampling. Data collection relied on structured questionnaires and interview guides. Validity was ensured through expert feedback, while reliability was assessed using Cronbach's Alpha, with coefficients above 0.7 deemed acceptable. Quantitative data were analyzed with SPSS version 24, employing Pearson's correlation, ANOVA, and multiple regression to establish relationships among variables. The study found that social inclusion strategies significantly influenced community development within Kakuma's inclusive education schools. Specifically, community leadership had the strongest positive impact on community development, followed by training strategies, with community participation also showing a notable influence. To further support inclusive education in Kakuma, the study recommends recognizing the camp's linguistic diversity by providing instruction in multiple languages and bilingual teaching materials where needed. Establishing special education programs for students with disabilities, along with the resources and assistive technologies necessary to support them, is crucial. Additionally, offering psychosocial support services, such as counseling, art therapy, and peer support, would help address the trauma and emotional challenges faced by many refugees.

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LIST OF ABBREVIATIONS AND ACRONYMS

CWD	:	Children with Disabilities
MOEST	:	Ministry of Education, Science and Technology
OECD	:	Organization for Economic Co-operation and Development
PWD	:	People with Disabilities.



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The educational environment within Kakuma Refugee Camp presents a complex array of challenges, particularly regarding the inclusion of children with disabilities. Despite the widespread recognition of inclusive education as a vital tool for promoting equality, Kakuma's unique socio-economic and cultural context has made it difficult to fully implement such strategies. Barriers such as inadequate educational infrastructure, limited teacher training, and deeply ingrained cultural attitudes toward disability create significant obstacles to achieving inclusive education. Furthermore, the transient nature of the refugee population complicates efforts to establish stable, long-term educational programs.

International frameworks like the Sustainable Development Goals (SDGs) emphasize the need for inclusive, equitable education, but their implementation in refugee settings often falls short due to a lack of resources and systemic challenges. In Kakuma, these obstacles are particularly pronounced, where schools struggle to accommodate the diverse needs of students, especially those with disabilities. As a result, many children remain excluded from the formal education system, contributing to broader issues of social exclusion and economic marginalization.

This study aims to address these challenges by investigating how social inclusion strategies, specifically designed to promote community participation and leadership within educational settings, can enhance the educational outcomes for children with disabilities. By focusing on Kakuma Refugee Camp as a case study, the research seeks to

explore how inclusive education can not only improve individual student outcomes but also serve as a catalyst for broader community development. By creating educational environments that embrace diversity and inclusion, refugee communities may be better equipped to overcome the social and economic challenges they face

Community can be defined by characteristic that the members share, such as culture, language, tradition, law, geography, class, and race. Weyman and Fussell (1996) elaborate and define development as a process whereby people make life easier for each other by collaborating in the formulation of a vision their future and a collective action for resolution of perceived needs. The modern understanding of community has expanded well beyond traditional physical boundaries. With advancements in technology, online communities now empower individuals to connect, share ideas, and collaborate, no matter where they are located (Hampton & Wellman, 2018). These virtual spaces create new opportunities for communication and social support, broadening the concept of community in ways that were once unimaginable. In the context of inclusive education, "community" refers to a broad group of individuals—students, educators, families, and external stakeholders—working collaboratively to guarantee that all students, regardless of their abilities, backgrounds, or challenges, have equitable access to learning. This collective effort promotes an environment characterized by mutual respect, shared responsibility, and cooperation, creating learning spaces that actively embrace diversity and foster inclusion (Loreman, 2023).

Community development is a social process involving residents in activities designed to improve their quality of life. Bray (1996) identifies three types of communities; the first is geographic community, which is defined according to its member's place of residence,

such as a village or district. According to the basic needs theoretical approach, “community development” is probably one of the most common terms used among people involved in programs in the upliftment of communities. Community development is one of the most productive ways to improve the lives and livelihoods of individuals within a community (Syme & Ritterman, 2009). Wlazer, 2010) asserts that Community Development initially focused on poverty alleviation at the initial stage but however, as development thinking expanded, the focus shifted from poverty reduction to putting emphasis on social transformation. The community development projects are initiated to boost development at the community level which eventually contributes to the national development agenda.

A socially inclusive society is a society where all people are recognized and accepted and have a sense of belonging. The concept of social inclusion gained prominence in the policy discourse in Europe since it replaced the concept of poverty, taking into its fold more dimensions of people’s lives than the poverty concept. Community development initiatives have been on the rise in the recent past with most of the development practitioners targeting to directly work with and impact the people at the community level. Community development focuses on both the social as well as economic aspects of a community as a means of making it more self-sufficient and sustainable so that people have access to better opportunities for their families. Community development projects empower people and encourage participation by involving them in bringing change and in that they develop different skills, knowledge and experiences. Community development practitioners are engaged in a variety of activities that include economic development, housing, job training and others (Brophy & Shabecoff, 2001)

Social inclusion through education is considered as the only way towards sustainable development. Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. Community involvement in education is important for many reasons as it helps in the ability to identify local education issues and to develop strategies to resolve barriers that impede access and retention and compromise quality. Freire, (1984) asserts that education is the practice of freedom of means by which men and women deal critically and creatively with reality and find ways to engage in the process of transformation in their own world. Education plays a key role in helping with this goal by providing skill sets and knowledge that enable individuals to develop economically, socially, and personally. The role of the community in education is important, not only waiting for help from the government. Society provides a big role in building and developing education. This is because in society there is intensive social interaction (Soekanto, 2004).

Comprehensive early childhood care and education programs improve children's wellbeing, prepare them for primary school and give them a better chance of succeeding once they are in school. Education provides communities with the necessary tools they need for success in life, and enables members of those communities to succeed above and beyond expectations as the schools are a focal social institution that is intrinsically linked to their community's welfare and growth (Dayaram, 2011). It gives people in the community the skills they need to fulfill their full potential and exercise other rights such as the right to life and health (SES, 2010).

Education reduces poverty by providing knowledge and skills that enable people to earn more money; it generates income through increased productivity, participation in the

labor force and entrepreneurship. Morrison (2002) argues that if a school is to emerge and develop effectively and smoothly, networks can become the platforms of scaffolding for the emergence of rich ideas. He adds that the development of a common vision is more important than the product of a common vision. King and McGrath (2002) state that demand orientation should force quality and quantity to respond positively and that it is necessary to think very carefully about the nature of demand and who it is for. Fullan (2011) concurs and explains that the role of ownership of something new for a large number of people is tantamount to real change.

Kenya embraced the education policy/reform on inclusive education as a way of realizing millennium development goals and education for all goals. Inclusive education has the following definition from the Kenya Ministry of Education's (2018a) *Kenya Sector Policy for Learners and Trainees with Disabilities*:

Inclusion: A philosophy that emphasizes the need to adjust the home, school, and society so that all individuals, regardless of their differences, have the opportunity to interact, play, learn, work, and experience a sense of belonging. This approach allows them to grow in alignment with their potential and challenges.

Inclusive Education: An educational approach where learners and trainees with disabilities receive appropriate interventions within mainstream learning institutions, along with reasonable accommodations and support.

UNESCO (2019) stresses the importance of inclusive education, calling on governments to 'give the highest policy and budgetary priority to enable them to include all children regardless of individual differences or difficulties' and to 'adopt as a matter of law or policy the principle of inclusive education, enrolling all children in mainstream schools.

Winzer *et al* (2000) defined educational inclusion as the process of allowing all children, regardless of disability, race, or any other difference the opportunity to remain a member of the regular classroom. Inclusive education is understood as a process of recognizing and responding to differences in the needs of all students, increasing participation in education, culture and society and reducing exclusion in and out of education (UNESCO, 2019). Nguyet and Ha (2010), inclusive education is a process of addressing and responding to the diverse needs of all children by increasing participation in learning and reducing exclusion within and from education. It hasn't been properly acknowledged that communities themselves have resources to give to education, even if some have historically been interested in their children's education. Communities can be resources by imparting local knowledge to their children. Parents, families, and communities can learn about the causes of low enrollment, low attendance, and subpar academic performance in their schools by being involved in the research and data collection process.

People with disabilities in Kenya represent a heterogeneous and multiply marginalized population, largely disabled by an inaccessible society. Most individuals with disabilities face significant barriers to education, healthcare, employment, and rehabilitation (Ingstad & Grut, 2007).

According to the National Education Sector Strategic Plan 2018-2022 (Ministry of Education, 2018b), several factors contribute to the exclusion of students with disabilities from education. These factors include inadequate learning infrastructure, insufficient facilities and equipment, the high cost of schooling for both disabled and non-disabled students, and a lack of teacher training. Additional barriers to inclusive education in the

region are linked to poverty, child labor, natural disasters, HIV/AIDS, gender, ethnicity, access to healthcare, food security, and clean drinking water (Kindiki, 2011; UNESCO, 2012).

Inclusive practices are intended to assist educators to meet the needs of a diverse population of children with varying cognitive abilities; developmental and learning disabilities; sensory impairments; and different cultural and socioeconomic backgrounds. It is concerned with all learners, with a focus on those who have traditionally been excluded from educational opportunities such as learners with special needs and disabilities, children from ethnic and linguistic minorities. Mittler (1993) argues that voluntary organizations play a central role in organizing education and other services for those with disabilities.

The Kenyan Constitution of 1963 prohibited discrimination, but not on the basis of disability which has since been replaced by the 2010 Constitution, which includes a specific statement affording all Kenyans with disabilities the right to education when it states. The Kenyan government is committed to having a comprehensive education system to address the plight of children with disabilities and address their plight.

It is a mechanism to provide educational opportunities for all groups of children in mainstream education, to address the needs of various educational needs. Long-term involvement has been identified as the best way to combat racist attitudes, build a vibrant society, build a cohesive society, and gain a deeper education.

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) (2006) is legally binding for countries that ratify it. The UNCRPD mandates that signatory nations protect the rights of all individuals with disabilities, ensuring they enjoy

equal privileges to non-disabled individuals across all aspects of society. Article 24, Section 2(a), concerning education, stipulates that "persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability" (United Nations, 2006, p. 17).

Furthermore, the convention requires ratifying nations to provide access to inclusive education systems for individuals with disabilities at all levels, including primary, secondary, and tertiary education (United Nations, 2006).

More recently, the United Nations Sustainable Development Goals (SDGs), specifically Goal 4, aim to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" by 2030 (United Nations, 2015, p. 4). Similarly, the Kenya Vision 2030 Special Needs Education Programme (2008) emphasizes the Kenyan government's commitment to investing in "capacity-building to embrace inclusive education practices and innovative methods of teaching, learning, and evaluation" (Government of Kenya, 2008, p. 1).

Inclusive education aims to provide quality education for all learners, regardless of their backgrounds, abilities, or geographic locations. Among the nomadic Turkana community in Kenya, various challenges impede the successful implementation of inclusive education, which in turn limits its potential as a driver of sustainable development in the region. These challenges are deeply intertwined with social, economic, and cultural factors, making the realization of inclusive education difficult.

The nomadic lifestyle of the Turkana community poses significant challenges to accessing consistent education. As pastoralists, the Turkana frequently move in search of

water and pasture for their livestock, making it difficult for children to attend school regularly. The movement patterns are seasonal, and schools in the region are often not adapted to this mobility. This disrupts continuity in learning, making it difficult for children to keep up with their education (Wario, 2014). Additionally, there is a lack of mobile schools or flexible learning arrangements that could cater to the community's nomadic way of life (Gichohi, 2014).

In Turkana, the availability of educational infrastructure and resources remains minimal. Schools are often far apart, poorly constructed, and lack essential teaching and learning materials. The scarcity of qualified teachers, especially those trained to address special educational needs, further exacerbates the problem. Teachers working in the region face challenging conditions, including inadequate housing and lack of access to clean water and healthcare, which discourages retention (Sifuna, 2005). Without proper resources, inclusive education is difficult to implement as it requires additional investment in training, infrastructure, and teaching aids to cater to students with diverse needs.

The Turkana community's traditional practices and beliefs often conflict with formal education. Education for girls, in particular, is hindered by cultural norms that prioritize marriage and domestic roles over schooling. Early marriages and gender-based violence are prevalent issues, contributing to high dropout rates among girls (Munene & Ruto, 2010). Boys, on the other hand, are often required to help with herding and other pastoralist activities, limiting their school attendance. These cultural practices continue to pose significant barriers to the implementation of inclusive education in the region.

The Turkana region is one of the most impoverished in Kenya, with high levels of food insecurity and unemployment. For many families, education is seen as a secondary

concern compared to survival needs. Poverty forces children to drop out of school to contribute to household income, either through herding or engaging in informal labor (UNICEF, 2016). Furthermore, families may not afford school fees, uniforms, or other educational expenses, further marginalizing children from accessing education. This economic reality is a major barrier to sustaining education initiatives that can be inclusive and development-oriented.

Although Kenya has made significant strides in promoting inclusive education, there is still a lack of policies tailored to nomadic communities like the Turkana. While the Kenyan government has developed frameworks such as the Nomadic Education Policy, their implementation has been inconsistent, largely due to insufficient funding and coordination (Baxen, Nsubuga, & Botha, 2014). Additionally, there is a lack of comprehensive linkage between inclusive education and broader development goals.

Education systems in Turkana are often detached from the region's economic and social realities, such as opportunities in livestock management and sustainable agriculture, which could directly contribute to community development (Wario, 2014).

For the purposes of this study, the term **social inclusion** refers to the active process of integrating all individuals, regardless of their physical, cognitive, or social abilities, into mainstream societal activities, with a particular focus on educational institutions. This concept emphasizes the need to remove barriers that prevent full participation in society, ensuring that all individuals have equal access to opportunities and resources.

Community development is defined as a collective process in which members of a community collaborate to improve their socio-economic conditions and overall well-being. In the context of this study, community development is closely linked to the

success of inclusive educational practices, as educational opportunities provide the foundation for broader social and economic progress within the refugee camp.

Inclusive education refers to an educational approach that seeks to integrate students with diverse abilities, including those with physical, cognitive, and socio-economic challenges, into regular educational settings. The goal of inclusive education is to provide these students with equitable access to learning opportunities, while accommodating their specific needs in a supportive and adaptive environment.

