

**TEACHERS VIEWS TOWARDS INCLUSIVE EDUCATION
FOR CHILDREN WITH VISUAL IMPAIREMENT IN THIKA
MUNICIPALITY**

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CHAPTER ONE

Introduction

Any change meets different reaction in the community. Likewise teachers will react differently for any change in the educational fraternity.

Now that the education of children is changing from integration to inclusive, the teachers will have different views. It is the views of teachers that will make this change succeed or fail. It is with this in mind that the researcher has undertaken the task of finding out the views of regular and special education teachers about inclusive education in the schools already practicing integration in Thika Municipality.

1.1 Background information

Education of the children with impairments has been undergoing changes. There has been movement from separation provision, to integration and at present inclusive is emerging.

Salamanca Declaration 1994 stated that schools should accommodate all children regardless of their handicaps.

In Kenya the education of the children with visual impairment started in Thika after the Second World War. Although the number of institutions has increased, it still does not meet the demand of the children with impairments. This contributed to the shift to integration. Integration does not meet the need of all the impairment under one roof but only one type of impairment among the regular children.

Integration is paving way for inclusion whereby all children having different impairment are catered for under one roof. The aim of inclusive education is to structure schools in order to respond to the needs of all children.