

**EXPLORING STAKEHOLDERS' COLLABORATIVE PARTNERSHIPS IN
ENABLING INCLUSION OF LEARNERS WITH HEARING IMPAIRMENT IN
SELECTED WEST POKOT COUNTY PRIMARY SCHOOLS, KENYA**

**By
DAVID KIPKEMBOI LAGAT
(EDU/PGR/1002/17)**

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APRIL, 2019

DECLARATION

DECLARATION BY THE STUDENT

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.....
 DAVID KIPKEMBOI LAGAT
 EDU/PGR/1002/17

.....
Date

DECLARATION BY THE SUPERVISORS

This thesis has been submitted for examination with our approval as the University Supervisors.

.....
Prof. D. K. Serem

.....
Date

Department of Educational Management and Policy Studies,
 School of Education,
 Moi University,
 P. O. Box 3900-30100,
 Eldoret – Kenya.

.....
Prof. Naydene De Lange

.....
Date

School of Education
 Nelson Mandela University,
 Port Elizabeth - South Africa.

DEDICATION

I dedicate this work to Almighty God for graciously giving me divine life and health to write this thesis. Special gratitude goes to my loving wife Rebecca, my sons Obed, Asaph, Hanan and daughter Agape, who most of the time, have missed me but have synergized me throughout my study. Finally, I dedicate it to my sisters Rachel and Claudia who stood and encouraged me throughout my academic journey.

ABSTRACT

Education is a right for all children. Learners with Hearing Impairment (LWHI) are also children who are entitled to free, quality, equitable and compulsory primary education. However, achievement of this right is still far from being attained in some parts of Kenya because LWHI continue to face exclusion from and within schools in West Pokot County. Exclusion occurs when LWHI do not enroll or drop out of school. The exclusion derails the Kenyan government's achievement of Inclusive Education (IE) and attainment of Universal Basic Education by the year 2030. This study, therefore, sought to explore stakeholders' collaborative partnerships in enabling inclusion of LWHI in selected West Pokot primary schools. This exploratory study adopted a qualitative approach, underpinned by an interpretivist paradigm, and employed a phenomenological research design. The Practice-People-Context (PPC) model framed the study. The overarching research question that guided this study was: How do stakeholders' collaborative partnerships enable inclusion of LWHI in selected West Pokot Primary schools? To answer this main question, three sub-research questions were formulated: What is the nature of stakeholders' collaborative partnerships in enabling inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools? What are the experiences of stakeholders' collaborative partnerships in enabling inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools? How can stakeholders' collaborative partnership be supported to enable inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools? Non-probability sampling in the form of purposive sampling technique was adopted to select the participants. Individual semi-structured interview, focus group discussion and drawing were used to generate the qualitative data from seven Special Needs Education (SNE) teachers, five parents, four head teachers, one Education Assessment and Resource Centre Officer (EARC), two County Disability officers (CDOs), and five Curriculum Support Officers (CSOs). Trustworthiness was observed to ensure credibility, dependability, transferability and confirmability of the research study. Analysis of data was done using thematic analysis. The findings showed that there were limited stakeholder collaborative partnerships, an aspect that heightened exclusion of LWHI from education in selected West Pokot County primary schools. Stakeholder attitudes, relationships and how they perform their roles determined the nature of stakeholders' collaborative partnership. The participants' experiences of collaborative partnerships revealed barriers as well as enablers. The barriers hindered their collaborative partnerships while the enablers enhanced the collaboration. Participants further emphasized the necessity for stakeholders' collaborative partnerships to be supported. They suggested that this could be done by ensuring that all stakeholders have specialized knowledge of Special Needs Education, and by creating awareness and involvement of all stakeholders. This study makes a contribution to the knowledge of the nature of the collaborative partnerships in the inclusion of LWHI and has implications for SNE stakeholders and policy makers for improving the practice, implementation and management of SNE programs.

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ACRONYMS

CWHI	Children with Hearing Impairment
CWSN	Children with Special Needs
EARC	Education Assessment and Resource Center
GoK	Government of Kenya
HI	Hearing Impairment
IE	Inclusive Education
LWHI	Learners with Hearing Impairment
LWSN	Learners with Special Needs
MoE	Ministry of Education
PWDS	Persons with Disabilities
SNE	Special Needs Education
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
WHO	World Health Organization

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CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter presents the background of the study, statement of the problem, purpose of the study, research objectives, research questions, justification of the study, significance of the study, limitation of the study, and assumptions of the study. The theoretical framework and conceptual framework as well as operational definitions of terms are also presented.

1.2 Background of the Study

A child with special Needs (CWSN) is an umbrella term that refers to all children who have sensory, physical, behavioral and cognitive impairments. The National Special Needs Education Policy Framework (2009) of Kenya and the American Individuals with Disability Education Act (IDEA) (2012) both state that CWSN include children who have visual impairments, mental handicaps, hearing impairment, epilepsy, physical impairments, cerebral palsy, autism, down syndrome, emotional and behavioral disorders, multiple handicaps, learning disability, albinism speech and language disorders, and deaf-blind.

Hearing Impairment (HI) is one of the categories of CWSN. Aich and Mathew (2017) define HI as any dysfunction of the hearing organ while Grigorenko (2008) defines HI as hearing loss that is either permanent or unstable and badly affects a child's academic performance. HI is classified according to the degree of hearing, onset of deafness or the part of the ear that is affected and is measured in units called decibels (dB) (Special Education Guide, 2013).

According to WHO (2017) 15% of the world's population equivalent to 360 million people are people with HI. Out of these, 32 million are Children with Hearing Impairment (CWHI). These numbers appear to be higher in middle income countries especially in South and East Asia, and Sub-Saharan Africa. These regions of the world have high prevalence of HI in both adults and children (Durthey, 2013). According to the National Special Needs Education Survey (NSNES) (2015), Kenya's prevalence of HI is more in boys than girls with rates lower in urban areas than in rural areas although no accurate data has been provided.

HI has adverse implication for the life of the child. The child may not develop language normally as a result of difficulty in perceiving sound stimuli (WHO, 2017). This makes many people to perceive CWHI as low achievers in education yet this is not the case (Aich & Mathew, 2017). CWHI are subjected to various challenges in their early life within the family. Some of their parents live in denial and often develop negative attitudes towards them (WHO, 2011). Parents deny them their rights and they are often abandoned and excluded from the society (Kearney, 2011). Most of these children are denied education and may attend school at an older age due to language deficiency (UNESCO, 2015).

Education of CWHI is incorporated in Special Needs Education (SNE). SNE is education provision for CWSN (Hornby, 2015). Kenya National Special Needs Education Survey (2015) defines SNE as education which provides appropriate modification in curriculum, teaching methods, educational resources, medium of communication or the learning environment in order to cater for individual differences of LWSN. SNE has undergone various phases of development since its establishment (Carter, 2016). First it was provided through a segregation model where LWSN are educated in special schools in which those learners with similar disability are separated

from their regular peers or are placed in special units. The special units are classes attached to regular primary schools where LWSN are under special attention by special needs teachers (Kearney, 2011). However, the separatist model brought about segregation, isolation, discrimination and violations of dignity of PWDs (Churchley, 2006). Later it moved to mainstreaming and integration where LWSN were provided with adapted education together in the same institution or class with the regular learners. This later gave rise to Inclusive Education (IE).

SNE developments have been influenced by the medical and social models of disability. The medical model describes and defines disability as an individual deficit, a problem or illness residing within an individual that requires remediating or curing (Tremblay & Tivat, 2007). The social model was advanced by Campbell and Oliver (1996) who argue that disability is socially constructed. They assert that an individual's limitation is not the problem but it is the society's failure to address the needs of persons with disability through service provision. In this sense the social model of disability identifies barriers within the society with a view of removing them so as to decrease the effect of disability. This would allow the person with disability to participate in all aspects of the society. Henceforth this perspective has led to the rise of the concept of inclusive education.