1.2 Statement of the Problem

Inclusive education is an approach that looks into how to transform education systems in order to respond to the diversity of learners. The Kenyan Constitution of 1963 prohibited discrimination, but not on the basis of disability which has since been replaced by the 2010 Constitution, which includes a specific statement affording all Kenyans with disabilities the right to education when it states. Community involvement in education is important for many reasons as it helps in the ability to identify local education issues and to develop strategies to resolve barriers that impede access and retention and compromise quality.

The formal schooling is the best way to fight discrimination, to support community building, to build a more cohesive society, and to achieve universal education. Social inclusion is a process that ensures all individuals, regardless of their background, have opportunities to participate fully in social, economic, political, and cultural life. It emphasizes removing barriers related to race, gender, disability, socioeconomic status, and other factors that prevent people from enjoying equal opportunities.

In many societies, marginalized groups—such as people with disabilities, ethnic minorities, or economically disadvantaged individuals—are often excluded from mainstream systems of education, employment, and civic participation. Social inclusion seeks to create a society where everyone feels valued and has access to services and opportunities that allow them to lead fulfilling lives.

The Kenyan government is committed to having a comprehensive education system to address the plight of children with disabilities and address their plight. It has put mechanism to provide educational opportunities for all groups of children in mainstream education, to address the needs of various educational needs. Inclusive education is a teaching approach where students of all abilities, backgrounds, and needs learn together in the same environment. It ensures that children, regardless of disability, learning difficulty, or social background, can access quality education without segregation.

By incorporating inclusive education into the school system, communities create a foundation for broader social inclusion. When children grow up in environments that emphasize diversity and equality, they develop attitudes that promote acceptance and tolerance in society. Inclusive education fosters empathy and understanding, leading to more cohesive, socially inclusive communities.

Inclusive education has gained increasing attention as a transformative approach in addressing social inequalities and promoting comprehensive community development. This educational model, which integrates students of all abilities, including those with disabilities, into mainstream education settings, is widely recognized for its potential to foster social cohesion, equality, and economic advancement.

However, despite numerous policies advocating for inclusive education, its implementation remains uneven across different communities, and its broader impact on community development is not thoroughly understood (Ainscow & Miles, 2008).

The lack of empirical evidence linking inclusive education to specific community development outcomes presents a significant research gap. While some studies suggest that inclusive education may contribute to reducing social stigmas, improving employment opportunities for individuals with disabilities, and fostering a more inclusive society (Forlin, 2012; Slee, 2018), these findings are often context-specific and lack generalizability. Moreover, there is limited understanding of how inclusive education influences the social and economic development of communities in diverse settings, particularly in low-income and rural areas (Sharma, Loreman, & Macanawai, 2016). This problem underscores the need for further research to explore the correlation between inclusive education practices and community development outcomes across various contexts.

The present research aims to investigate the influence of inclusive education on community development by examining key indicators such as economic participation, social integration, and access to educational opportunities for marginalized groups. Addressing this gap in knowledge is essential for policymakers and educators seeking to design effective inclusive education programs that not only benefit individuals but also contribute to the broader development of their communities.

In Turkana County, due to their nomadic lifestyles, high levels of adult illiteracy, permanent poverty, chronic drought, has undermined children's education and promoted family problems.

Education, training, and employment represent central dimensions of social exclusion. Limited number of inclusive education schools has been the contributing factor to community development in Kakuma Refugee Camp in Turkana County. Banda *et al.* (2009) asserts that there is a growing need to provide students of all abilities with various opportunities for social inclusion during academic and non-academic times. Although a number of studies have been done on the concept and context of Social Inclusion practices, there is limited information within the context of Community Development in Inclusive Education Schools in Kenya and more specifically in Kakuma refugee camp, Turkana County. Gopar, and Alexandra, (2020), investigated the Impact of Social Inclusion from the Perspective of the Neurotypical. Peer, Locke, *et. al.*, (2012) stated that current inclusion practices are inadequate when we recognize the long-term goal of inclusion. These studies didn't explore the Influence of Social Inclusion Strategies on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. It is against this background that this study filled the gap.

Although the concept of inclusive education has been widely studied, its practical application in refugee settings remains limited. Kakuma Refugee Camp, like many other refugee camps globally, faces significant challenges in integrating inclusive education within its already resource-constrained environment. Previous studies have predominantly focused on the general benefits of inclusive education in urban or developed areas, without sufficiently examining the specific impact of such strategies in refugee camps where both infrastructure and resources are scarce.

In addition, while there is some research that addresses the educational needs of children with disabilities in refugee settings, very few studies have explored how inclusive education contributes to overall community development. This is a critical gap in the literature, as understanding the broader implications of inclusive education on community cohesion and development could provide valuable insights for policy makers and humanitarian organizations.

This study seeks to fill this gap by examining the relationship between social inclusion strategies in education and community development in Kakuma Refugee Camp. Specifically, it aims to investigate how strategies such as community participation, leadership, and teacher training can be leveraged to create more inclusive educational environments and how these environments can contribute to the socio-economic development of the host community and applied to the refugee setting as a whole.

1.3 Purpose of the Study

The purpose of this study was to assess the Influence of Social Inclusion Strategies on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya.

1.4 Specific Objectives of the Study

The objectives of the study included:

- i. To find out the Influence of Community Participation Strategy on Community Development in Inclusive Education Schools

- ii. To establish the Influence of Training Strategy on Community Development in Inclusive Education Schools
- iii. To find out the Influence of Leadership Strategy on Community Development in Inclusive Education Schools.

1.5 Research Questions of the Study

The study sought to answer the following research questions:

- i. What is the Influence of Community Participation Strategy on Community Development in Inclusive Education Schools?
- ii. What is the Influence of Training Strategy on Community Development in Inclusive Education Schools?
- iii. What is the Influence of Leadership Strategy on Community Development in Inclusive Education Schools?

1.6 Significance of the Study

The results of this study is useful in the following ways: The community leadership are able to use the information and understand the need of establishing more inclusive education schools to enhance community development in Kakuma Refugee Camp in Turkana County. The findings provide students of all abilities with various opportunities for social inclusion during academic and non-academic times.

The government can use the information to develop a comprehensive education system to address the plight of children with disabilities and address their plight. The findings are of great help to the policy makers and other stakeholders in the education system and

NGO world while researchers can use the research findings as reference material for other researchers as well as point of direction for further research.

The study on the influence of social inclusion strategies on community development is critical in today's social, political, and economic landscape. Social inclusion, which refers to the process of improving the ability, opportunity, and dignity of individuals disadvantaged on the basis of their identity, plays a pivotal role in fostering equitable and sustainable community development. Understanding how social inclusion strategies affect community development contributes to the growing body of knowledge needed to address inequalities and promote social justice.

This study contributes to the theoretical and empirical understanding of how inclusive practices shape economic growth, social cohesion, and political stability at the community level. Communities that integrate marginalized populations—such as women, ethnic minorities, people with disabilities, and the economically disadvantaged—tend to experience more sustainable development outcomes. These outcomes include improved access to education, healthcare, and employment opportunities, which, in turn, contribute to poverty reduction and overall well-being (Sen, 2000). By analyzing the role of social inclusion strategies in this context, this study provides a framework for policymakers to design interventions that support more inclusive, resilient, and thriving communities.

Secondly, the study addresses a gap in literature by linking social inclusion directly with community development outcomes.

While many studies examine the concept of inclusion from a human rights or social justice perspective, fewer focus on its practical implications for community development. This research fills that gap by empirically testing the impact of specific inclusion

strategies—such as participatory decision-making, inclusive urban planning, and equitable access to public services—on various dimensions of community progress (Silver, 2015). These findings will be valuable to community leaders, urban planners, and development organizations aiming to build inclusive and sustainable communities.

Furthermore, the study is important in fostering social cohesion. Social exclusion often leads to disenfranchisement and marginalization, which can erode the social fabric of communities and lead to conflict, instability, and reduced economic productivity. In contrast, social inclusion strategies foster a sense of belonging, reduce social tensions, and promote a sense of shared responsibility among community members (Putnam, 2007). By examining how different strategies for inclusion—such as community engagement, equitable distribution of resources, and inclusive policy-making—promote community development, this research offers insights into creating more harmonious and productive social environments.

In practical terms, the findings of this study can inform the development of policies and programs that address issues of inequality and exclusion in diverse contexts. Governments, non-governmental organizations (NGOs), and international development agencies often design community-based initiatives without fully understanding the socio-economic dynamics at play. This research provides evidence-based recommendations on how to effectively implement social inclusion strategies that can lead to more holistic and sustainable community outcomes.

The significance of this study lies in its potential to influence both academic discourse and practical applications. It addresses key gaps in the literature, contributes to the understanding of inclusion as a fundamental element of community development, and

offers valuable insights for policymakers, community organizers, and development practitioners. By highlighting the relationship between social inclusion strategies and community well-being, this study has the potential to contribute to the development of more inclusive, resilient, and sustainable societies.

1.7 Scope of the study

The purpose of this study was to assess the Influence of Social Inclusion Strategies on Community Development in inclusive Education Schools: A Case Study of Kakuma Refugee Camp, Kenya. The target population for the study constituted two hundred and twenty people that include the School Management; Community leadership; Teachers; Educational Officials and parents (Children with Disability). This study focused on the implementation and impact of social inclusion strategies in Kakuma Refugee Camp, located in Turkana County, Kenya. Kakuma provides a unique setting for examining the relationship between inclusive education and community development, given its diverse population consisting of both the refugees and the host communities and the various socio-economic challenges faced by its residents. The geographical scope of the study is limited to the refugee camp and its surrounding areas, where educational initiatives targeting children with disabilities are being implemented.

The content scope of the study centered on three main variables: community participation, leadership development, and teacher training. These variables were explored in relation to their influence on both educational outcomes and broader community development. The study aimed to determine how these strategies can be used

to foster inclusive educational environments that contribute to the overall well-being and economic progress of the community.

The time scope of the research covered the period from January 2024 to June 2024, during which data collection and analysis were conducted. This timeframe allowed for the examination of current educational practices and their impact on community development within Kakuma, providing a contemporary perspective on the challenges and opportunities associated with inclusive education in a refugee context.

1.8 Limitations of the study

The response of the respondents was limited to the study results particularly the freedom which respondents felt in disclosing their opinions and thinking that they may be reprimanded by management. This made it hard to get information from some respondents who were reluctant to participate in the research for fear that the information would be shared by government agencies despite being assured of the confidentiality.

The study also relied largely on quantitative methodology of data collection by use of questionnaire with limited extent qualitative methodology hence making it a bit restrictive. The study was based on a self-reported questionnaire and there was a possibility of respondents answering questions in a way that was perceived to be desirable to them than the actual reality.

1.9 Delimitation of the Study

The researcher asked the respondents to sign the consent form as the permission of information is required by the researcher to provide participants with accurate

information about the purpose of the study. They were assured that their information was treated with high level of confidentiality.

While inclusive education has been widely recognized as an effective tool for promoting equality and social cohesion, there is a notable gap in the literature regarding its implementation in refugee settings, particularly in resource-constrained environments like Kakuma Refugee Camp. Most existing research has focused on inclusive education in more stable, urban contexts, where resources and infrastructure are more readily available. However, there is a lack of empirical data on how inclusive education strategies can be effectively implemented in refugee camps, where both human and material resources are often limited.

Furthermore, while some studies have examined the educational needs of children with disabilities in refugee settings, few have explored the broader impact of inclusive education on community development. Understanding this relationship is critical for developing policies and interventions that not only promote educational equity but also contribute to the socio-economic resilience of refugee communities.

This study aimed to fill this gap by investigating how inclusive education, supported by social inclusion strategies such as community participation, leadership, and teacher training, can drive community development in Kakuma Refugee Camp. The findings of this study will provide valuable insights for both academic researchers and policy makers, helping to inform future educational initiatives in refugee settings and integrated settlements with both refugee and host community members.

1.10 Operational Definition of Key Terms

The following terms were defined as used in the study:

Children with special needs: These are children with conditions, obstacles or factors that interfere with their normal learning and development. Conditions can include disabilities and emotional or medical problems that are temporary or lifelong.

Community: It is the characteristic that the members share, such as culture, language, tradition, law, geography, class, and race.

Community Development: It is a social process involving residents in activities designed to improve their quality of life

Development: It is a process whereby people make life easier for each other by collaborating in the formulation of a vision their future and a collective action for resolution of perceived needs.

Educational Inclusion: It is the process of allowing all children, regardless of disability, race, or any other difference the opportunity to remain a member of the regular classroom.

Inclusion: Refers to changing attitudes and environments to meet different needs in order to facilitate the participation of people with special needs and disabilities in society on an equal basis with others. Inclusion is the process of enabling every child to learn at an appropriate level in a neighborhood school or classroom by serving the child instead of serving the child.

Public participation: A process in which we value all people and recognize their various contributions to society. All children have rights and privileges of social cohesion in school and / or education. Social participation is important because all children have the right to a quality education, to feel valued, to experience their full potential, and to participate in learning opportunities with their peers.

Social inclusion refers to the active process of integrating all individuals, regardless of their physical, cognitive, or social abilities, into mainstream societal activities, with a particular focus on educational institutions. This concept emphasizes the need to remove barriers that prevent full participation in society, ensuring that all individuals have equal access to opportunities and resources.

Community development is defined as a collective process in which members of a community collaborate to improve their socio-economic conditions and overall well-being. In the context of this study, community development is closely linked to the success of inclusive educational practices, as educational opportunities provide the foundation for broader social and economic progress within the refugee camp.

Inclusive education refers to an educational approach that seeks to integrate students with diverse abilities, including those with physical, cognitive, and socio-economic challenges, into regular educational settings. The goal of inclusive education is to provide these students with equitable access to

learning opportunities, while accommodating their specific needs in a supportive and adaptive environment.



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the theoretical Review, conceptual framework and research gaps for the study. The review provided a theoretical ground for the study through identification of the research gaps that needs to be addressed and a detailed outline of the underlying c
A review of the existing literature on inclusive education reveals that while the practice has been widely embraced in theory, its implementation in resource-limited settings, such as refugee camps, remains understudied. Much of the current research on inclusive education focuses on developed countries, where schools are better equipped to accommodate students with disabilities through specialized programs, trained staff, and appropriate infrastructure.

However, in refugee settings like Kakuma, these resources are often lacking, and schools struggle to meet the basic educational needs of their students, let alone provide specialized support for children with disabilities. As a result, many children with disabilities remain excluded from formal education, perpetuating cycles of poverty and social exclusion within the refugee community.

Moreover, the literature highlights the importance of leadership and community involvement in the success of inclusive education initiatives. Studies have shown that when community leaders are actively involved in promoting inclusive education, and when teachers are provided with the necessary training and support, the outcomes for students with disabilities improve significantly. However, these studies have primarily

been conducted in non-refugee settings, and there is little empirical data on how these strategies can be applied in refugee camps.

This study seeks to build on this existing research by exploring how social inclusion strategies, such as community leadership and teacher training, can be effectively implemented in Kakuma Refugee Camp to promote inclusive education and drive community development.

2.1 Theoretical Review

2.1.1 Empowerment Theory

Empowerment theory by Staples (1990) involves using intervention methods to guide people toward achieving a sense of control that create social change to the society. Empowerment is both value orientation for working in the community and the theoretical model for understanding the process and consequences of efforts to exert control and influence. Empowerment may be seen as a process where the individuals learn to see closer correspondence between their goals and sense on how to achieve them and the relationship between their efforts and life outcomes (Mechanic, 1991).

Empowerment theory has become a critical framework in the field of community development, emphasizing the importance of individuals and groups gaining control over their lives and circumstances.

It is grounded in the idea that community members, particularly marginalized groups, should be active participants in decision-making processes that affect their well-being.

This literature review examines key contributions and critiques of empowerment theory as applied to community development.

Empowerment theory emerged from social work, psychology, and community development disciplines, with roots in the civil rights movements of the 1960s and 1970s (Rappaport, 1987). It is based on the belief that individuals and communities must have the power to shape their environments and improve their quality of life. Rappaport (1981) defined empowerment as a process by which individuals or groups gain mastery over their lives, with the capacity to make decisions and take action in ways that are meaningful and effective. In the context of community development, empowerment is viewed as a collective process that enables communities to address social, economic, and political challenges (Zimmerman, 2000).

Empowerment in community development encompasses several dimensions: psychological empowerment, social empowerment, and political empowerment. Psychological empowerment refers to an individual's sense of control, self-efficacy, and belief in their capacity to influence outcomes (Zimmerman, 1995). This sense of control is foundational for collective action within communities. Social empowerment, on the other hand, is concerned with strengthening relationships and building social capital within the community, thereby enhancing cooperation and mutual support (Perkins & Zimmerman, 1995).

Political empowerment entails increasing access to decision-making processes and ensuring that marginalized voices are heard in governance structures (Craig & Mayo, 1995).

A key element of empowerment theory in community development is its focus on participatory development. Chambers (1997) argued that community members must be active participants rather than passive beneficiaries in development initiatives.

Participatory approaches enable community members to identify their needs, set priorities, and engage in problem-solving, which fosters a greater sense of ownership and sustainability of development projects (Mayo & Craig, 1995). This aligns with Freire's (1970) concept of critical consciousness, where individuals and groups recognize the structural factors contributing to their marginalization and work collectively to challenge them.

Social capital, which refers to the networks, norms, and trust that facilitate collective action (Putnam, 1993), is often linked to empowerment in community development. Communities with strong social capital are more likely to engage in collective action, and this in turn enhances empowerment (Perkins & Zimmerman, 1995). Empowerment processes that foster social capital can also lead to increased civic participation and stronger community organizations (Laverack, 2006). However, critics argue that social capital can sometimes reinforce existing power dynamics if certain groups within a community are excluded from these networks (Mohan & Stokke, 2000).

Empowerment theory has provided valuable insights for community development, emphasizing the importance of agency, participation, and collective action.

However, its effectiveness depends on genuine engagement with communities, ensuring that marginalized voices are empowered to shape decisions that impact their lives. Future applications of the theory must address critiques regarding structural inequalities and the potential for empowerment to be co-opted by external agencies. By focusing on both individual agency and systemic change, empowerment theory can continue to guide community development in meaningful and sustainable ways.

2.1.2 Community Development Theory

Community Development Theory is the most practical framework for social workers seeking lasting change for individuals and the communities and societies in which they live. It focuses on the centrality of oppressed people in the process of overcoming externally imposed social problems (Allison Tan, 2009). The people have inherent knowledge and power on what needs to be done. The purpose of the community leadership is to nurture the emergence of the community from where they are to where they want to be.

Community development theory plays a crucial role in advancing inclusive education by fostering environments that emphasize collaboration, equity, and the active involvement of marginalized groups. Inclusive education aims to provide fair access to learning for all students, regardless of their abilities or socio-economic status, and can greatly benefit from the principles of community development.

One central idea in community development theory is empowerment. This principle encourages communities to participate in decision-making processes and take responsibility for addressing their own challenges. When applied to inclusive education, empowerment means involving families, educators, and community members in shaping policies and practices that address the varied needs of students, especially those with disabilities or from disadvantaged backgrounds. By sharing responsibility, educational systems can be better equipped to meet the needs of all learners (Ife, 2013).

In addition, community development theory highlights the importance of social inclusion, which aligns with the goals of inclusive education. Social inclusion is about creating environments where all individuals, regardless of background or ability, can engage

meaningfully. In educational settings, this involves ensuring that students from marginalized communities or those with disabilities have the same access to resources and support as their peers (Banks, 2014). When the broader community fosters inclusion, the school environment becomes more supportive and welcoming for all students.

The asset-based community development (ABCD) model is another relevant concept within community development theory. ABCD focuses on recognizing and utilizing the strengths and resources within a community rather than focusing on its shortcomings. In the context of inclusive education, this means identifying the talents and resources of students, parents, teachers, and local organizations to enhance accessibility and inclusion. For example, tapping into local knowledge about disability inclusion can create more supportive learning conditions for students with disabilities (Kretzmann & McKnight, 1993).

Inclusive education has gained traction globally as an approach to ensuring that all students, regardless of their abilities or backgrounds, have equitable access to learning. Simultaneously, community development theory provides valuable frameworks for understanding how local participation, empowerment, and collective problem-solving can contribute to educational reform. This literature review explores the intersections between community development theory and inclusive education, examining how community participation, social capital, and empowerment influence educational inclusion.

Community development theory focuses on fostering participatory approaches that empower communities to improve their social, economic, and environmental conditions. The theory advocates for grassroots initiatives, emphasizing local knowledge and

community participation in decision-making processes (Ife, 2016). Key principles such as social justice, empowerment, and collective agency are central to the theory, making it relevant in various fields, including education.

One prominent concept in community development theory is **social capital**, defined as the networks, norms, and trust that facilitate cooperation within a community (Putnam, 2000). Communities rich in social capital are better positioned to address local challenges, including those related to inclusive education. The theory also stresses **participation and empowerment**, which argue that community members, including marginalized groups, must be active agents in shaping their environments (Midgley, 2014).

Inclusive education refers to the practice of educating all students, including those with disabilities, in mainstream schools alongside their peers (Ainscow, 2005). It focuses on removing barriers to learning and providing supportive environments where every student can thrive. However, the transition to fully inclusive systems has been fraught with challenges, including limited resources, insufficient teacher training, and societal attitudes toward disability (Florian & Black-Hawkins, 2011).

From a policy perspective, inclusive education aligns with international agreements, such as the United Nations' Sustainable Development Goals, particularly Goal 4, which calls for inclusive and equitable quality education for all. However, the practical implementation of inclusive education often falls short, especially in low-resource settings, where social and economic inequalities further complicate the process (Miles & Singal, 2010).

Community development theory offers valuable insights into how local communities can support inclusive education. First, **community participation** plays a crucial role in shaping inclusive education initiatives. According to Crowther (2012), inclusive education requires collaboration among various stakeholders, including families, schools, and local organizations. The involvement of the community not only ensures that educational reforms meet local needs but also fosters a sense of ownership and commitment to sustaining inclusive practices.

In line with this, **social capital** can be leveraged to strengthen inclusive education efforts. For example, Putnam's (2000) work highlights how high levels of social capital within communities contribute to better educational outcomes.

Communities with strong social networks are more likely to advocate for policies that promote inclusive education and can provide additional resources and support for schools struggling to accommodate students with diverse needs (Hanafin & Lynch, 2002). Furthermore, social capital can help to change attitudes toward disability and diversity by fostering inclusive values at the community level.

Empowerment is another key element linking community development theory to inclusive education. Empowering parents, particularly those from marginalized communities, to engage in school decision-making can significantly improve educational outcomes for students with disabilities. Research by Loreman et al. (2014) suggests that when families are given the tools and resources to advocate for their children's needs, inclusive education practices become more effective.

Several case studies demonstrate the positive impact of applying community development principles to inclusive education. In a study conducted in rural India, Singal

(2016) found that involving the community in designing educational interventions significantly improved access to education for children with disabilities. Local stakeholders, including parents and community leaders, were instrumental in identifying barriers to inclusion and co-creating solutions tailored to the local context.

Similarly, a study in South Africa by Engelbrecht et al. (2015) showed that community-based approaches to inclusive education led to more sustainable and contextually appropriate interventions.

The researchers emphasized the importance of **collaborative partnerships** between schools and local organizations in addressing the diverse needs of students, reinforcing the idea that inclusive education cannot succeed in isolation from broader community support.

Despite the synergies between community development and inclusive education, several challenges remain. One issue is that community-based approaches are often hindered by existing social inequalities. Communities facing poverty, discrimination, and limited resources may struggle to support inclusive education initiatives effectively. Additionally, some critics argue that relying too heavily on community-based approaches can place an undue burden on marginalized communities, expecting them to compensate for systemic failures in education (Midgley, 2014).

Another challenge is that power dynamics within communities can influence who gets to participate in decision-making processes. Without careful attention to inclusion, these dynamics may replicate existing inequalities, leaving marginalized voices unheard (Ife, 2016). Therefore, it is essential to ensure that community participation genuinely includes

all stakeholders, particularly those who are most affected by exclusionary practices in education.

Finally, the participatory approach inherent in community development theory is essential for creating inclusive education. This approach advocates for the active involvement of all stakeholders—students, parents, educators, and policymakers—in designing and implementing inclusive educational strategies.

By ensuring that the voices of marginalized groups are considered, educational policies and programs can better address their specific needs (Craig, 2004).

Community development theory therefore supports inclusive education by promoting empowerment, social inclusion, asset-based approaches, and participatory practices. Engaging communities in developing inclusive education systems helps schools become more responsive to the diverse needs of all students, creating environments where every learner has the opportunity to thrive.

2.2 Conceptual Framework

A conceptual framework is a set of concepts, assumptions, expectations, beliefs, and theories that supports and informs a research process according to (Robson & McCartan, 2016). The conceptualization of variables in academic study is important because it forms the basis for testing hypothesis and coming up with generalizations in the findings of the study (Dwi, 2011).

The conceptual framework of this study includes four independent variables and one dependent variable. Independent variables are factors that (probably) cause, influence, or affect outcomes. They are also called treatment, manipulated, antecedent, or predictor

variables while dependent variables are factors that depend on the independent variables or outcomes or results of the influence of the independent variables. According to Cresswell (2007), the other names for dependent variables are criterion, outcome, and effect variables.

Independent Variable

Dependent Variable

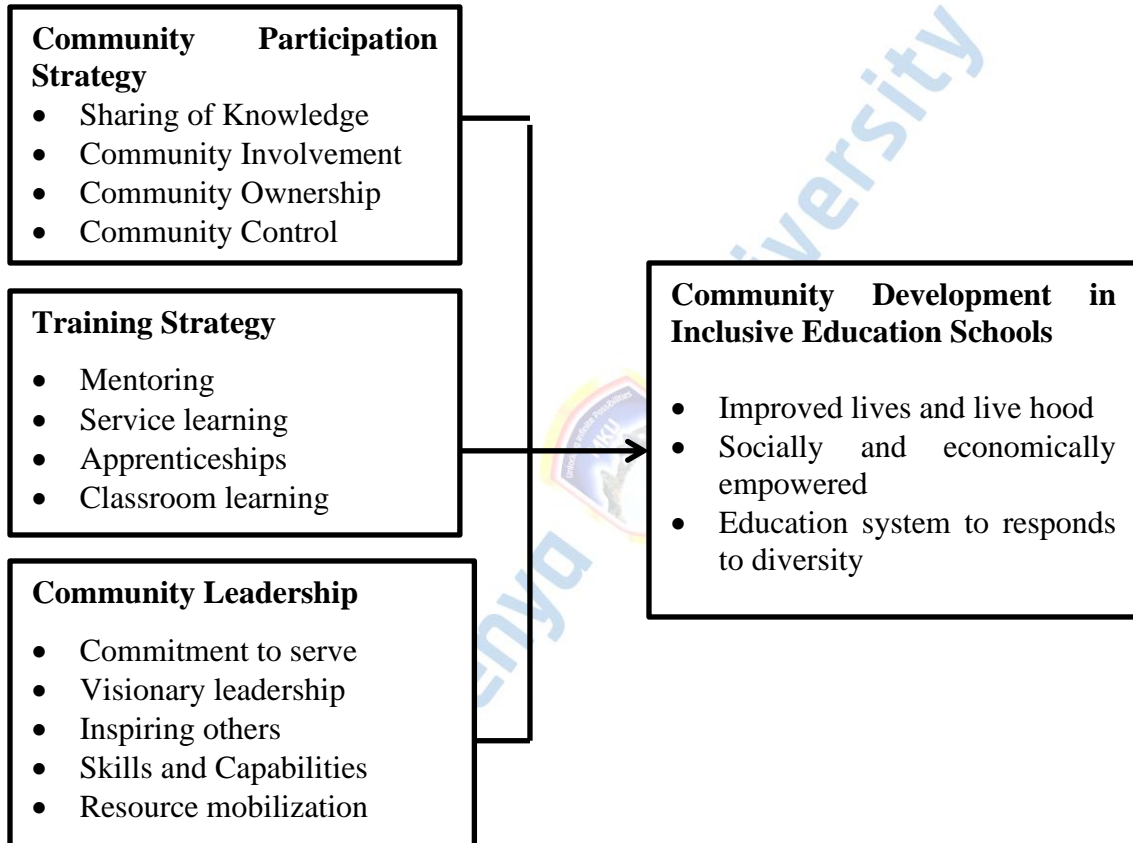


Figure 1: Conceptual Framework

Source: Researcher (2023)

2.2.1 Influence of Community Participation Strategy on Community Development in Inclusive Education Schools

Commonalities among the inhabitants of a community can be characterized by things like location, class, race, culture, language, tradition, and the law. According to Shaeffer (1992), some communities are cohesive while others are antagonistic, and some are homogeneous while others are heterogeneous.