Advocators of SNE have used a human rights approach to SNE (UNESCO, 2015). Therefore, education became a basic human right as all individuals are entitled to education irrespective of any differences. Education as a right is a tool to emancipate and free Persons with Disabilities (PWDs) from inequalities, discrimination, segregation, isolation and violations of dignity brought about by people's perceptions and attitudes (WHO, 2011).

The advocates of education as a basic human right made an impact on education of LWSN and led to the formulation of international frameworks to support and spur growth in SNE. These include the United Nations declaration of human rights (1948), The United Nations Convention on the Rights of the Child (UNCROC) (1989), Education For All (EFA) (1990), The Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993), Salamanca Statement and framework for action on SNE (1994), The Dakar Framework of Action (UNESCO, 2000), The Convention on the Rights of Persons with Disabilities (CRPD) (2006) and The Incheon Declaration of 2015. SNE provisions in these conventions are discussed in the next chapter.

Each of the frameworks had its own impact on SNE but the Education For All (EFA) (1990) and Salamanca statement (1994) are landmarks in the establishment of Inclusive Education. UNESCO (2015) postulates that inclusive education is about putting the right to education into action by reaching out to all learners, respecting their diverse needs, abilities and characteristics and eliminating all forms of discrimination in the learning environment. UNESCO (2012) describes IE as making schools available to those who are ready to access them, identifying and removing barriers and obstacles that learners encounter that lead to exclusion. The Dakar Framework (2000) states that Education for All must take account of the needs of the poor and the disadvantaged children. Adams, Harris and Jones (2016) point out that IE is a fundamental right of learners no matter what their abilities and disabilities are. Hence IE is being advanced as the modern and suitable practice in provision of SNE.

Despite IE being embraced worldwide as the best practice in SNE, exclusion still happens. In many societies there exist exclusionary forces (Kearney, 2011). The United Nations Committee on the Rights of the Child, (2006) identifies these exclusionary forces to IE. These include deep seated prejudice and fear of disability among societies;

negative beliefs such as perception of disability as a curse, stigma or punishment and lack of understanding about the potential of LWSN. Adams et al. (2016) found that significant number of Learners with Hearing Impairment (LWHI) learners drop out of school due to communication and attitudinal barriers. The prevalence of discriminatory laws that fail to provide equal rights to LWSN and lack of understanding of SNE and IE practice concepts. More so the catalyst of exclusion is the market model of education where schools compete against each other in order to attract learners mainly to increase academic standards of achievement and behavior (Kearney, 2011). However, Ainscow, Dyson, Godrick and West (2011) advocate for removal of what excludes and marginalizes. UNESCO (2015) acknowledges that IE is the way of empowering LWSN so as to enable them get out of poverty and participate fully in the society.

Kearney (2011) observes that LWHI are likely to be excluded from and within school if they are denied enrolment and full-time attendance at school. Exclusion could be heightened by lack of school inclusive policies, poor relationships, inappropriate beliefs, practices and values of those working within education systems. Educational professionals are promoters of IE, however, if they lack understanding of SNE and IE practice they can be serious barriers to inclusion of LWSN. Winter and O'raw (2010) suggest that success in IE requires informed and knowledgeable leaders who are supporters of IE. Florian (2012) argues that teachers must accept ownership of the process, be skilled and have positive attitudes towards IE as well as believe that LWSN are capable of learning and contributing to classroom learning in a positive way. Buhere, Ndiku and Kindiki (2014) argue that teachers need sound understanding of IE so as create an inclusive culture. Todd (2007) asserted that IE requires deconstruction of ways of thinking in order to bring about improvement of IE.

CWSN are among the most marginalized and excluded groups of children; routinely they are often denied their right to quality education (MoE, 2015). The United Nations Organization Global Monitoring Report on Disability (2015) revealed that an estimated 77 million of school going age children are excluded from education in the world. At least 33 million children are out of school in Sub-Saharan and out of these twenty five percent were children with disabilities (Adams et al., 2016).

One of the strategies of improving IE is through collaborative partnerships among various stakeholders in IE. According to Mislan, Kosnin and Yeo (2009), collaboration is a practice where of two or more people work together hand in hand to achieve a common purpose. Partnership refers to all kinds of interactions which are formal or informal between practitioner, worker, and parents (Todd, 2007). Collaborative partnership, in the instance of this research, involves stakeholders working together to facilitate inclusion of LWHI. In education of LWHI, stakeholders should not work individually in isolation from others. It requires joint effort and input from all stakeholders. A stakeholder is anyone who has a stake in a child's life (Adams et al., 2016). Bii and Taylor, (2016) proposed stronger linkages between various stakeholders in SNE. They argue that collaboration and establishment of linkages among stakeholders in the education sector with other service providers is essential. Therefore, collaborative partnerships are vital in IE. Education cannot be inclusive without collaborating with children and parents in ways that enable their perspectives to influence the development of schools and systems (Todd, 2007). Bouillet (2013) contends that collaborative partnerships are at the heart of inclusive education because they not only promote cooperative relationships in schools but also promote the relationship between the school and the entire community.

Effective collaboration among stakeholders is based on the efforts of all parties in pursuit of similar goals (Hargreaves et al., 2012). Collaboration is important for reflection of practices and exchange of knowledge and it has been used as a main strategy of involving parents and educational professionals for effective educational programs (Adams, Harris, & Jones, 2016). Partnership has, however, been overused in terms of funding and material resource provision among governments and agencies, but among educational stakeholders in schools and in the education system it remains rhetoric more than practice (Todd, 2007). Hwang and Evans (2011) argue that the success of IE depends on the degree of collaboration. Kearney (2011) asserts that for inclusive education to be achieved, partnership and collaboration must be of central concern.

However, Mukhopadhyay, Nenty and Abosi (2012) observed that lack of coordination among teachers, special needs educators, parents and professionals leads to exclusion of LWSN from education. Todd (2007) also points out that participation and collaborative working has largely been elusive in many areas of education. Buhere, Ndiku and Kindiki (2014) found that there is a negative indication of collaboration between Special Needs Education (SNE) teachers and general educators. In their study, 10% of the teachers could not figure out if there was collaboration hence the need to consider its significance as a practice.

The Majority of developing countries have not realized to a large extent inclusive education and there is still a lot to be done to achieve its full potential (UNESCO, 2016). SNE in Kenya is being provided through special schools and units, integrated schools and units as well as inclusive schools (Adoyo, 2007). Kenya being one of the developing nations has been in the fore front in adopting and adapting to the new

world's education philosophies in its education system. Nevertheless, there has been slow uptake of emerging educational philosophies such as SNE and IE (MoE, 2015).

SNE in Kenya has undergone various transformations from being provided for by religious and charitable organizations to being the responsibility of the government through various education commissions. These include several commissions (Ominde Commission, 1964; Gachathi Commission, 1975; Mackay Commission, 1981; Kamunge Commission, 1988; Koech Commissions 1999 and Kochung report, 2003) whose recommendations have shaped SNE in Kenya (Adoyo, 2007). In addition, Kenya is a signatory to the international conventions mentioned earlier and has formulated its educational policies in line with the international frameworks. These include Children's Act (2001), Free Basic Education (2002), Disability Act (2003), Special Needs Education Policy (2009), The Constitution of Kenya (2010) and Basic education Act (2013). The SNE provisions in these frameworks are discussed in the next chapter.

The Kenyan government has rolled out Free Primary Education (FPE) in an effort to increase enrolment and achieve Free Primary Education for All (Nyeris & Koross, 2015). In addition, it has involved Non-Governmental Organizations (NGOs) and Community Based Organizations (CBOs) as partners in SNE to provide assistive devices and establish educational institutions to cater for the needs of CWSN; train SNE teachers through the Kenya Institute of Special Education; double capitation on every Special Needs Learner as well as setting up Educational Assessment and Resource Centers (EARCs) in every County (MoE, 2015). Despite these efforts by the government exclusion is still prevalent.

In Kenya approximately 1.7 million people live with disability and the prevalence among CWD between the ages of 0-21yrs of age stands at 13.5 % (Bii & Taylor, 2016).

MoE (2015) shows that inclusion in Kenya is yet to be realized as this report shows that there are more CWSN who are out of school than regular children. This is evidence that exclusion is real in Kenya today despite various steps that the government of Kenya has undertaken to promote Education for All. MoE (2015) also found that there are home-based and systemic factors that hindered CWDs from attending school. These include parents hiding their children at home unable to attend school to protect them from social stigma in the 'outside world', high prevalence of poverty, lack of assistive devices such as hearing aids for the children. Systemic factors included lack of enough trained SNE teachers and aides, less number of special schools in the societies, and lack of proper transportation facilities to schools (MoE, 2015).

This is largely the scenario in third world countries especially those in sub-Saharan Africa (UNO, 2015). Kenya is one of the countries that has more in terms of policies than actual practice (MoE, 2015). They continue to face an uphill task in attaining most educational goals due to economic, social and cultural constraints. In light of this, Kearney (2011) suggested that there is need for bridging the gap between rhetoric and reality in special education. This in turn continues to hinder inclusive education and promote exclusion evident in West Pokot County.

West Pokot County is one of the contexts having its unique challenges. It is one of the areas classified under arid and semi-arid areas in Kenya. Poverty levels are at 69.4% meaning the majority of the population lives under the poverty line (Kenya Bureau of Statistics, 2017). This is mainly due to traditional cultural practices and the harsh climatic conditions. Thus, the resources they have are mainly used for subsistence. There are 318 primary schools with an enrollment of 105,452 and 34 secondary schools with an enrollment of 9,897. There are nine inclusive schools for Learners with Hearing Impairment (LWHI) in two Divisions of West Pokot Sub- County. The other four sub-

counties are without inclusive schools for LWHI. There are very long distances to inclusive schools from other parts of the County.

The terrain of West Pokot County also poses a great challenge as it is characterized by steep hills and deep valleys (Nyeris & Koros, 2015). The great distances to schools, the terrain and the traditional cultural practices of the community are the major challenges to inclusion of LWHI in education in the County. Many LWHI have not enrolled in school and a number of those in school are dropping out being unable to complete their course. Fifty LWHI are enrolled in 9 inclusive schools out of the 305 who are registered with National Council for Persons with Disabilities in West Pokot County. LWHI continue to face exclusion from and within school in West Pokot County.

Collaborative partnerships are essential in IE and assist in overcoming exclusion (Kearney, 2011). However, it has received less attention and could be the missing link among stakeholders in West Pokot County. This is because SNE is not a one man show as it requires involvement of all stakeholders. This is why this study which was undertaken to explore the nature, experiences of stakeholders' collaborative partnerships and how it could be supported to enable inclusion of LWHI was conducted among West Pokot County Primary Schools. This study sought to explore and create awareness among parents, teachers and educational officers on the value of collaborative partnership in improving IE practice. If exclusion is not addressed the Kenyan government may not fulfill its vision of achieving Universal Basic Education for all by 2030.

1.3 Statement of the Problem

Education is a fundamental right of every child as stipulated in the Universal Declaration of Human Rights (1948), the United Nations Rights of the Child (2006) and

the Constitution of Kenya (2010). Educating every child in Kenya is fundamental irrespective of the numerous challenges. Achievement of this statement is still far from being attained in some parts of Kenya because Learners with Hearing Impairment (LWHI) are being excluded from education in West Pokot County. Over 305 Children with Hearing Impairment (CWHI) are registered with the National Council for Persons with Disabilities of Kenya (NCPDK) (2017) in West Pokot County. According to the Ministry of Education (MoE) (2017) only 50 LWHI are enrolled in inclusive primary schools in the County while over 200 are excluded from education.

Several scholars have carried out studies on SNE and inclusive education. Mwangi (2013) explored teachers' understanding of SNE policy in Kenyan public primary schools. Kipkosgei (2013) investigated factors influencing enrolment of learners with disabilities in Nandi South district while Buhere et al. (2014) assessed the effectiveness of school administration in implementation of inclusive education in mainstream primary schools. Nyeris and Koross (2015) did a study on factors influencing efficacy of Free Primary Education policy in relation to enrolment of CWSN children with special needs in West Pokot County. In spite of these studies, little has been done on stakeholders' collaborative partnerships and it could be a missing link in enabling inclusion of LWHI. Therefore I wonder what stakeholders collaborative partnerships look like in the context of inclusive education of LWHI in West Pokot County, Special Needs Education is not a one man show and it has to involve all the stakeholders. If exclusion is not addressed the right to education of LWHI will remain violated and they might not achieve their life goals nor participate fully in society. On the other hand, the exclusion of LWHI derails and frustrates the Kenyan government's efforts of successfully implementing inclusive education, building an inclusive society as well as

attaining Universal Basic Education for All by the year 2030. This is what necessitated undertaking of this study.

1.4 Purpose of the Study

The purpose of this study was to explore how stakeholders' collaborative partnerships could enable inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools. To do this, the study explored stakeholder's nature of stakeholder collaborative partnerships and experience thereof, as well as how collaborative partnership could be supported.

To achieve this purpose, this exploratory qualitative study was located in the interpretivist paradigm and employed a phenomenological research design. These guided me to gain a deeper understanding of the nature, experiences and opinions of stakeholders on collaborative partnership in West Pokot County.

1.5 Research Objectives

The following research objectives were formulated to guide the study:

1. To explore the nature of stakeholders' collaborative partnerships in enabling inclusion of learners with hearing impairment in selected West Pokot County primary schools.
2. To explore the experiences of stakeholders' collaborative partnerships in enabling inclusion of learners with hearing impairment in selected West Pokot County primary schools.
3. To explore how stakeholders' collaborative partnerships could be supported to enable inclusion of learners with hearing impairment in selected West Pokot County primary schools.

1.6 Research Questions

In relation to the problem stated, the following main research question was formulated to guide the study:

RQ: How could stakeholders' collaborative partnerships enable inclusion of learners with hearing impairment in selected West Pokot primary schools?

In order to answer this main question, the following sub-questions were formulated:

1. What is the nature of stakeholders' collaborative partnership in enabling inclusion of learners with hearing impairment in selected West Pokot County primary schools?
2. What are the experiences of stakeholders' collaborative partnerships in enabling inclusion of learners with hearing impairment in selected West Pokot County primary schools?
3. How can stakeholders' collaborative partnerships be supported in enabling inclusion of learners with hearing impairment in selected West Pokot County primary schools?

1.7 Justification of the Study

Education is the right of every child and it is the obligation of the Kenyan government to ensure that all learners have equal access to quality free compulsory basic education. There is a small number of LWHI who have access to education in inclusive schools in West Pokot County. A few of those enrolled in schools are dropping out while others have never been to school. Despite the government's efforts to build schools, allocate funds, train teachers, set up education assessment and resource centers for identification and placement, progress and enrollment rates are still low.

Kearney (2011) acknowledges that exclusion happens from and within schools. However, Todd (2007) suggests that collaborative partnership are of great value in inclusive education. Studies on special needs and hearing impairment have been done in Kenya by several scholars (Mwangi, 2013; Kipkosgei, 2013; Kigotho, 2016; Nyeris & Koross, 2015) on challenges, barriers and factors influencing inclusion, teaching and learning strategies, factors influencing performance, effects of Free Primary Education on inclusion of LWHI, perceptions and attitudes towards LWHI. Seemingly less research has been done on collaborative partnerships in West Pokot County. This is why this study focused on how stakeholders' collaborative partnerships can enable inclusion of LWHI in West Pokot County primary schools.