Certain communities are led by democratically elected officials who function relatively independently from other governmental branches, while other communities are run by leaders appointed by central authorities.

Participation is the practice through which stakeholders' input and share control over development proposals, decisions and resources which affect them (Odhiambo and Taifa, 2009). Partnership in development process allows stakeholders to work, talk and participate in solving problems with individuals who are often perceived as masters. Participatory approaches are based on shared ownership of decision-making. Participatory approaches demand that we redefine the relationship between donors, development workers, partners and beneficiaries. Participatory development is one of the most important approaches for realizing self-reliant, sustainable development and social justice. Oakely (1991) define the term participation as harnessing the existing physical, economic and social resources of rural people in order to attain the objectives of community development programs and projects. Paul (1987) also refers participation as the shift and a self-transformational process and learning by practice. Participation can be of three kinds: involuntary participation, transient participation motivated by self-interest, and voluntary, sustainable participation.

Community participation is widely recognized as a crucial factor in promoting inclusive education, where the active involvement of parents, local leaders, non-governmental organizations (NGOs), and other stakeholders in school management and activities strengthens schools' capacity to accommodate students of all backgrounds and abilities.

This engagement is particularly essential in addressing the needs of students facing physical, cognitive, or socio-economic challenges, ultimately fostering environments that are more inclusive and supportive. This paper examines the impact of community participation strategies on community development, specifically within the context of inclusive education schools, aiming to explore how the involvement of various stakeholders contributes to the creation of educational spaces that promote equity and social cohesion.

Inclusive education refers to the practice of educating students with diverse abilities, including those with disabilities, in mainstream schools. As defined by UNESCO (2017), inclusive education seeks to address the varied needs of all learners by providing equal access to education. The core objective of this approach is to eliminate barriers to learning and ensure that all students, regardless of their differences, are fully integrated into the educational process. Inclusive education schools strive to create equitable learning environments where students with disabilities are not only included but are actively engaged in learning alongside their peers.

Community participation is vital to the success of inclusive education. It involves the active involvement of families, local community members, civil society organizations, and other stakeholders in planning, implementing, and monitoring inclusive education programs. According to Epstein (2018), strong community engagement strengthens the

connection between schools and society, ultimately leading to more sustainable and effective educational outcomes. This collaboration is particularly critical in inclusive education, where addressing the complex needs of students with disabilities requires input and support from various sectors of the community.

One of the significant ways in which community participation influences community development is through the fostering of social capital and collaboration. Social capital, as defined by Putnam (2000), refers to the networks and relationships that enable society to function cohesively. When community members become actively involved in developing and implementing inclusive education initiatives, they form trust-based relationships and share resources that improve educational outcomes for all students. Over time, these collaborations extend beyond the realm of education, contributing to broader social integration, fostering respect for diversity, and enhancing equitable access to public services (Romer & Marques, 2020).

Community participation in inclusive education also empowers parents and other stakeholders to become advocates for children with disabilities. By involving these stakeholders in decision-making processes, they become more aware of the challenges and barriers faced by students with disabilities, which in turn strengthens their capacity to support policies that promote educational equity. Empowered communities are more likely to advocate for social justice, not just in education but across various aspects of life, including healthcare, social services, and employment opportunities for individuals with disabilities (O'Connor et al., 2019). This form of advocacy can lead to significant improvements in the quality of life for marginalized groups, driving positive change across communities.

Economically, the benefits of community participation in inclusive education are also significant. By investing in the education of all students, including those with disabilities, communities are essentially investing in the development of a more inclusive future workforce.

Inclusive education helps equip students with the skills necessary for full participation in the labor market, reducing the long-term dependency on social welfare programs. By helping students with disabilities become productive members of society, inclusive education has the potential to drive long-term economic growth and contribute to sustainable community development (World Bank, 2018).

Furthermore, community participation in inclusive education contributes to important cultural and attitudinal shifts within communities. As more community members engage in efforts to create inclusive educational environments, they develop a greater understanding of the challenges faced by individuals with disabilities. This increased awareness fosters empathy, reduces stigma, and encourages a culture of inclusion where diversity is not just accepted but celebrated. Over time, such shifts contribute to the development of a more inclusive society where all individuals, regardless of their abilities, are valued and have opportunities to contribute to the community (Slee, 2011).

Despite the many potential benefits, the implementation of community participation strategies in inclusive education is not without its challenges. A major barrier, particularly in low-income communities, is the lack of adequate resources. Schools in these areas often face difficulties in providing necessary accommodations for students with disabilities, and community members may lack the expertise or capacity to effectively support inclusive education initiatives (Mittler, 2015). Additionally, cultural

attitudes toward disability can impede progress. In some communities, disabilities are still viewed negatively, leading to resistance to inclusive education. Overcoming these challenges requires sustained efforts in education and advocacy to shift mindsets and build the capacity of communities to actively support inclusive education.

Community participation plays a critical role in the success of inclusive education and has a profound impact on broader community development. By fostering social capital, empowering individuals to advocate for the rights of students with disabilities, promoting economic growth, and driving cultural change, community involvement helps create a more inclusive and equitable society.

Community participation involves sharing on knowledge and experience which is shared to create solutions into communal and cooperative action to achieve desired goals. Burns and Taylor (2000) assert that Community participation is concerned with engagement of individuals and communities in decisions about things that affect their lives. Dannyet. *et al.* (2004) asserts that community participation is of absolute importance when it comes to community development. Families and parents need support from their communities and society in order to raise, socialize, and educate their children. By providing them with necessary skills, schools can help students become better citizens by preparing them to contribute to the advancement of the community in which they live. Schools shouldn't and can't function as independent social institutions. Communities' and parents' involvement helps achieve curriculums and learning materials that reflect children's everyday lives in society.

Qualitative improvement through sustainable participation is impossible without a long-lasting process such that organizations are formed and in the process, the ability to

manage resources is raised, norms are created and the mechanisms for creating them are internalized, and basic abilities needed to negotiate externally are acquired.

Creating a favorable environment for participatory development by guaranteeing the people's right to dissent or lodge objections, by making universal education available to more people, and by guaranteeing that free market economy activities are an indispensable element in the promotion of this long-term process. The rationale behind the emergence of the participatory development approach is that the participation and involvement of beneficiary groups develop and strengthen the capabilities of beneficiary groups in development initiatives.

Parents and communities can discover that child education improves in many aspects of their lives including economic productivity, family health and nutrition, reduced fertility rates, and lower child mortality rates, by getting involved in school activities and keeping in regular contact with teachers. Including communities and parents in school-related talks facilitates the identification of barriers that keep children out of the classroom. It is important for parents to voice their worries and the reasons behind their decision to keep their children home from school.

Community participation is central to the development of any inclusive education strategy. Effective engagement involves collaboration with local stakeholders, including parents, educators, policymakers, and students. These stakeholders must have a voice in the planning and implementation processes, ensuring that the educational framework addresses the community's specific needs (Ainscow, 2020). Schools can serve as hubs for community engagement, where discussions about the importance of inclusivity in education occur, ensuring that everyone is working toward a common goal.

Training and capacity building are essential for the success of inclusive education strategies. Teachers, school leaders, and community members need to be equipped with the skills and knowledge necessary to support diverse learners. Professional development programs should focus on fostering inclusive teaching methods, such as differentiated instruction and universal design for learning (UDL), ensuring that educators can meet the needs of all students (Florian, 2015). Building this capacity at a local level ensures that inclusive practices are sustainable in the long term.

A successful community development strategy must also involve collaboration with local governments and organizations. Local authorities can assist in implementing policies that promote inclusivity, such as accessible school facilities and resources for students with disabilities (Graham & Slee, 2008). Non-governmental organizations (NGOs) can offer additional resources, advocacy, and support for marginalized communities. Partnering with these entities helps create a more cohesive approach to inclusive education, where all necessary resources and support systems are in place.

Raising awareness about the importance of inclusive education is crucial to gaining widespread community support. Public campaigns, workshops, and community events can be used to inform people about the benefits of inclusivity in schools. These efforts should highlight the social, academic, and economic advantages of providing equitable education to all students (UNICEF, 2018). Advocacy programs should also focus on reducing stigma and discrimination toward marginalized groups, ensuring that community members understand and value diversity.

Ongoing monitoring and evaluation are essential to the success of any inclusive education strategy. This involves tracking the progress of inclusive practices and ensuring that they

are effectively meeting the needs of all students. Data collection and feedback from community members, teachers, and students should inform adjustments and improvements to the strategy (Ainscow, 2020). Such evaluation helps create a responsive and adaptive educational system, continuously improving to meet the evolving needs of the community.

2.2.2 Influence of Training Strategy on Community Development in Inclusive Education Schools

Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Omole (1991) sees training as any process concerned with the development of aptitudes, skills and abilities of employees to perform specific jobs with a view to increase productivity. Beardwell and Hidden (2001) consider training and development as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Corporations are offering a variety of training programs to meet their organizational needs. Training ensures that intervention strategies are used validly, effectively and correctly. Appropriate intervention strategies are then developed to help the child gain new knowledge and experience with different teaching methods. According Cole (2002) the purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior.

Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success.

Inclusive education is a global movement aimed at ensuring that all individuals, regardless of their abilities or disabilities, have access to quality education. The impact of inclusive education extends beyond the classroom, contributing significantly to the holistic development of communities. Inclusive education training is instrumental in building communities that are more cohesive, resilient, and capable of addressing the diverse needs of their members.

Inclusive education is a pedagogical approach that seeks to integrate students with varying abilities, learning needs, and backgrounds into mainstream education systems (Ainscow, 2020). It promotes the idea that all children, regardless of their physical, cognitive, emotional, or social abilities, have the right to be educated together in a supportive and accommodating environment. By prioritizing the needs of all learners, inclusive education fosters an equitable society that values diversity and promotes social justice (UNESCO, 2020).

Research shows that inclusive education not only benefits students with disabilities but also enhances the learning environment for all students by promoting empathy, collaboration, and problem-solving skills (Schwab, 2018).

Inclusive classrooms are microcosms of diverse communities, where learners acquire social and cognitive skills that are essential for thriving in multicultural and multi-ability societies.

Training the staff on the issues of Social Inclusive Education system help them to meets the needs of the child in a normal and inclusive way, instead of adapting the child with special needs to the needs of the system. It involves changes and adjustments in approaches to content, structures and strategies, with a shared vision that applies to all

children of an appropriate age and the belief that it is the responsibility of mainstream schools to educate all children (UNESCO, 2019). Training of teachers will make them accept all children regardless of their physical, mental, social, emotional, linguistic or other condition. Teachers also need to change their thinking about how all students should be supported despite their different needs.

Moodley (2002), states that when teachers are trained and have the skills to work with children with special needs, they usually gain confidence in their work. The teacher can acquire both Pivotal response training (PRT) Social skills training (SST). PRT has been applied to reduce behavior problems, teaching academic and social skills. The main idea of PRT is that by modifying pivotal areas in individuals on the spectrum including motivation, response to multiple cues, self-management, and initiation of social interactions, there will consequently be positive effects in other domains of functioning (Cadogan & Mc-Crimmon, 2015). Social skills training (SST) is an intervention that utilizes elements from behavioral and learning techniques that focuses on teaching specific social skills (White, Keonig, & Scahill, 2007).

To implement inclusive education successfully, teachers and educators must be trained in inclusive practices.

Such training equips educators with the skills and knowledge necessary to modify curricula, teaching methods, and assessment strategies to meet the needs of all learners (Forlin, 2019). Training programs focus on cultivating a mindset that embraces diversity, challenges biases, and fosters a culture of collaboration and mutual respect.

Teachers who are well-versed in inclusive practices are better able to identify and support the individual learning needs of students, which leads to better educational outcomes.

Furthermore, research suggests that educators' attitudes and beliefs about inclusion significantly impact the success of inclusive education (De Boer, Pijl, & Minnaert, 2011). Therefore, comprehensive training is crucial to changing perceptions and building teachers' confidence in handling diverse classrooms.

Inclusive education training has a direct and positive impact on community development. First, it enhances social cohesion by fostering understanding and acceptance of diversity from an early age. By educating children in inclusive settings, communities cultivate a generation that values equity, empathy, and cooperation—qualities that are essential for peaceful coexistence and social progress (Loreman, 2017).

Moreover, inclusive education plays a vital role in reducing inequalities in education and employment opportunities. Educating individuals with disabilities and other marginalized groups increases their chances of participating in the workforce, which, in turn, enhances the overall economic development of a community. Research has shown that individuals who receive inclusive education are more likely to pursue higher education and secure employment compared to those who were educated in segregated settings (McLeskey et al., 2012). As these individuals become active members of society, they contribute to the economic, social, and cultural development of their communities.

Furthermore, inclusive education promotes innovation and adaptability in communities. Educators trained in inclusive practices often utilize flexible teaching methods, such as differentiated instruction and universal design for learning (UDL), which can be applied to a variety of community settings (Tomlinson, 2017). These adaptable strategies encourage inclusive thinking and problem-solving, enabling communities to respond more effectively to social challenges.

Despite the significant benefits, there are several challenges to implementing inclusive education training. One major barrier is the lack of resources and support for teachers, particularly in low-income and rural areas (Peters, 2019). Without adequate funding, schools may lack the necessary infrastructure, materials, and personnel to support inclusive education. Additionally, some educators may resist inclusive practices due to preconceived notions about students with disabilities or a lack of confidence in their ability to manage diverse classrooms (Schwab, 2018).

To overcome these challenges, it is essential to provide ongoing professional development, ensure proper funding, and create policies that support inclusive education at both local and national levels. Moreover, involving parents, communities, and other stakeholders in the process is crucial to creating an inclusive culture that extends beyond the classroom.

2.2.3 Influence of Leadership Strategy on Community Development in Inclusive Education Schools

Leadership is defined as the behavioral process of influencing the activities of an individual or group to accomplish goals in a given situation (Robinson & Green, 2011). Leadership plays an important role in molding the community, economic, and political life of rural societies. Aref and Redzuan (2009) and O'Brien and Hassinger (1992) asserted the significance of rural leaders in assuming essential role in the rural development. Leaders are important in any form of community development because they are responsible for shaping a Community focus, listening to the people's needs, make important decisions for the benefit of the community have foresight, encourage fair treatment of people, and develop partnerships that will benefit the community.

Community leadership benefits from being embedded into social networks, shared vision and decision making, but pre-existing skills and tacit knowledge also play a role. Robinson and Green (2011) assert that the common issue and the challenge for community development programs is leadership. Community leadership requires coordination and interaction among recognized community leaders. It revolves around power or ability to manipulate existing conditions to create desired outcomes (Allen, 1974). Research has demonstrated that the correlation between social cognition and leadership has a significant role in rural civilizations' overall prosperity (Avant & Copeland, 2013). Every civilization has persons in charge of running it and a leader who drives causes and reforms. These are leaders with heart, soul, and a great desire to enhance their society for the benefit of the coming generation.

According to Williams and Lindsey (2011), these leaders also have a big influence on a community's political, economic, social, and cultural institutions.

Community leaders have been shown to be an effective mechanism to support and enable community development in the past (Kirk & Shutte, 2004). Therefore, a theoretically-based model of community leadership should aid not only community leaders directly, but also secondary recipients within the community that benefit from development activities (Barker, Johnson, & Lavalette, 2001). Because they have a decision-making position, community leaders are sometimes viewed as a “mouthpiece” for their community. This can lead to a significant expectation that they represent a big group of people, despite the diversity of interests and perspectives (Munro 2008). Community leaders' practice of effective leadership style is perceived to bring changes among the

community in the social, economic and cultural aspects, as well as changes in the way of thinking among rural communities.

The community leader helps in learning, networking, and communicating expectations (Martiskainen 2017). According to Onyx and Leonard (2011), effective community leaders typically involve representatives and stakeholders in decision-making processes. Effective Community leaders tend to have a sense of service (Van Wart, 2003) and accountability (Van-Dierendonck & Nuijten, 2011) and also have been found to be highly participative (House & Mitchell, 1974), and take on a symbolic role for the group.

Warner (2002) believes that a successful leader should be visionary and able to lead his followers in a transparent manner while creating an atmosphere that allows people themselves to follow the process of economic development.

Leaders should aim at helping people to see themselves in role and understand their roles, no matter how constantly changing and unstable they are. They should help people to link their authority to that of others and bring their interdependent experiences into focus. The success or failure of a community depends on the role of a leader and how the organization is directed, administered and managed efficiently (Scheffert, 2007). The active participation of community leaders is claimed to determine the direction of a program and ensure the success of a program development, particularly in aspects related to the economy. Participation of community leaders in the actual development projects is important to success, as it builds upon social capital and encourages community participation (Kuponiyi 2008).

Inclusive education, which ensures that all learners, including those with disabilities or from marginalized communities, can access quality education, is a critical component of

community development. In Kenya, leadership in inclusive education and robust government support have the potential to drive socio-economic transformation by promoting equality, enhancing skill acquisition, and fostering community participation. This essay explores the influence of leadership in inclusive education and government support on community development in Kenya.

Leadership in inclusive education involves creating an educational environment where every child, regardless of their abilities or socio-economic background, has access to the same opportunities. Educational leaders, including school principals, teachers, and policymakers, play a significant role in shaping these environments. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO, 2020), effective leadership in inclusive education entails a commitment to equity, an understanding of diversity, and the ability to mobilize resources to support learners with special needs. In Kenya, leaders who prioritize inclusive education ensure that educational systems address the needs of all learners, which in turn empowers individuals to contribute to community development.

For instance, inclusive education equips students with disabilities with the skills necessary for employment, thereby reducing their dependence on social welfare and allowing them to contribute to the local economy. This integration into the workforce promotes social cohesion and reduces poverty, key indicators of community development (Njeri & Gatumu, 2022). Additionally, by fostering an inclusive environment in schools, leaders encourage tolerance and mutual respect among students from diverse backgrounds, which can help to mitigate ethnic and social tensions in Kenyan communities.

Government support is crucial for the successful implementation of inclusive education policies. In Kenya, the government's role includes creating policies, allocating resources, and ensuring that schools have the infrastructure and personnel needed to support all learners.

The Kenyan government's commitment to inclusive education is evident in its policies, such as the National Education Sector Strategic Plan (NESSP) 2018-2022, which prioritizes access to education for learners with disabilities (Republic of Kenya, 2018). Through initiatives such as the Special Needs Education Policy, the government aims to enhance the capacity of schools to accommodate students with disabilities and promote inclusive teaching practices.

Furthermore, the government's financial support in terms of budgetary allocation for special needs education is vital for the success of inclusive programs. According to the Ministry of Education (2020), increased funding for teacher training, infrastructure development, and assistive technologies has been essential in improving access to education for students with disabilities. These investments not only enhance educational outcomes but also contribute to the broader goal of community development by enabling all individuals to acquire skills and participate in the workforce.

Leadership in inclusive education and government support are instrumental in fostering community development in Kenya. One of the key ways this is achieved is through the promotion of social inclusion and equality.

By ensuring that children from marginalized communities, including those with disabilities, have access to education, these efforts reduce inequalities and create

opportunities for upward social mobility (World Bank, 2021). This, in turn, helps to break the cycle of poverty that often hinders community development.

Moreover, inclusive education encourages the participation of all community members in social and economic activities.

Educated individuals, regardless of their background, are more likely to engage in community decision-making processes, leading to more inclusive and representative governance structures. As Ncube (2020) argues, inclusive education contributes to the development of a more democratic society, where individuals from all segments of the community have a voice in shaping the future of their localities.

Another significant impact of leadership in inclusive education and government support is the enhancement of human capital. By investing in inclusive education, Kenya is developing a workforce that is not only more skilled but also diverse. This diversity can lead to greater innovation and creativity, which are essential for addressing complex challenges such as unemployment, poverty, and environmental degradation (Sifuna & Sawamura, 2019). The skills acquired through inclusive education empower individuals to contribute to their communities through entrepreneurship, employment, and social initiatives, all of which are essential for sustainable development.

Despite the positive influence of leadership in inclusive education and government support, several challenges remain. These include inadequate funding, insufficient teacher training, and a lack of appropriate learning materials and infrastructure for learners with disabilities (Republic of Kenya, 2020). Addressing these challenges requires a multi-faceted approach that involves not only the government but also non-governmental organizations (NGOs), the private sector, and community leaders.

One key recommendation is to increase investment in teacher training programs that focus on inclusive education. Teachers are at the frontline of implementing inclusive education, and their ability to effectively support learners with diverse needs is critical to the success of these initiatives.

Additionally, the government should strengthen partnerships with NGOs and the private sector to enhance resource mobilization and address gaps in infrastructure and learning materials.

Leadership in inclusive education and government support are powerful drivers of community development in Kenya. By promoting equality, enhancing access to education for marginalized groups, and fostering social inclusion, these efforts contribute to the creation of more cohesive, resilient, and economically vibrant communities. For Kenya to fully realize the benefits of inclusive education, it is essential to address existing challenges and continue to invest in the policies and resources necessary to support all learners.

Inclusive education is a transformative approach that ensures all students, regardless of their abilities or disabilities, are provided with equal opportunities for learning. The Ministry of Education plays a pivotal leadership role in promoting inclusive education, which directly contributes to the broader goal of community development. Through policies, strategic planning, and partnerships with stakeholders, the Ministry can ensure that the education system is inclusive and responsive to the diverse needs of all students. The leadership of the Ministry is essential in shaping an inclusive educational framework that fosters both individual empowerment and societal growth.

One of the primary leadership roles of the Ministry of Education is the formation and implementation of policies that support inclusive education. Effective policies are crucial for creating an enabling environment where children with disabilities and those from marginalized backgrounds can thrive in regular school settings.

According to Ainscow and Miles (2008), the Ministry's leadership in policy formulation should aim to break down the barriers to learning and participation faced by many students. This requires a commitment to equity and access, ensuring that educational institutions have the resources and frameworks necessary to cater to all students.

Additionally, leadership in implementing these policies is critical. The Ministry must allocate appropriate funding and resources to schools to create an inclusive environment. This includes training teachers, providing assistive technologies, and designing curricula that cater to diverse learning needs. As Leithwood, Jantzi, and Steinbach (1999) point out, the Ministry's leadership in building capacity within the education system is fundamental to achieving meaningful and sustainable inclusive education.

Professional development is another area where the Ministry of Education demonstrates leadership in promoting inclusive education. Teachers are at the forefront of implementing inclusive practices, and it is the Ministry's responsibility to ensure that they are adequately trained and supported. Professional development programs should focus on equipping teachers with the knowledge and skills required to accommodate the diverse needs of their students. The Ministry's leadership in this area includes not only providing initial teacher training but also ongoing professional development opportunities that focus on inclusive pedagogies and strategies (Forlin, 2010).

Capacity building extends beyond teachers to include school administrators, support staff, and even parents. The Ministry's leadership ensures that all stakeholders are involved in the process of creating inclusive educational environments.

Through partnerships with non-governmental organizations (NGOs) and international bodies such as UNESCO, the Ministry can provide access to global best practices in inclusive education and adapt them to local contexts (Peters, 2004).

Inclusive education has far-reaching implications for community development. When all children are given the opportunity to succeed in school, they are better equipped to contribute to the social and economic development of their communities. The Ministry of Education's leadership in fostering inclusive education plays a direct role in building more inclusive and equitable societies. By promoting values of diversity, acceptance, and equity in schools, the Ministry helps shape future citizens who are prepared to engage in civic life and contribute positively to their communities (Slee, 2011).

Moreover, inclusive education supports economic development by enabling all individuals, regardless of ability, to access education and ultimately contribute to the workforce. The Ministry's role in promoting inclusivity ensures that marginalized groups are not left behind in economic and social development efforts. This aligns with global development goals such as the Sustainable Development Goals (SDGs), particularly Goal 4, which emphasizes inclusive and equitable quality education (United Nations, 2015).

By taking a proactive approach in policy formation, professional development, and capacity building, the Ministry can create an education system that accommodates the diverse needs of all learners. Furthermore, the Ministry's commitment to inclusive education has a significant impact on the broader goals of social cohesion, equity, and

economic growth, contributing to the development of stronger, more inclusive communities.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The research design for the study, the target population, data collection methods, and data analysis techniques WERE discussed in this chapter. Other issues discussed in this chapter included sampling technique, sample size, data analysis and presentation and finally ethical consideration.

3.2 Research Design

Cooper and Schindler (2008) describe research design as the arrangement of all conditions that affect research ranging from data collection to data analysis. It is a plan on how a study was conducted or a detailed outline of how an investigation took place. Orodho (2009) define a research design as an outline or plan that is used to generate answers to research problem. The study adopted a descriptive research design to establish the associations among the key study variables. Creswell (2014) posit that a descriptive research design is that design that ensures that data is collected to describe persons, organizations, settings and phenomena.

3.3 Target Population

Ngechu (2004) defines the target population as the whole group of people (or objects) who share certain traits as determined by the sampling criteria set forth for the research. Mugenda & Mugenda (2013) highlights the target population as a number of individuals about which a researcher is interested in describing or making a statistical inference.

The target population for the study constituted two hundred and twenty people that include the School Management; Community leadership; Teachers; Educational Officials and parents (Children with Disability).

Table 1: Target Population

Section	Target Population
School Management	5
Community leadership	30
Teachers	15
Education Officials	20
Parents (Children with Disability)	150
TOTAL	220

Source: Kakuma Refugee Camp (2023)

3.4 Sampling frame

A sampling frame, according to Orodho (2003), is a list of every member of a population that is eligible for sampling. It is an inventory of the population that is reachable and from which the sample is taken. A sampling frame, according to Ngechu (2004), is the actual collection of units from which a sample has been taken. In this study, the sampling frame constituted two hundred and twenty people that include the School Management; Community leadership; Teachers; Educational Officials and parents (Children with Disability).

3.5 Sampling Procedure and Sample Size

Sampling is a plan which is determined before data is actually collected for obtaining a sample from a given population (Orotho, 2009).

Stratified sampling technique was adopted in this study. Kothari (2017) posits that stratified sampling is used when a population of the study from which sample has been drawn does not constitute a homogeneous group. In this case the stratified sampling involved dividing the population into series of relevant strata where it was expected that the sample of the study was likely be more representative. Lewis and Thornhill (2009) support the categorization of homogeneous subjects into various strata. Sekaran & Bougie, (2010) describes sampling is an element of data collection or a section of a population that is selected for a research process.

Sample size selection is a major concern for researchers because it is a critical function of designing and planning the research design. Sample size is the specific number of items to be selected as the sample from the total population which the researcher used. Purposive sampling was used for selecting respondents from the group of School Management; Community leadership; Teachers; Educational Officials and parents (Children with Disability). Mugenda and Mugenda (2013), asserts that purposive sampling is used where the researcher is able to use cases with the required information to obtain only what is required in the study. The researcher used a sample of 67 respondents that was 30% of the total population. According to Mugenda and Mugenda, (2013), when the study population was less than 10,000 a sample size of between 10 and 30% was a good representation of the target population.