1.8 Significance of the Study

The study purposed to explore how stakeholders' collaborative partnerships could enable inclusion of LWHI in selected West Pokot primary schools. The study informs and provides a better understanding to the Ministry of Education and other policy makers about the value of collaborative partnerships in implementation, management and success of inclusive education and special education programs. SNE is not a one man show, the input and contribution of other stakeholders is important and cannot be overlooked. This study creates awareness among parents, teachers, head teachers and education officers of the need to improve their practice through embracing collaborative practice. It could inform teacher preparation skills for collaborative practice and contribute to the quest for inclusion of LWHI in West Pokot County.

1.9 Delimitation of the Study

This study was an exploratory qualitative study underpinned by an interpretivist paradigm, employing a phenomenology design. The study is located within the discipline of Educational Psychology, specifically within the field of Special Needs

Education, focusing on LWHI. The study was done in West Pokot County and data was generated qualitatively with from parents of LWHI, SNE teachers and head teachers of inclusive primary schools with LWHI, Curriculum Support Officers, Education Assessment and Resource Centre Officer, and County Disability Officers. The study focused on stakeholders' collaborative partnership; exploring the nature, experiences of stakeholders' collaborative partnership as well as how it could be supported.

1.10 Limitation of the Study

The limitations are the short comings of the study. The limitations in this study were that there were only twenty participants who may not be enough for the findings to be generalized. However, the study adopted a qualitative approach that allows selecting few participants and generating data to the point of saturation. The researcher did not involve other participants such as the village elders, chiefs and county government who could have been valuable to the study, but those selected offered sufficient data to answer the research sub-questions. Drawing as a method of data generation in this study was used and one of the main challenges was that some participants did not want to draw but after explaining to them they understood and made the drawings.

1.11 Assumptions of the Study

The study assumed that participants provided honest and true responses on collaborative partnerships as enabling inclusion of LWHI in primary education. Also, that the head teachers, CSOs, CDO, EARC, special needs teachers and parents of learners with hearing impairment provided accurate information on the nature and experiences of their collaborative partnerships as well as how it could be supported.

1.12 Theoretical Framework

A theory is a set of interrelated constructs (variables), definitions and propositions that presents a systematic view of phenomena by specifying relations among concepts with

the purpose of explaining phenomena (Kerlinger, 1979). A theory provides a lens for the study focus and research questions asked (Creswell, 2013). Straus and Corbin, (1990) assert that a theory provides a road map of why the world is the way it is. A theory clarifies and explains some aspects of how the world is. In addition, a theory states the position of the researcher whether up front, biased from personal or cultural context, and how final findings will be written (Creswell, 2013).

There are many theories that could inform this study such as the critical theories that empower human beings to transcend constraints placed on them by race, class or gender (Thompson, 2017). This could suit the current study because persons with disabilities suffer constraints as a result of social constructions related to disability. The disability inquiry theory addresses the understanding of social cultural perspectives that allow people with disability to take control of their lives rather than approach it from a medical understanding of disability (Harris, Holmes, & Mertens, 2009).

There are two models to disability, the medical model that focuses on disability as an individual deficit, a problem or illness residing within an individual that requires remediating or curing (Tremblay & Tivat, 2007) while the social model advanced by Campbell and Oliver, (1996) argues that disability is socially constructed. Oliver argues that the individual's limitation is not the problem but it is the society's failure to address the needs of persons with disability through service provision. In this sense the social model of disability identifies barriers within the society with a view to reducing them hence allowing the PWDS to participate in all aspects of the society.

This study adopted the Practice People Context (PPC) model propagated by Todd (2007) in her work on partnership in inclusive education. The model emphasizes increased participation of stakeholders in inclusive education. Participation could be

strengthened if there is collaboration among parents, teachers and educational administrators.

The model has three tenets which are: Practice, People and Context. On practice, the model strives for practitioners to conceptualize the discourses of practice and involves how they understand roles, the diverse structures and programs that inform their practice. On people, PPC concerns itself with how practitioners understand people, their ideas and assumptions about them. This includes how they think about professional practices and its impact on the kinds of working relationships. On Context, PPC means a setting of the occurrence of the phenomena. The model emphasizes the meaning given to the context, how stakeholders understand the relationship between the individuals who work together and the socio-cultural context in which they also work. The PPC model emphasizes this fact as important in understanding what is happening in a given context and changes required in practice. In this study the context is West Pokot County which has its own contextual problems in education of LWHI. This model suited the study and hence it was adopted.

Todd (2007) developed this model in a study on partnership in inclusive education. She depicted the need for increased participation of stakeholders in inclusive education. This is able to work if collaborative partnerships exist. The PPC model clearly supports the fundamental assumptions and practices that support collaboration. The Practice–People–Context (PPC) Model of collaborative inclusive practice helpfully guides people working with children and families in schools and those who provide services towards the development of a culture of participation.

This model suggests that there is a range of understandings of practice that have different implications for the kinds of relationships possible between practitioners,

children, young people and parents. It also tries to demonstrate the kinds of relationships that might count in participation for inclusive education. PPC is a practical theory that provides a critical approach to professional practice in which the practitioner or worker is able to have a firm foundation for action that is driven by understanding (Todd, 2007).

The strengths of this model are that it takes into consideration individuals' perspectives of how people construct and make sense of their experiences in relation to the wider social cultural and political context. It prompts the need to deconstruct social practices to increase participation.

This model was adopted in this study because it seamlessly suits the study as it addresses collaborative partnerships as an inclusive practice. In this study the theory was used as an orientating lens for the study objectives with regards to the inclusion of LWHI. It was also used to shape the study questions, inform how data was generated, analyzed and interpreted and of course explore the nature and experiences of stakeholders' collaborative partnerships in the inclusion of LWHI in primary education.

1.13 Conceptual Framework

According to Creswell (2013), theories can be represented using a visual model. Figure 1.1 below shows how the concepts in the theory relate to each other (Todd, 2007) and to collaborative inclusive practice. It also shows collaborative partnerships influenced by people, practice, and related context, with the main purpose to make inclusion of LWHI successful.



Figure 1.1: Conceptual Framework

1.14 Operational Definition of Terms

Children with Special Needs (CWSN) is an umbrella term that means all children up to the age of 18 years who have sensory, physical, behavioral and cognitive impairments which hinders their full and effective participation in society on an equal basis with others (Kenya, the National Special Needs Education Survey, 2009).

Hearing impairment (HI) is hearing loss that is either permanent or fluctuating that adversely affects a child's educational performance (Grigorenko, 2008).

Stakeholder refers to everyone who has a stake in a child's life (Adams et al., 2016). They are all parents with LWHI and people who are either paid or who voluntarily provide services to meet the needs of LWHI.

Collaboration is a process of two or more people working together hand in hand to achieve a common goal (Mislán, Kosnín, & Yeo 2009).

Partnership refers to all kinds of interactions, formal or informal and between practitioner, worker, and parents in a program (Todd, 2007).

Special Needs Education (SNE) is education which provides appropriate modification in curriculum, teaching methods, educational resources, medium of communication or the learning environment in order to cater for individual differences of Learners with Special Needs (MoE, 2016).

Inclusion is a process of increasing the participation of pupils in, and reducing their exclusion from, curricula and communities of their local schools (MoE, 2016).

Inclusive Education is a philosophy which focuses on the process of adjusting the home, the school, and the society so that all individuals, regardless of their differences, can have the opportunity to interact, play, learn, work and experience the feeling of belonging and experiment as they develop in accordance with their potentials and difficulties (MoE, 2015).

Inclusive Primary School is a regular school where all learners both with and without special needs are provided with regular education. It can be inclusive of one category of disability or multiple disabilities (MoE, 2015).

Exclusion refers to the process whereby learners with special needs are pushed to the margins of society by being denied access and prevented from participating fully in education as a result of disability (Kearney, 2011).