Table 2: Sample Size

Section	Target Population	Sample Size
School Management	5	2
Community leadership	30	9
Teachers	15	5
Education Officials	20	6
Parents (Children with Disability)	150	45
TOTAL	220	67

Source: Kakuma Refugee Camp (2023)

3.6 Data Collection Methods and Research Instruments

Mugenda and Mugenda, (2013) describes data collection as the means by which information is obtained from the selected subject of an investigation. This study will use both primary and secondary data. Primary data is the data collected directly from first-hand occurrence which has not been exposed to processing or any other handling. Primary data can be collected by means of qualitative data collection instruments (focus group discussions, interview guide and observations) and quantitative data collection instruments (questionnaires) according to (Creswell, 2006). Primary data was collected by use of semi-structured questionnaires. Kothari (2004) indicates that a questionnaire is a cost efficient method to collecting information particularly from a huge group of respondents and it facilitates anonymity. The questionnaire is an instrument used to gather data which allows measurement for and against a particular view point (Orotho, 2009).

The administration of questionnaires to individuals helps to establish relationships with the respondents while introducing the survey (Alistair, & Martin, 2012). The use of questionnaires is preferred as it ensures confidentiality, saves on time, and easy to administer (Mugenda & Mugenda, 2013).

3.7 Pilot Study

Pilot study refers to the testing of the questionnaire on a small sample of respondents in order to identify and eliminate potential problems (Maria & Carmen, 2011). Pilot testing was conducted to ensure that, wordings or the questionnaire' contents are well understood (Soon & Udin, 2011). Pilot study was conducted at Kakuma Primary School to determine the accuracy of the questionnaire and the viewing schedule and to make any necessary changes with accuracy and precision.

3.8 Validity and Reliability of Research Instruments

3.8.1 Validity of Research Instrument

Barasa, Namusonge and Iravo, (2016) describes Validity as the criteria for how effective the design is in employing methods of measurement that captures the data for the purpose of addressing the research questions. Mugenda and Mugenda (2013) contend that the usual procedure in assessing the content validity of a measure is to use a professional or expert in a particular field. To establish the validity of the research instrument the researcher will seek the opinions of experts in the field of study especially the researcher's supervisor and lecturers.

Bryman and Cramer (2012) maintain that validity can be assessed and ascertained through several methods, notably content validity, face validity, and construct validity. For this investigation, content validity was scrutinized through insights from supervisors and feedback from panellists during preliminary presentations. This collaborative input was instrumental in confirming that the research tools' content aligned with the concepts they're intended to measure.

3.8.2 Reliability of Instruments

Reliability in statistics is the overall consistency of a measure. The reliability of an instrument refers to its ability to produce consistent and stable measurements according to (Barasa, 2016). The reliability of the study measures was assessed by computing Cronbach's Alpha coefficient for all items in the questionnaire. Sekaran and Bougie (2016) opined that Cronbach's alpha coefficient ranges between 0 and 1 with higher alpha coefficient values of 0.7 and above being more reliable. Barasa, Namusonge and Iravo, (2016) assert that, a measure is said to have a high reliability if it produces similar results of measurement under consistent conditions. A Cronbach's alpha (α) of more than 0.7 was considered acceptable while a Cronbach's alpha (α) of less than 0.7 was considered questionable.

3.9 Data Collection Procedure

The researcher sought the Ethic Review Committee (ERC) certificate and introductory letter from postgraduate School of Mount Kenya University for the facilitation to collect data.

The researcher used the documents to obtain research permit from the National Council for Science, Technology and Innovation (NACOSTI). This helped the Researchers to obtain approval from the West Turkana County Education Board to gather information from public schools and other stakeholders. The researcher prepared a consent form that was signed by participants.

3.10 Data Analysis Techniques and Procedures

After data was collected, it was screened and cleaned to find out whether there are errors that could be corrected. Data was checked for completeness, cleaned and coded for ease of analysis. Data analysis for quantitative items was carried out using an analytical tool, the Statistical Package for Social Science (SPSS) version 24. Pearson's Correlation, Analysis of variance (ANOVA) and Multiple Regression Analysis was used to establish the relationships among the study variables. The presence of a linear relationship between two variables will be investigated using both regression analysis and correlation. The Pearson correlation coefficient will be used to conduct a correlation analysis between the study's variables. A measure of the strength of a linear relationship between two variables, the Pearson product-moment correlation coefficient, or Pearson correlation coefficient for short, is represented by the symbol r . For the parametric data, Pearson's Product Moment Correlation analysis(r) and multivariate regression analysis will be used to test the relationship between variables. This test will check on the existence of interdependency between independent variables.

A Pearson product-moment correlation attempts to draw a line of best fit through the data of two variables, and the Pearson correlation coefficient, r , indicates how far away all

these data points are to this line of best fit. The Pearson correlation coefficient, r , can take a range of values from +1 to -1. A value of 0 indicates that there is no association between the two variables (Greener, 2008). A value greater than 0 indicates a positive association; that is, as the value of one variable increases, so does the value of the other variable. A value less than 0 indicates a negative association; that is, as the value of one variable increases, the value of the other variable decreases.

The researcher used multiple regression models to establish if the relationship between the independent variables and the dependent variables. Multiple regression analysis is used when one is interested in predicting a continuous dependent variable from a number of independent variables. It shows the percentage of the total variation of the dependent variable that can be explained by the independent variables and this is assessed using the coefficient of determination r^2 which is used for judging the explanatory power of the linear regression of dependent variable on independent variables. r^2 is a measure of the goodness of fit of the regression line to the observed sample values of dependent and independent variables. The r^2 can range from 0.0 to 1.0, with 1.0 showing a perfect fit that indicates that each point is on the line (Carver *et al*, 2012).

The regression analysis provided other test statistics like Student t-Tests, adjusted R^2 and F-test. The study will apply a 95% confidence interval. A 95% confidence interval indicates a significance level of 0.05.

This implies that for an independent variable to have a significant influence on the dependent variable, the p-value ought to be below the significance level (0.05). The model is shown below:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \alpha = \text{error term}$$

Y = Community Development

β_0 = the constant term;

X_1 = Community Participation Strategy;

X_2 = Training Strategy;

X_3 = Resources and Support Services

α = error term

3.11 Ethical Consideration

Adherence to ethical principles in public research often involves informed consent and privacy concepts. The researcher asked the respondents to sign the consent form as the permission of information is required by the researcher to provide participants with accurate information about the purpose of the study (Breiman, 2008). This was explained before the application was approved. Researchers did not store information that could easily be used to identify respondents or risk their lives by participating in research. This was achieved by reducing access to information systems that could easily identify respondents.

CHAPTER FOUR

ANALYSIS, INTERPRETATION & PRESENTATION

4.1 Introduction

The chapter covers an analysis of the response rate, validity and reliability, Demographic data, study variables, correlation, Model summary, ANOVA and Regression co-efficient.

4.2 Response Rate

The study was done on 67 officials of Kakuma Refugee Camp, Turkana County whom were given questionnaires to fill, 53 participants filled returned the questionnaires for analysis while 14 employees failed to fill the study questionnaires. Table 3 below provides the frequencies and percentages of the study respondents.

Table 3: Response Rate

Response	Frequency	Percentage
Responses	53	79.1%
Non-responses	14	20.9%
Total	67	100%

Source: Research Data (2023)

The response rate was at 79.1% for those who filled and returned questionnaires while 20.9% did not provide data for analysis. The research obtained a good response rate hence able to generalize findings obtained. The good response was made possible by assurance that study was purely for academic and confirmation through authorization letter which had many employees accept the questionnaires.

4.3 Reliability of Research Instrument

The study conducted a reliability test on the research instrument; Pilot study was conducted at Kakuma Primary School to determine the accuracy of the questionnaire and the viewing schedule and to make any necessary changes with accuracy. Reliability of the study variables was tested by use of Cronbach alpha method. Cronbach alpha values for variables obtained an average alpha of 0.741. Furthermore, all variable had alpha values of more than 0.7 based on these values the instruments were concluded to be consistent and useful in carrying out a full scale research study. According to Porter (2019) in a reliability test, the resulting α coefficient of reliability ranges from 0 to 1, if the Cronbach alpha is 0.7 and above, then the research instruments is consistent in measuring the relationship between the study variables.

Table 4: Cronbachs Alpha Reliability Coefficients

	Cronbach's Alpha	Cases	Decision
Community Participation	0.705	5	Reliable
Training	0.717	5	Reliable
Leadership	0.743	5	Reliable
Community Development	0.799	5	Reliable

Source: Research Data (2023)

4.4 Demographic analysis

The study analyzed study demographics such as; Age bracket, Gender, Designation, Length of operations at the centre, length of operations of centre in the country and adoption of Inclusion strategies.

4.4.1 Age bracket

The study sought to identify the age of School Managers; Community leader; Teachers; Educational Officials and parents at Kakuma Refugee Camp. The results are as shown in figure 2:

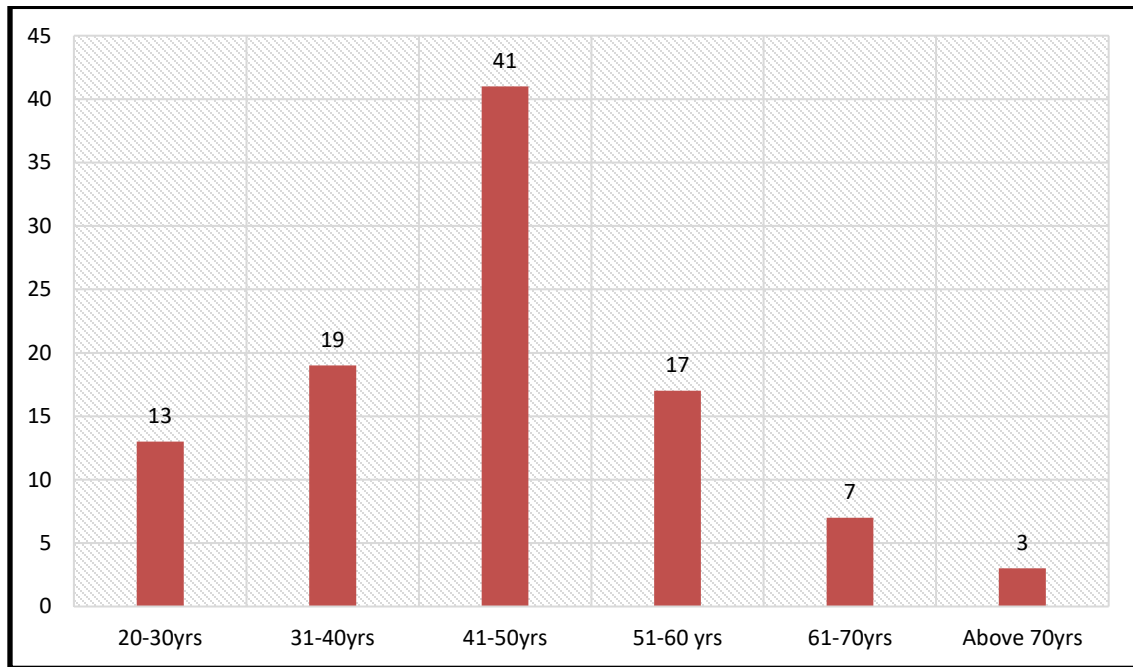


Figure 2: Age bracket

Source: Research data (2023)

As shown in figure 2, age brackets: 20-30 years had a 13% representation; 31-40 years had a 19% representation; 41-50 years had a 41% representation; 51-60 years had 17% representation; 61-70 years had 7% representation and above 70 years' age had a 3% representation. From the findings, majority of the study participants were aged 41-50 years.

4.4.2 Gender

The study sought to establish the gender composition of School Managers; Community leader; Teachers; Educational Officials and parents at Kakuma Refugee Camp. The results are as presented in table 5 below;

Table 5: Gender for Respondents

Gender	Frequency	Percentage
Male	28	52.0%
Female	25	48.0%
Total	53	100%

Source: Research Data (2023)

As shown in the table above, majority of respondent were male at 52% while females had a 48%. It was established that gender composition was slightly balanced, participation was not biased on gender and all targeted employees could directly link social inclusion strategies to community development.

4.4.3 Designation of the Respondents

The study sought to understand the designation of study participants and the results are as presented in the figure 3 below;

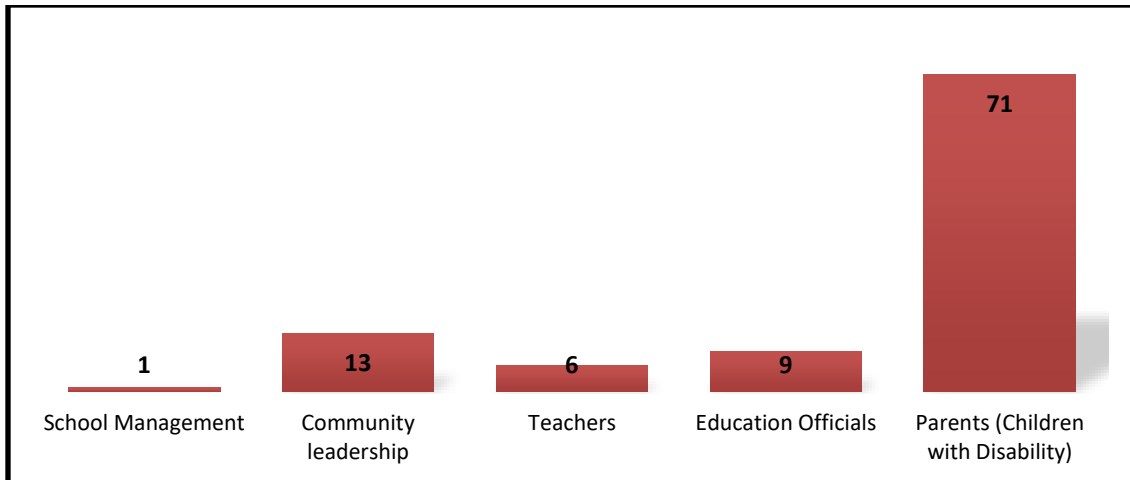


Figure 3: Designation of the Respondents

Source: Research data (2023)

As shown on figure 3; school management had a 1% representation; community leadership had a 13% representation; teachers had a 6% representation and parents of children with disability had a 71 percent representation. Majority of study participants were parents; they were more helpful in explaining how inclusion of their children has been handled in relation to the strategies under study.

4.4.4 Length of operations

The study sought to understand the length of operations by study participants and the results are as presented in the figure 4 below;

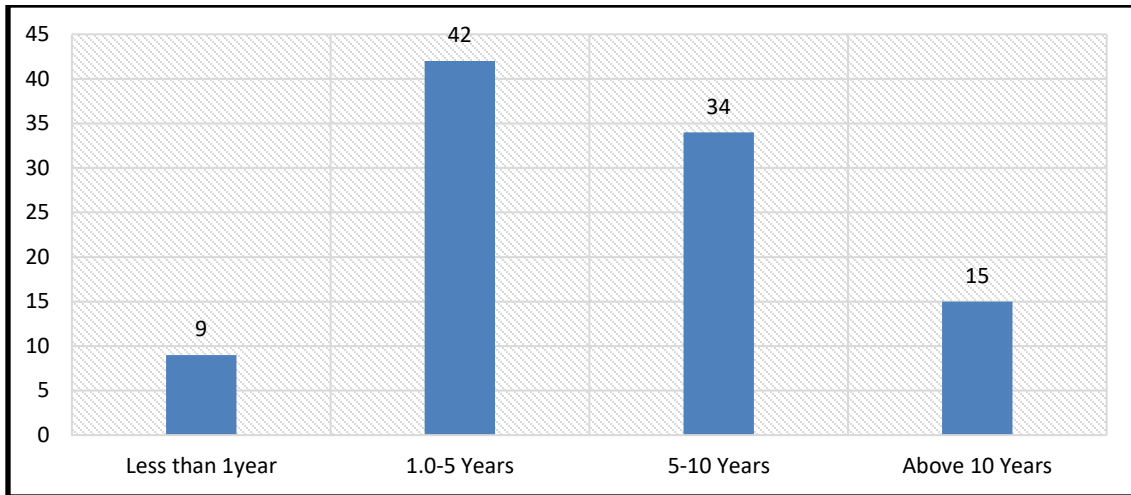


Figure 4: Length of operations

Source: Research data (2023)

As shown in figure 4, participants who worked for less than 1 year had 9% representation; 1-5 years had 42% representation; 5-10 years had a 34% representation and above 10 years had a 15% representation. From the findings, majority of study participants have been involved in the program for 1-5 years. It was found to be a reasonable enough time to have gained understands of the effectiveness of the strategies to community development.

4.4.5 Years Centre has operated

The study sought to understand the length of time the centre has been operating and the results are as presented in the figure 5 below;

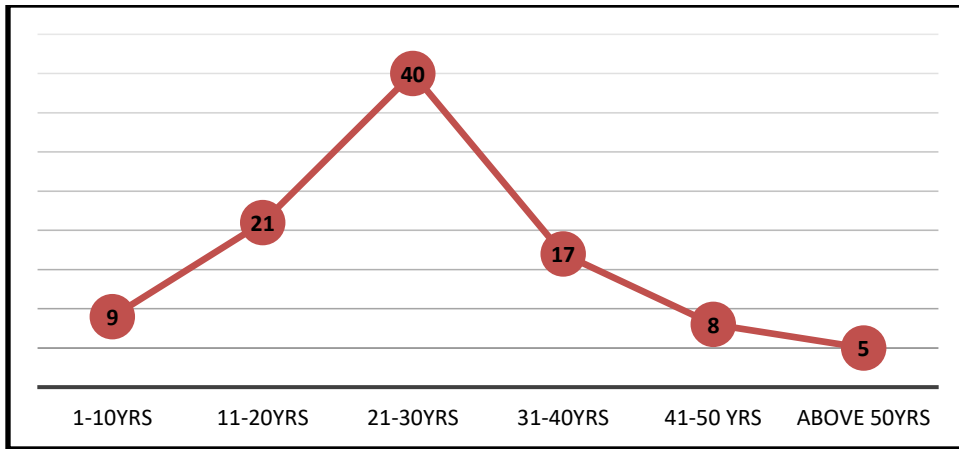


Figure 5: Years center has Operated

Source: Research data (2023)

As shown in figure 5, participants gave varied timelines: 9% indicated 1-10 years; 21% indicated 11-20 years; 40% indicated 21-30 years; 17% indicated 31-40 years; 8% indicated 41-50 years while 5% indicated above fives. It's evident that the centre has been running for a considerable amount of time, and it was possible to assess what has been achieved.

4.4.6 Adoption of social inclusion strategies

The study sought to understand from the study if they are aware of the adoption of social inclusion strategies at the centre. The results are as presented in the figure 6 below;

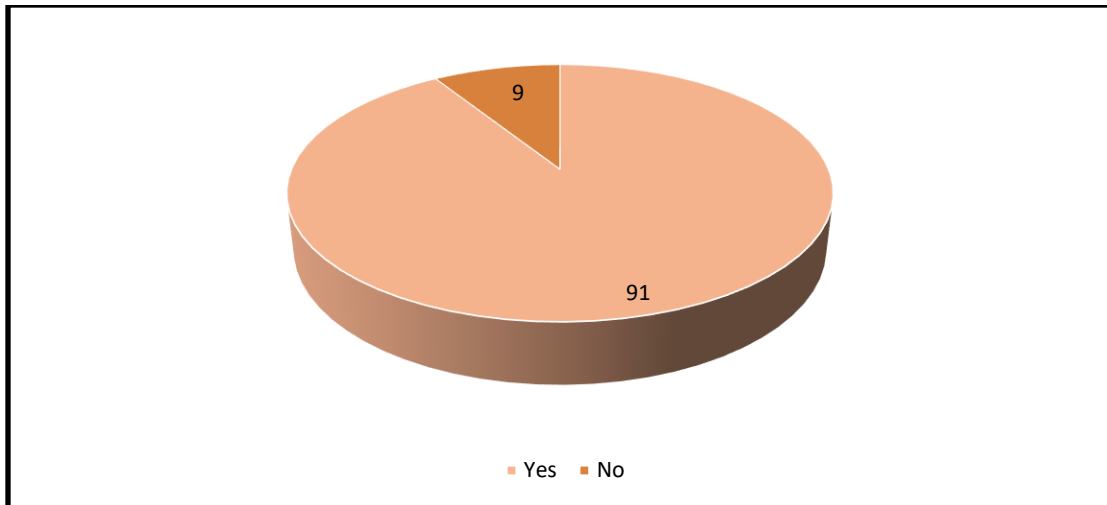


Figure 6: Adoption of social inclusion strategies

Source: Research data (2023)

As shown in figure 6; majority of study participants at 91% agreed that the centre has adoption social inclusion strategies while 9% indicated that they are not aware of the adoption of inclusion strategies by the centre.

4.5 Descriptive Analysis

Descriptive Analysis was based on responses to statements on community participation strategy; training Strategy and leadership Strategy.

4.5.1 Influence of Community Participation Strategy on Community Development in Inclusive Education Schools

The respondents were asked to indicate your level of agreement with the following aspects of Community Participation Strategy on Community Development in Inclusive Education Schools by ticking (√) appropriately. {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}.The responses to statements relating to community participation strategy are presented in the table below;

Table 6: Community Participation Strategy

Statement	Mean	Std. dev
We encourage the sharing of Knowledge and experience	4.00	.832
The community members are involved in decision making	3.38	.908
There is community ownership in all of our projects	3.33	.927
Our community is in control in the planning, implementation and monitoring of our projects	4.38	.842
We provide an inclusive environment that promote diversity	4.36	.738
Total	3.89	

Source: Research data (2023)

As shown on table 6, statements on: We encourage the sharing of Knowledge and experience had a mean of 4.00; The community members are involved in decision making had a mean of 3.38; There is community ownership in all of our projects had a mean of 3.33; Our community is in control in the planning, implementation and monitoring of our projects had a mean of 4.38 and We provide an inclusive environment that promote diversity had a mean of 4.36. On an average mean of 3.89, school managers; community leader; teachers; educational officials and parents agreed that inclusion strategies affected community development at Kakuma Refugee Camp.

4.5.2 Influence of Training Strategy on Community Development in Inclusive Education Schools

The respondents were asked to indicate your level of agreement with the following aspects of Training Strategy on Community Development in Inclusive Education Schools by ticking (√) appropriately. {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral

(N), 4 = Agree (A), 5 = Strongly Agree (SA)}.The responses to statements relating to Training Strategy are presented in the table below;

Table 7: Community Participation Strategy

Statement	Mean	Std. Dev
We provide Mentorship programs to the Community on inclusive Education	4.05	.724
We offer service learning to the community members on inclusive Education	4.03	.743
We offer apprenticeship programs to the community on inclusive Education	4.08	.623
We support our staff and community in classroom learning on inclusive Education	4.10	.641
Total	4.065	

Source: Research data (2023)



As shown in table 7, statements on: We provide Mentorship programs to the Community on inclusive Education had a mean of 4.05; We offer service learning to the community members on inclusive Education had a mean of 4.03; We offer apprenticeship programs to the community on inclusive Education had a mean of 4.08 and We support our staff and community in classroom learning on inclusive Education had a mean of 4.10. On an average mean of 4.065, school managers; community leader; teachers; educational officials and parents agreed that training strategies affected community development at Kakuma Refugee Camp.

4.5.3 Influence of Leadership Strategy on Community Development in Inclusive Education Schools

The respondents were asked to indicate your level of agreement with the following aspects of Leadership Strategy on Community Development in Inclusive Education Schools by ticking (√) appropriately. {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}.The responses to statements relating to Leadership Strategy are presented in the table 8 below;

Table 8: Leadership Strategy

Statement	Mean	Std. Dev
Our Community leaders are committed to serve	4.11	.942
Our Community leaders are visionary	3.38	.963
Our Community leaders inspire others	3.76	.969
Our leaders have skills and capacity to run our community projects	4.59	.880
Our community leaders are good in resource mobilization	3.38	.877
Our Community leadership have mainstreamed Inclusive Education in our community development	3.55	.771
Total	3.795	

Source: Research data (2023)

As shown in table 8, statements on: Our Community leaders are committed to serve had a mean of 4.11; Our Community leaders are visionary had a mean of 3.38; Our Community leaders inspire others had a mean of 3.76; Our leaders have skills and capacity to run our community projects had a mean of 4.59; Our community leaders are good in resource mobilization had a mean of 3.38 and Our Community leadership have mainstreamed Inclusive Education in our community development had a mean of 3.55. On an average mean of 3.795, school managers; community leader; teachers; educational officials and

parents agreed that leadership strategies affected community development at Kakuma Refugee Camp.

4.5.4 Community Development in Inclusive Education Schools

The respondents were asked to indicate your level of agreement with the following aspects on Community Development in Inclusive Education Schools by ticking (√) appropriately. {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}.The responses to statements relating to Community Development in Inclusive Education Schools are presented in the table below;

Table 9: Community Development in Inclusive Education Schools

Statement	Mean	Std.dev
Our lives and live hoods have improved	3.75	.630
Our Community feels socially and economically empowered	3.90	.598
Our Community education systems responds to our diversity	3.85	.933
Adoption of Inclusive education practices has contributed to promoting social integration of children with disabilities	3.80	.745
Total	3.825	

Source: Research data (2023)

As shown in table 9; Our lives and live hoods have improved had a mean of 3.75; Our Community feels socially and economically empowered had a mean of 3.90; Our Community education systems responds to our diversity had a mean of 3.85 and Adoption of Inclusive education practices has contributed to promoting social integration of children with disabilities had a mean of 3.80. On an average mean of 3.825, school managers; community leader; teachers; educational officials and parents agreed that inclusion strategies have influenced community development at Kakuma Refugee Camp.

4.6 Correlational Analysis

To ascertain the association between Social Inclusion Strategies and Community Development in Inclusive Education Schools, a correlation study was conducted, as indicated in Table 12. The results of the analysis showed that the Community Development in Inclusive Education Schools has a significant and moderate positive correlation with Community Participation Strategy (CP) X₁ ($r = 0.560$, $p < 0.01$); Training Strategy (T) X₂ and Community Development in Inclusive Education Schools ($r = 0.502$, $p < 0.01$); Training Strategy (T) X₃ and Community Development in Inclusive Education Schools ($r = 0.413$, $p < 0.01$); and lastly the correlation between Leadership Strategy (L) and Community Development in Inclusive Education Schools ($r = 0.695$, $p < 0.01$) practice X₃

Table 10: Correlational Analysis

		Community Development	Community Participation Strategy	Training Strategy	Leadership Strategy
Community Development	Pearson Correlation Sig. (2-tailed)	1			
Community Participation Strategy	Pearson Correlation Sig. (2-tailed)	.560**	1		
Training Strategy	Pearson Correlation Sig. (2-tailed)	.413**	.802**	1	
Leadership Strategy	Pearson Correlation Sig. (2-tailed)	.695**	.653**	.698**	1

** Correlation is significant at the 0.01 level (2 tailed).

* Correlation is significant at the 0.05 level (2 tailed).

Source: Research Data (2023)

4.7 Regression analysis

This study conducted the regression analysis to assess the Influence of Social Inclusion Strategies on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. Statistical Software for Social Sciences (SPSS) was used to code and compute the regression analysis of the study. From table 13. Model summary was considered in this study to confirm the fitness of the regression model in explaining the relationships that exists between the study variables.

From table 13, Regression coefficients indicate that Community Participation Strategy, Training Strategy and Leadership Strategy predict the Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. The results of the linear regression indicate that $R^2=0.6339$ and $R= 0.7962$, an indication that there is a strong linear relationship between Social Inclusion Strategies and Community Development. The independent variables explained 63.39% of the variability of our dependent variable while the remaining percentage of 36.6% indicates that not all issues under study affect community development.