Regular Schools are institutions referred to as mainstream schools and which normally admit and provide education to learners who are not disabled. In this study they are the public regular primary schools (MoE, 2015).

1.15 Chapter Summary

This chapter has provided an introduction and broad overview of the study. It focused on the background of the study, statement of the problem, objectives of the study and research questions. It also highlighted the justification, significance, delimitation and assumption of the study. Finally, it discussed the theoretical framework that was adopted in this study and operational definitions of terms. The next chapter provides a review of literature in the field of special education and collaborative partnerships in inclusive education.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the concept of Children with Special Needs (CWSN), Hearing impairment (HI), its definition, categories, causes and prevention, impacts of HI on the lives of persons with HI and its interventions. This is to shed light on who are CWSN and in particular LWHI. The subject of education of Learners with Hearing Impairment (LWHI) issues cannot be discussed separately without mentioning Learners with Special Needs (LWSN) and Special Needs Education (SNE). This is because HI is one of the categories of CWSN and education of LWHI is canvassed under SNE. All issues of SNE such as policy and practice influences education of LWHI hence this chapter discusses LWSN and SNE.

The chapter analyses discourses on Inclusive Education (IE) particularly its inception, models, legal frameworks and practice. It further explores collaborative partnership in relation to inclusive education, how it influences practice of stakeholders in inclusive education and HI in Kenya. Finally, the chapter explores literature related to the research questions posed in this study and teasing out the gap that necessitated the undertaking of this study.

2.2 Children with Special Needs

According to the Kenya National Special Needs Education Survey (NSNES) (2015) Special Needs Children is an umbrella term that means all children who have sensory, physical and cognitive impairment. Sensory impaired children are those with hearing and visual difficulties. Physical impaired children are those that have difficulties with functions performed by hands and legs. While those with mental impairments also

referred to as intellectual or cognitive impairments are those with difficulty in mental processes of knowing, awareness, attention, memory, perception, reasoning, and learning. These impairments occur naturally, through injury, or diseases (Joel, Kochung, Kabuka, Charles, & Oracha, 2013) .

The American Individuals with Disability Education Act (IDEA) (2012) identifies thirteen different categories of Children with special needs (CWSN) while In Kenya, the National Special Needs Education Policy Framework (2009) outlines twenty-two categories of disabilities and special needs. These include children who have visual impairments, hearing impairment, physical impairments, epilepsy, cerebral palsy, autism, mental handicaps, emotional and behavioural disorders, down syndrome, deaf-blind, learning disability, albinism, speech and language disorders, multiple handicaps and other health impairments. They also include children who are orphaned, abused, living in the streets, heading households, children from nomadic pastoral communities, and internally displaced. Children who are gifted and talented are also classified as those with Special Needs. This study concerned itself with the category of Hearing Impairment (HI) and this is discussed in detail in the next sub-section

2.2.1 Hearing Impairment

Hearing Impairment (HI) is hearing loss that is either permanent or fluctuating that adversely affects a child's performance (Grigorenko, 2008) while Aich and Mathew (2017) define HI as any dysfunction of the hearing organ regardless of the cause, degree of hearing loss and service provision. HI is classified according to the degree of hearing, onset of deafness or the part of the ear that is affected. According to degree, the level of impairment is measured in units known as decibels (dB). This generates four categories namely: mild hearing impairment (25-40dB), moderate hearing impairment (41-70dB), severe hearing impairment (71-90dB), profound hearing (91dB and above). Severe and

profound are referred to as deaf whereas mild and moderate can perceive sound and can benefit from use of a hearing aid (Special Education guide, 2013). Classification according to part of the ear that is affected is conductive hearing loss (outer ear and middle ear), sensory-neural hearing loss (inner ear) or mixed hearing loss (outer, middle and inner ear) (WHO, 2017).

Causes of HI are grouped according to the time of occurrence. This can be before birth (pre-natal), during birth (peri-natal) or after birth (post-natal). These causes range from childhood diseases such as measles, mumps, meningitis and chronic otitis media. Other causes are prolonged exposure to loud noise, head or neck injuries, and use of toxic medications such as types of chemotherapies and antibiotics and nutritional deficiencies (WHO, 2017; Durthey, 2013). Strategies for prevention are strengthening maternal health, immunization, early screening of children, prevention and treatment of infections, reducing exposure to loud noise and use of particular drugs (WHO, 2017).

HI has a lot of impact on the life of Children with Hearing Impairment (CWHI). Many at times are considered to have low intelligence due their delayed or lack of language. As a result CWHI experience communication difficulties. Those who have mild and moderate hearing loss have residual hearing that does not allow them develop language normally but usually have delay in language development. They experience difficulties in grammar, spelling, vocabulary and cannot articulate words correctly (WHO, 2017). This makes many people look at CWHI as low achievers and yet this is not the case (Aich & Mathew, 2017). CWHI use lip reading, sign language, finger spelling and total communication (TC) as modes of communication. Remedies of HI include early identification, use of hearing aids and cochlea implants as well as other forms of educational and social support (Durtney, 2013), and as discussed above, using appropriate communication strategies, skills and teaching methods. CWHI do acquire

their education like other normal children. Their education is catered for under Special Needs Education (SNE) discussed in the next section.

2.3 Special Needs Education

SNE is education provision for LWSN and is characterized by individual assessment, planning, specialized instruction, intensive instruction, goal-directed instruction, research-based instructional practices, collaborative partnerships and student performance evaluation (Salend 2011). Carter (2016) alleges that SNE meant that all LWSN were segregated and placed in programs with other children whom they shared the same likeness. However, SNE exists to cater for children who are deemed sufficiently different that they do not belong within ordinary school settings alongside others from their community (MoE, 2009).

As early as the 19th century SNE was spearheaded by individuals, religious and charitable organizations. LWSN were treated unfairly, often being segregated before the emergence of rights movement advocated for LWSN to join schools (Carter, 2016). The taking over of SNE by rights activists as an advocacy and rights issue contributed to SNE being established. The activists contend that Persons with Disabilities (PWDs) are human, hence are entitled to all human rights (WHO, 2011). PWD's rights are enshrined in Article 26 of the Universal Declaration of Human Rights of 1948. Thus education, being a fundamental human right should be made available to all (Nyeris & Koross, 2015). In the United States, according to Individual Disability Education Improvement Act (IDEIA) (2004), SNE was designed instruction at no cost to the parent to meet the unique needs of LWSN.

SNE has become a tool to emancipate and free PWDs from inequalities, discrimination, segregation, isolation and violations of dignity brought about by people's perceptions,

attitudes and culture. Today it is the role of the government and its obligation to provide SNE. By the middle of the 20th century, many ‘developed’ countries had a firmly established special education system made up of special schools and classes, along with specialist positions and organizations (Kearney, 2011).

There are two ideologies on disability that has always influenced the way that societies have thought of and conceptualized it. SNE has long been influenced by a medical model of disability. This model describes and defines disability as a person’s lack, a difficulty or illness inherent within an individual that needs remediating or curing (Tremblay & Tivat, 2007). However, other researchers (Campbell & Oliver, 1996) argue that disability is socially constructed. They assert that an individual’s limitation is not the problem but it is the society’s failure to address the needs of a person with disability through service provision. In this sense a social model of disability identifies barriers within the society with a view to reducing the effect of disability hence allowing the person with disability to participate in all aspects of the society. Henceforth this perspective has led to the rise of the concept of inclusive education.

Advocators of SNE as already mentioned had decided to use the human rights approach in SNE (UNESCO, 2015). Therefore, there are international conventions that have been formulated to support SNE. These legal provisions are discussed below.