Table 11: Model Summary for Community Development in Inclusive Education Schools

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.7962 ^a	.6339	.5902	.6125

a. Predictors: (Constant), Community Participation Strategy, Training Strategy and Leadership Strategy

b. Dependent Variable: Community Development in Inclusive Education Schools

Source: Research Data (2023)

From Table 12, ANOVA test findings show that the that Influence of Social Inclusion Strategies on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya $F(3, 52) = 3.341, p < .05, R^2 = .6339$.

Table 12: ANOVAa (F-Test) Analysis for Community Development in Inclusive Education Schools

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	9.223	3	3.074	3.341	.023 ^b
Residual	45.102	49	.920		
Total	52.099	52			

a. Dependent Variable: Community development

b. Predictors: (Constant), Community Participation Strategy, Training Strategy and Leadership Strategy

Table 12 below; shows that the regression model had a p-value $0.023 < 0.05$ hence statistically approved. The probability value of 0.023 indicates that the regression relationship was significant in determining Community Participation, Training Strategy and Leadership Strategy and community development. The F calculated at 5% level of significance was 3.341. Since F calculated is greater than F critical value, it shows that the overall model was significant and the study variables affect community development.

The study also sought to determine the beta coefficient of the variables. The findings as presented in the Table 4.53 shows that; Community Development in Inclusive Education School = **4.643** + **0.271** Community Participation Strategy + **0.356** Training Strategy + **0.599** Leadership Strategy

Table 13: Coefficients^a for Community Development in Inclusive Education School

Model	Unstandardized		Standardized	t	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	4.643	1.399		3.319	.001
Community Participation	.271	.108	.301	2.517	.014
Training Strategy	.356	.219	.423	3.112	.000
Leadership Strategy	.599	.092	.665	6.498	.000

a. Dependent Variable: Community Development in Inclusive Education School

The general regression Model arrived at was $Y = 4.643 + 0.271X_1 + 0.356X_2 + 0.599X_3$
Where:

Y = Community Development in Inclusive Education School; X_1 = Community Participation Strategy

X_2 = Training Strategy; X_3 = Leadership Strategy

The findings presented also show that, taking all other independent variables at zero, a unit increase in Community Participation would lead to a 0.271 increase in the score of community development at inclusive education schools in Kakuma refugee camp. Further it was found that a unit increase in training would lead to a 0.356 increase in the scores of community development at inclusive education schools in Kakuma refugee camp; a unit increases in the scores of leadership would lead to a 0.599 increase in the scores of community development at inclusive education schools in Kakuma refugee camp. Overall, social inclusion strategies had the greatest effect on community development. All the variables were significant as p-values were less than 0.05.

CHAPTER FIVE

SUMMARIES, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This section covers the study findings summary, conclusion, recommendations and suggestions for further studies.

5.2 Summary of Findings

An analysis of the response given by study participants at Kakuma camp realized a 79.1% response rate. Reliability and validity results indicated that instruments of data collection were consistent good enough for the study. Furthermore, analysis of participant's demographics found that majority of participants were; aged 41-50 years, gender balanced, parents of children with disability, been working with the centre for 1-5 years, centre has been in operation for 20 years and above and social inclusion strategies were already in place.

First objective of the study was to find out the influence of community participation strategy on community development in inclusive education schools. Based on findings, school managers; community leader; teachers; educational officials and parents agreed that inclusion strategies had influenced community development at Kakuma Refugee Camp. They stated that the strategy has enabled sharing of Knowledge and experience; involving community members in decision making, community ownership of projects. Furthermore, inferential analysis revealed that Community Participation Strategy is positively related with community development in Inclusive Education Schools

Second objective of the study was to establish the influence of training strategy on community development in inclusive education schools. Based on findings, school managers; community leader; teachers; educational officials and parents agreed that training strategies affected community development at Kakuma Refugee Camp. They stated that training has provided learning to the community members on inclusive Education, offer apprenticeship programs to the community on inclusive Education and support classroom learning on inclusive Education. Furthermore, inferential analysis revealed that training strategy is positively related with community development in Inclusive Education Schools

Third objective of the study was to find out the influence of leadership strategy on community development in inclusive education schools. Based on the findings, school managers; community leader; teachers; educational officials and parents agreed that leadership strategies affected community development at Kakuma Refugee Camp. They stated that leadership had enabled; community commitment, inspiration, skills and capacity for project management. Furthermore, inferential analysis revealed that leadership strategy is positively related with community development in Inclusive Education Schools

From the correlation analysis, the findings show that Community Participation, Training Strategy and Leadership Strategy influence Community development at Kakuma Refugee camp. From analysis, findings reveal coefficient of correlation, 'r' 0.560, 0.413 and 0.695 for community participation, training and leadership respectively.

This portrays a relatively strong positive relationship between social inclusion strategies and Community development.

Regression analysis show that taking all other independent variables at zero, a unit increase in Community Participation would lead to a 0.271 increase in the score of community development at inclusive education schools in Kakuma refugee camp. Further it was found that a unit increase in training would lead to a 0.356 increase in the scores of community development at inclusive education schools in Kakuma refugee camp; a unit increases in the scores of leadership would lead to a 0.599 increase in the scores of community development at inclusive education schools in Kakuma refugee camp. Overall, social inclusion strategies had the greatest effect on community development. All the variables were significant as p-values were less than 0.05

5.3 Conclusion

Regression coefficients indicate that Community Participation Strategy, Training Strategy and Leadership Strategy predict the Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. The results of the linear regression indicate that $R^2=0.6339$ and $R= 0.7962$, an indication that there is a strong linear relationship between Social Inclusion Strategies and Community Development. The independent variables explained 63.39% of the variability of our dependent variable while the remaining percentage of 36.6% indicates that not all issues under study affect community development.

The study concludes that, social inclusion strategies influence community development with leadership strategy having the highest positive influence. Training strategy had the second most positive influence with community development in inclusive education Schools while community participation strategy is had the highest positive influence with

community development in Inclusive Education Schools.

5.4 Recommendations

To further enhance inclusive education at the camp, the study recommends for: Recognizing and accommodating the linguistic diversity of the refugee population, there is need for provision of instruction in multiple languages, if necessary, and use bilingual teaching materials where possible.

Establishing of special education programs and services for students with disabilities and providing the necessary resources, including assistive technologies, to support their learning needs.

Involving parents and communities in school activities also helps to identify possible teachers in the community, especially local teachers with disabilities which greatly help special needs children and acts as motivation to them

Furthermore, there is need for offering psychosocial support services to address the trauma and emotional challenges that many refugees face. This could include counseling, art therapy, and peer support programs.

5.5 Suggestions for further studies

The regression model summary revealed that participation, training and leadership account for 63.4% of community development at the Kakuma camp, while the remaining percentage of 36.6% indicate that not all issues under study affect community development which need to be investigated further by other scholars.

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APPENDICES

Appendix I: Consent Form

INFLUENCE OF SOCIAL INCLUSION STRATEGIES ON COMMUNITY DEVELOPMENT: A CASE STUDY OF INCLUSIVE EDUCATION SCHOOLS IN KAKUMA REFUGEE CAMP, TURKANA COUNTY, KENYA.

Dear Participant,

I invite you to participate in a research study entitled “*Influence of Social Inclusion Strategies on Community Development: A Case study of Inclusive Education Schools in Kakuma refugee camp, Turkana County, Kenya.*”. I am currently enrolled in the Master of Science Degree in Procurement and Supplies Management at Mount Kenya University and am in the process of writing my Master’s project. The purpose of the research is to investigate the *Influence of Social Inclusion Strategies on Community Development: A Case study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya.* The enclosed questionnaire has been designed to collect information on: the factors influencing institutional procurement practices at the African Development Bank. Your participation in this research project is completely voluntary. You may decline altogether, or leave blank any questions you don’t wish to answer. There are no known risks to participation beyond those encountered in everyday life. Your responses will remain confidential and anonymous. Data from this research will be kept under lock and key and reported only as a collective combined total. No one other than the researchers will know your individual answers to this questionnaire. There are no direct benefits to you for participating in this research. However, you may find it interesting to talk about the issues addressed in the research and it may be beneficial to the field and to future clients or individuals, who have experienced similar concerns. If you agree to participate in this project, please answer the questions on the questionnaire as best you can. It should take approximately 30Minutes to complete. Please return the questionnaire as soon as possible to enable me complete the project report. If you have any questions about this project, feel free to contact the INVESTIGATOR, Ms. *Elizabeth Wanjiko Virimo*, 0785719060, Email:ewanjiku090@gmail.com or Dr. Anthony Alexis ; Tel. 072. Email: *aalexis@mku.ac.ke*. If you have questions about your rights as a research participant, please be in touch with the Chairman, Mount Kenya University, Ethical Review Committee, P.O Box 342-01000, Thika.

Thank you for your assistance in this important endeavor.

CONSENT

I have read and I understand the provided information and have had the opportunity to ask questions. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving a reason and without cost. I understand that I will be given a copy of this consent form. I voluntarily agree to take part in this study.

Participant's signature _____ Date _____

Investigator's signature _____ Date _____



Appendix II: Questionnaire

The questionnaire is structured to collect information from your Community with the objective of assessing the Influence of Social Inclusion Strategies on Community Development: A Case study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya.

Please TICK the box that best describe your feelings about the statements using the codes provided, where applicable.

SECTION A: Personal Data

1. Please Tick [\surd] your age bracket

20-30yrs	31-40yrs	41-50yrs	51-60 yrs	61-70yrs	Above 70yrs

2. Gender: Female Male

3. Designation: -----

4. Name of the Organization/ School:-----

5. How long have you been in this organization? (Tick appropriately)

Less than 1year	1.0-5 Years	5-10 Years	Above 10 Years

6. Number of years the company has been in operation in Kenya

1-10yrs	11-20yrs	21-30yrs	31-40yrs	41-50 yrs	Above 50yrs

7. Has the Social Inclusion strategies adopted in your community?

YES	NO

SECTION B

Influence of Community Participation Strategy on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya.

The following statements deal with Community Participation Strategy on in your Community. Please Tick (\surd) only on one number that best reflects your opinion on the

following five point scale: {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}

	Community Participation Strategy	SD	D	N	A	SA
1	We encourage the sharing of Knowledge and experience					
2	The community members are involved in decision making					
3	There is community ownership in all of our projects					
4	Our community is in control in the planning, implementation and monitoring of our projects					
5	We provide an inclusive environment that promote diversity.					

SECTION C

Influence of Training Strategy on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya.

The following statements deal with Training Strategy on in your Community. Please Tick (√) only on one number that best reflects your opinion on the following five point scale: {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}

	Training Strategy	SD	D	N	A	SA
1	We provide Mentorship programs to the Community on inclusive Education					
2	We offer service learning to the community members on inclusive Education					
3	We offer apprenticeship programs to the community on inclusive Education					
4	We support our staff and community in classroom learning on inclusive Education					

SECTION D

Influence of Leadership Strategy on Community Development: A Case Study of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya.

The following statements deal with Leadership Strategy on in your Community. Please Tick (√) only on one number that best reflects your opinion on the following five point

scale: {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}

	Leadership Strategy	SD	D	N	A	SA
1	Our Community leaders are committed to serve					
2	Our Community leaders are visionary					
3	Our Community leaders inspire others					
4	Our leaders have skills and capacity to run our community projects					
5	Our community leaders are good in resource mobilization					
6	Our Community leadership have mainstreamed Inclusive Education in our community development					

SECTION E

Community Development of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya

The following statements deal with Community Development of Inclusive Education Schools in Kakuma Refugee Camp, Turkana County, Kenya. Please Tick (√) only on one number that best reflects your opinion on the following five point scale: {1 = Strongly Disagree (SD), 2 = Disagree (D), 3 =Neutral (N), 4 = Agree (A), 5 = Strongly Agree (SA)}

	Community Development of Inclusive Education Schools	SD	D	N	A	SA
1	Our lives and livelihoods have improved					
2	Our Community feels socially and economically empowered					
3	Our Community education systems responds to our diversity					
4	Adoption of Inclusive education practices has contributed to promoting social integration of children with disabilities					

END

Appendix III: ERC Certificate



Mount Kenya University

REF: MKU/ISERC/2537 Date: 19 December 2022

TO: ELIZABETH WANJIKU WAIRIMU

REG: MPAM / 2018/35622

Dear Sir/Madam,

RE: INFLUENCE OF SOCIAL INCLUSIVE EDUCATION ON COMMUNITY DEVELOPMENT IN KAKUMA REFUGEE CAMP, TURKANA COUNTY, KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **1610**. The approval period is **02/12/2022 - 01/12/2023**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation [NACOSTI] (<https://research-portal.nacosti.go.ke>) and also obtain other clearances needed.

Yours sincerely,
The Chairman

Mount Kenya University
ERC Review Committee
P. Dr. Peter G. Kiria
Chairman, Mount Kenya University ISERC

Main Campus, General Kago Road, P.O. Box 342-01000 Thika.
Tel: 020-2678 000, Cell: +254 709 153 000

Appendix IV: Postgraduate Introduction Letter



DIRECTORATE OF GRADUATE STUDIES

MPAM/2018/35622

18th January, 2023

National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA

Dear Sir/Madam,

RE. ELIZABETH WANJIKU WAJIRIMU- REGISTRATION NO. MPAM/2018/35622


The purpose of this letter is to introduce the above named student who is pursuing **Master of Arts in Public Administration and Management** in the **Department Management** in the **School of Business and Economics**.

The title of her research is **"Influence of Social Inclusive Education on Community Development in Kakuma Refugee Camp, Turkana County, Kenya."**

She has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data for her research between **January, 2023 and March, 2023**.

Any assistance accorded to her will be highly appreciated.

Thank you.


Dr. Samuel M. Karenga, Ph.D,
Director, Graduate Studies
Enc.



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Graduate Studies

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Appendix VII: Plagiarism Report

ELIZABETH WANJIKU

**THE IMPACT OF SOCIAL INCLUSION STRATEGIES ON
COMMUNITY DEVELOPMENT THROUGH INCLUSIVE EDUCATI...**

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