2.3.1 International Frameworks on Special Needs Education

Several international frameworks have been formulated in response to promote SNE. Education rights for LWSNs are enshrined in various international legal frameworks such as the United Nations declaration of Human Rights (1948) which stipulates that everyone has a right to free and compulsory education. The United Nations Convention on the Rights of the Child (UNCROC) (1989) states that all children have a right to

receive education without discrimination on any grounds. Specifically, Article 23 states that disabled children should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

The World Conference on Education For All held in Jomtien Thailand (1990) resulted in declaration on Education For All (EFA) with commitment by member states to meeting the basic needs of all CWSN. This means equipping them with knowledge, skills and attitudes they need to live with dignity, provide continuing education to improve their lives and contribute to the development of communities and their nations.

The Standard Rules on Equalization of Opportunities for Persons with Disabilities (1993) encourages states to take action to remove obstacles that would prevent PWDs from exercising their educational rights. In addition, it ensures equalization of opportunities for PWDs in the field of education by placing focus on an integration model rather than an inclusive education paradigm.

The World Conference on Special Needs Education held in Salamanca Spain (UNESCO, 1994) led to the adoption of Salamanca Statement and Framework for Action on SNE. It endorsed an inclusive approach to education. The statement gave prominence to SNE by identifying barriers and making an equivocal call to inclusive education. The guiding principle of the statement was that regular public schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions (UNESCO, 1994). These schools are where all children learn together and where the individual needs of every learner are met. It also decreed that all CWDs should attend the same neighborhood school they would enroll in if they did not have a disability. Moreover, the governments were to ensure provision of

quality, appropriate curricula and collaborative partnerships with their communities. The statement called upon member countries to formulate legislative measures to give effect to SNE. It urged for coordination at all levels among educational authorities and stakeholders for better outcomes (UNESCO, 1994).

The Dakar Framework of Action (UNESCO, 2000) called member nations to ensure Education for All (EFA) goals and targets are reached and sustained within individual countries. It reaffirmed commitment to Education for All and laid emphasis on educational issues of poor and marginalized groups including CWSN. It further developed the Millennium Development Goals (MDGS) that were to be achieved by the year 2015. Goal number two stipulates the achievement of Universal Free Primary Education (FPE) by 2015 through expansion of Early Childhood Care and Education as well as provision of free and compulsory education.

Furthermore, the framework advocates for continuous efforts by nations to ensure Universal Primary Education (UPE) for all children as well as those in difficult circumstances and those belonging to ethnic minorities to complete a full course of primary schooling (UNESCO, 2015). However, UPE was not achieved in the target year of 2015. This is the reason the aspirations were carried forward to Sustainable Development Goals (SDGs). Goal 4 of the Sustainable Development Goals recommits nations to work towards inclusive and equitable quality education and promote life-long learning opportunities for all (UNESCO, 2015).

The Convention on the Rights of Persons with Disabilities (CRPD) (2006) emphasized that disability is an evolving concept and that attitudinal and environmental barriers hinder full and effective participation of PWDs in society on equal basis with others. This document purposed to ensure no discrimination, awareness, respect and dignity as

well as autonomy of PWDs. Access to physical, social, economic and cultural environments, education, health, information and communication would enable them to enjoy their full rights and freedoms. Again, it asserts the recognition of contributions of PWDs to overall wellbeing of their communities. This was to be achieved by mainstreaming all disability issues through legislation. CRPD was a tool to fight exclusion in education and ensure inclusion.

Sustainable Development Goal (SDG) 4 on education calls for inclusive and equitable quality education and lifelong learning opportunities for all by 2030. It emphasizes inclusion and equity as laying foundations for quality education and learning. SDG 4 also calls for building and upgrading education facilities that are disability friendly and gender-sensitive. These educational environments need to be safe, non-violent, inclusive and effective for learning (UNESCO, 2017). This goal was to be achieved if member states ensured inclusion and equity in and through education systems and programs. The member states were to take steps to prevent and address all forms of exclusion and marginalization, disparity, vulnerability and inequality in educational in order to ensure access, participation, and completion.

Regionally, article 17(1) of the African Charter on Human and Peoples Rights (1981) guarantees the right to education. Article 2 of the same decrees that rights assured by the charter be enjoyed without any form of discrimination and article 18 (4), specifically targets persons with disabilities and provides that persons with disabilities should be accorded special measures of protection with reference to their physical needs (OAU, 1981). It further endeavors to guarantee the right to education. Article 3(a) of the African Charter on the Rights and Welfare of the Child states that every child has a right to education. Section 3(e) exhorts state parties to take special measures in respect to

female, gifted and disadvantaged children, to ensure equal access to education (Taylor et al., 2015).

The Incheon Declaration (UNESCO, 2015) is the most recent effort that reaffirmed previous efforts in guaranteeing education for all. It committed nations towards a 2030 target of inclusive and equitable quality education that is lifelong learning for all. Kenya is signatory to all these international frameworks and it has adopted and formulated its own laws that support rights of PWDs and SNE. Almost all countries in the world have adopted SNE. The fact that Kenya is a part of these international conventions prompts the need to discuss the progress of SNE in Kenya. This is done in the next section.

2.3.2 Special Needs Education in Kenya

Kenya being one of the developing nations has been in the forefront in adopting and adapting new education philosophies in the world to its education system (MoE, 2016). SNE is one of these philosophies. According to the National Special Needs Education Survey (NSNES) (2015) in Kenya, SNE is education which provides appropriate modification in curricula, teaching methods, educational resources, medium of communication or the learning environment in order to cater for individual differences in learning.

In Kenya, SNE started after the end of the Second World War (MoE, 2009), when churches initiated programs to rehabilitate disabled men during the war. Later these programs became educational institutions. The earliest recorded initiative was established by the Salvation Army Church to rehabilitate blinded men, a program that would later become the first school to offer formal education for blind children in Kenya and East Africa (Macha, 2007). In 1960, the same church opened a rehabilitation center for children with physical disabilities in Thika. This later became the first school

for the physically handicapped in Kenya. With this precedence, and the gradual departure of missionaries, the government became more active in the provision of SNE with a focus on four categories of impairments. These were children with hearing impairment, mental handicap, visual impairment and those with physical handicap. However, education of these children was only offered in special schools until the 1970s when special children classes (special units) and integrated programs were initiated (MoE, 2009). The Ministry of Education (MoE) (2009) recommended that children with mild handicaps should be integrated to learn with their peers in regular schools.

Several commissions set up since independence has shaped SNE in Kenya. First was the Ominde Commission (1964) which emphasized the need to train special needs teachers and the establishment of vocational rehabilitation services. The National Education Commission on Education Objectives and Policies also known as Gachathi Report (1976) recommended, among other measures, that include; the need for coordination of early intervention and assessment of children with special needs, the public being made aware of the causes of disabilities to promote prevention, increased research to determine the nature and extent of handicaps; establishment of Early Childhood Development Education (ECDE) programs as part of special schools and formulation of a policy to integrate LWSN. These led to the establishment of Department of Special Needs at the Kenya Institute of Curriculum Development. Its mandate was to develop curriculum, learning materials as well as the establishment of pre-primary classes in special schools.

This was followed by the MacKay report (1981) which recommended training of SNE teachers at the University level; consequently, this led to the development of a Special Needs Education program at Kenyatta University. The Presidential Working Committee on Education and Training for the next Decade and beyond referred to as Kamunge

Report of 1988, emphasized the deployment of SNE inspectors to all district levels to take charge of all issues concerning learners with special needs (LWSN).

After that came the commission known as Totally Integrated Quality Education and Training Taskforce known as the Koech Report (1999) that recognized the lack of a comprehensive SNE policy or legal framework on SNE and recommended the establishment of a National Special Education Advisory Board to advise the government on matters of education including SNE. Lastly the Task Force on Special Needs Education also called Kochung Report (2003) recommended that there should be training and in-service programs for SNE teachers. It further recommended strengthening Educational Assessment and Resource Centres (EARCs) through increasing identification and assessment tools and equipment, allocating funds. A special needs national survey was carried out to determine the population of CWSN in and out of school, as well as an inventory of assistive devices and equipment available in schools, and more over that special needs schools be made barrier free to enhance access.

LWHI were and continue to receive education in three forms, one, segregation where LWHI are taught separately from other learners in entirely separate special schools. Two, mainstreaming to provision SNE in which LWHI learn in one class with regular learners for the part of the day and the other part is spent in special classes for individualized attention (Adoyo, 2007). Three, integration where LWHI learn alongside with hearing learners in the same class and the learner is expected to adapt to the class environment in order to benefit.

The Kenya government has made remarkable efforts in expanding education in the country since independence. In 1963, there were 6,058 primary and 151 secondary

schools with respective enrolments of 891,553 and 30,121 pupils by 2008 (MoE, 2009). Following the implementation of Free Primary Education (FPE) in 2003, pupil enrolment numbers had increased to 20,439 (18,600 public and 1,839 private) primary schools with a total enrolment of 8,563,821 pupils (over 800% increase), and 4,111 (3,621 public and 490 private) secondary schools with an enrolment of 1,382,211 students, over 4,000% increase (MoE, 2015).

However, in spite of these expansions in regular schools, the same cannot be said of SNE. Many of the children with disabilities and special needs do not have access to educational services in the same way that their peers without disabilities do. For example, in 1999 there were only 22,000 learners with special needs and disabilities enrolled in special schools, units and integrated programs. In 2003, when FPE was introduced, the number rose by 22% to 26,885, an increase of 67% to reach 45,000 in 2008. While this is a substantial increase, it nonetheless compares poorly with the corresponding increases in general education as it was estimated that of the 750,000 school-age children with disabilities, there were only 45,000, of these 6% are in units and 114 public special schools (including vocational and technical institutions) in the country in 2008 (MoE, 2009). This is still a small number compared to the number of CWSN and more so these schools are concentrated in urban and exposed communities of Central, lower Eastern, Nyanza, Western, Coast and Central and Southern parts of the Rift Valley. Few schools are in the northern parts of Kenya especially among the nomadic communities living in areas classified as arid and semi-arid lands (ASAL).

This illuminates contextual problems in the provision of education. Regular education is still a challenge and SNE is greatly affected hence needs more attention. In Kenya currently according to the MoE (2015) the prevalence of disabilities among children aged 0-21 years was at 13.5%, with the majority out of school. In the light of this,

attainment of Education for All by 2015 was not achieved although much had been done more remarkable efforts still needs to be done to ensure equitable access to compulsory free quality and equitable appropriate education for LWSN.

In Kenya special needs education is provided in special schools, integrated units and in inclusive settings in regular schools (MoE 2009). However, majority of children with disabilities are not in schools (MoE, 2015). Kenya Government has made remarkable efforts in developing SNE. One of the Strategies is through formulation of policies that support SNE. These policies are discussed in the next sub section.

2.3.3 Special Needs Legal Frameworks in Kenya

Certainly, significant efforts have been made in the provision of SNE in Kenya. Several policies and legal frameworks for SNE have been formulated to support SNE. Particular laws on access to SNE include the Children Act of 2001 which domesticates article 28 of the Convention on the Rights of the Child (UN, 1989). The Act provides that every child shall be entitled to compulsory Free Basic Education (GoK, 2002). Similarly, this is emphasized in article 18 of the Persons with Disabilities Act (GoK, 2003) and the Basic Education Act of 2013 (GoK, 2013). Both laws underline the right to access education by PWDs. Possibly, the most important effort by the Kenya Government towards provision of education to LWSN is the formulation of the National Special Needs Education (SNE) policy in 2009. The policy recommends inclusive education as an appropriate means through which LWSN can access education.

The SNE policy is a notable endeavor by the Kenya government to domesticate the Salamanca Statement that urged all governments “to give the highest policy and budgetary priority to improve education services so that all children could be included regardless of differences or difficulties” (UNESCO, 1994). However, the SNE policy of

2009 has not provided adequate systems and facilities that respond to the challenges faced by LWSN.

The right to education is explicitly provided for in Article 53(b) of the Kenya Constitution 2010 which guarantees the right to free and compulsory basic education for every child. Article 54 of the Constitution particularly targets persons with disabilities and provides that persons with disability have a right to access educational institutions and facilities that are integrated into society to the extent compatible with their interests and needs (GoK, 2010).

A Policy Framework for Education 2012 aimed at providing a national policy to develop and promote science, technological and innovation for national development, Basic Education Act of 2013 outlines the need to increase access, enhance retention, improve quality and relevance of education. This act was also revised in 2015. All the above frameworks stipulate the main goal of provision of accessible basic education to all children through various strategies such as inclusion, integration and, mainstreaming.

Although Kenya is a signatory to various international conventions and it has formulated its own legal frameworks in provision of SNE, there is no specific policy on inclusive education as well as the enacted frameworks have not been aligned to the new Kenya Constitution 2010. These legal frameworks support SNE. Education of LWHI in Kenya is under department of SNE in the Ministry of Education.

2.3.4 Hearing Impairment Education in Kenya

Education of Learners with Hearing Impairment (LWHI) in Kenya is under the Ministry of Education, Special Education division which deals with the administration of persons with special needs. Thus, HI education cannot be discussed in isolation but under Special Needs Education.

HI education in Kenya has its own history. It started when the Kenya Society of Deaf Children (KSDC) was established in 1958. This led to the establishment of two schools for the deaf; Nyangoma and Mumias (Adoyo, 2007; Odongo & Rosanna, 2016). HI education is provided in Special Schools, Special Units and integrated programs. Special Schools are schools set aside to offer education to LWSN, based on their respective disability. So in this regard special schools are schools which cater specifically for LWHI (MoE, 2009). Special Units are special classrooms attached to day or boarding primary regular schools set aside for LWSN. Special Units for HI are classes that should have more than 12 learners taught by trained HI teachers (Kimani, 2012). In integration programs LWHI are provide with education geared towards normalization. In this approach the child is supposed to adapt to the classroom environment (Adoyo, 2007).

In some instances, multi-grade teaching is practiced where HI learners of different grades are taught together in one classroom. The classroom is subdivided and learners are grouped according to grades and attended to separately. This is because of lack of space and teachers (Kimani, 2012). LWHI are mainly taught using Kenya Sign Language and a total communication approach.

Inclusive education is the new approach being advocated for LWHI. LWHI who have mild and moderate hearing loss have residual hearing, and have developed speech and language. However, these learners require a lot of support and environmental adjustment for them to benefit (Adoyo, 2007). Inclusion in Kenya is not well established because it is expensive and provides a great challenge to developing nations like Kenya.

Curriculum for HI has slightly been adapted and KSL is an examinable subject. LWHI are assessed and therefore sit for the Kenya Certificate of Primary Education (KCPE) examinations just like their regular peers although LWHI are allocated extra 30 minutes for every paper. Parents of LWHI have a choice on where to place their children. Most of them prefer taking their children to day special units because they cannot afford school fees or to protect their children due their vulnerability. Those who send their children to special schools assume that their children will receive better education and interact with other HI children (Kimani, 2012).

The next section discusses inclusive education which is the new approach advocated for in the education of LWHI.

2.4 Inclusive Education

Forlin, Chambers, Loreman, Depeller and Sharma (2013) argue that inclusive education (IE) is a term that lacks conceptual focus and often may lead to misconception and confusion in practice. The British Journal on Special Needs (2015) asserts that IE has multiple meanings and can be used in different ways to mean different things to different people. There are two contentious conceptualizations of IE. MoE (2015) defined inclusion as the philosophy which focuses on the process of adjusting the home, the school and the society. This ensures that all individuals regardless of their differences can have the opportunity to interact, play, learn, work and experience the feeling of belonging and experiment to develop in accordance with their potentials and difficulties. This study adopts the definition by Ainscow (1999) who defines inclusive education as a process of increasing the participation of pupils in and reducing their exclusion from curricula and communities of their local schools.

Forlin, Loreman,& Sharma (2009) advocates for inclusive features which are: appropriate placement, learners attending local school, availability of opportunity and acceptance of disability. On the other hand, Ainscow, Dyson, Godrick and West (2011) postulate for removal of what excludes and marginalizes LWSN. Inclusion requires societies or institutions to make physical infrastructure adaptation, information and the means of communication accessible to all people including those with disabilities through elimination of discriminatory practices. Moreover, it also requires society to provide protection, support and services so that every child with a disability is able to enjoy her or his rights as do others (UNICEF, 2013).

UNESCO (2015) postulates that inclusive education is about putting the right to education into action by reaching out to all learners, respecting their diverse needs, abilities and characteristics as well as eliminating all forms of discrimination in the learning environment. Adams, Harris and Jones (2016) outlines that inclusive education is the fundamental right of all learners no matter what their abilities and disabilities are. IE provides an opportunity to LWSN to develop their social skills and get access to equal and quality education.

The World Conference on Special Needs Education in Salamanca, Spain (1994) was the major impetus to inclusive education. The Conference proclaimed that “regular schools with (an) inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving Education for All (UNESCO, 2015). This was reaffirmed by the World Education Forum meeting in Dakar, (2000). The Forum declared that Education for All must take account of the needs of the poor and the disadvantaged, including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children, young

people and adults affected by HIV and AIDS, hunger and poor health, and those with disabilities or special needs.

According to Forlin et al. (2013), inclusive education in practice is done at two levels, at school and class support. At school level means adjusting the cultural policies and practices in the school. At class level it is concerned with differentiating the curriculum and teaching-learning strategies to meet individual needs of the learner.

Aseka and Kanter (2014) argue that the concept of inclusive education also supposes that the education of LWSN should be in mainstream schools. LWSN together with other regular children learn together where LWSN are provided with needed resources such as sign language, ramps and adapted curricula to enable them to have equal opportunities to learn and interact. It aims at full participation of CWDs in education side by side with their regular peers wherever possible regardless of any difficulties or difference they may have (UNESCO, 2015; Kigotho, 2016). However mainstream settings provide LWHI with more interaction when they learn to communicate with their peers. This makes them they feel less physically and socially isolated from other children (Sharlyn, 2012).

Many educators, parents and individuals with special needs welcome the fact that regardless of their special needs, pupils can attend school together with their peers (Beacham & Rouse, 2012). Although moves towards inclusion and equity may not always be understood or welcomed in contexts where people are used to segregated education provision, or where educators doubt their ability to cope with learners' diversity. Therefore, it is necessary to mobilize opinion in favor of these principles of equity and inclusion (UNESCO, 2017).

Despite the efforts to implement IE, The United Nations Committee on the Rights of the Child, (2006) identified barriers to IE. The convention reveals existence of deep-seated prejudice and fear of disability in societies where disability is viewed as a curse, stigma or punishment which escalate isolation of Children with Disabilities (CWDs). Secondly, another barrier is a lack of understanding about the potential of all children to develop if provided with a responsive environment. Thirdly, the prevalence of discriminatory laws that fail to provide equal rights of access to disabled children. Lastly, the concept of the medical model of disability where a Person with Disability (PWD) is defined as the problem that needs to be solved through a medical intervention. This contrasts with the social model where a child is perceived as having an impairment, but is disabled by attitudes and the environment.

In addition, another invisible barrier is the lack of understanding of the inclusive concept. It is negatively understood by educators and professionals hence it impacts negatively on their roles and practice. Head teachers make all the difference in IE and they need sound understanding of IE so as create an inclusive culture, provide IE learning opportunities to teachers and promote a collaborative culture (Buhere et al., 2014). Winter and O'raw (2010) suggest that success in IE requires informed and knowledgeable leadership who are supporters of IE. Florian (2012) argues that teachers must accept ownership of the process, be skilled and have positive attitudes towards IE as well as believe that LWSN are capable of learning and contribute to classroom learning in a positive way. Moreover, the current competitive and centralized system of education has left little space to utilize inclusive education to catalyze positive educational change (Sakiz, 2014).

Todd (2007) asserted that IE requires deconstruction of ways of thinking in order to bring about educational improvement. This seems to be an acceptable practice and is

context dependent (Forlin et al., 2013). Commendable progress has been made over the past two decades to expand access to basic education. Further, efforts are needed to minimize barriers to learning and to ensure that all learners in schools and other learning settings experience a genuine inclusive environment (UNESCO, 2015). Even though inclusion has been emphasized by the above studies, exclusion still occurs in special education.

2.4.1 Exclusion

Inclusive education research has taken up the term exclusion as the process whereby certain groups are pushed to the margins of society and prevented from participating fully by virtue of their poverty, low education or inadequate life skills (Kearney, 2011). UNESCO (2015) acknowledges the fact that, exclusion happens not only from education but also within education specifically from and within schools. Exclusion therefore is the process that occurs when a student is denied access to participation at school. This includes things such as lack of access to the curriculum, access to friendship groups, access to teacher time and so forth (Booth, 1996). It also refer to less observable factors, and in particular, hidden forces that make it difficult for LWSN to have full and fair access to education (Kearney, 2011).

Kearney (2011) observes that learners are likely to be excluded from and within school if they are denied enrolment and full-time attendance at school, when there is a poor relationship between parents and school staff as well as inappropriate beliefs and practices. More so, when there are deeply embedded and hidden negative beliefs, attitudes and values of those working within education systems that promote exclusion (Kearney, 2011). Mpofu and Shumba (2012) pointed out that LWSN face numerous forms of discrimination, violence and social exclusion inside and outside of school. These experiences, in some cases lead to expressed feelings of low self-esteem and

isolation among many of the children interviewed and could have impacts on their learning and social experience while at school.

The catalyst of exclusion is the market model of education where schools competes against each other to attract learners mainly to increase academic standards of achievement and behavior. For this reason, schools have practiced exclusion of marginalized groups such as LWSN without their knowledge through their policies and practices (Kearney, 2011). Buhere, Ndiku and Kindiki (2014) indicated that there is lack of vision statements on inclusion education in schools. This makes inclusive education difficult because of lack of guidelines. Specifically, school administrators propagate exclusion for not promoting collaborative culture in the school (Buhere et al., 2014).

In addition, the theme of disability as ‘difference’ is also associated with exclusion because it views disability as being different, which has led to exclusion from access to education and to participation within society. The more different a person, the more exclusion they experience. However, it is important to point out that the notion of ‘difference’ is not a truth residing within individuals, but rather a social, cultural and political construction (Kearney, 2011).

The Education for All conference held in Jomtien Thailand identified inclusive education as a strategy to address marginalization and exclusion in education (UNESCO, 1990). Exclusion can be overcome by bridging the gap between what is said and what is put in practice (Kearney, 2011). Many governments are signatory to various international conventions and have passed local legislation to protect the rights of persons with disability but they continue to face exclusion through limited access to school and curriculum. Also there exists contextual school problems that need to be addressed (MoE, 2015).

Kearney (2011) argues that parental involvement in the education of their children is of great importance thus they need to be listened to so as to add their voice in education of their children hence collaborative partnerships should exist among parents and teachers which brings positive outcomes. This study explores the nature of these partnerships and also experiences of parents and teachers in the inclusion of LWHI. There is need to fight exclusion forces, and to confront prejudices. One of the means to achieve this is through collaborative partnerships.

2.5 Collaborative Partnerships

According to Mislan, Kosnin and Yeo (2009), collaboration is a process of two or more parties working together hand in hand to achieve a common objective and goal. Partnership refers to all kinds of interactions formal or informal between practitioner, worker, and parents (Todd, 2007). Collaborative partnerships therefore, involves stakeholders working together to facilitate inclusion of LWHI. A stakeholder is everyone who has a stake in a child's life (Adams et al., 2016). Partnerships are central in inclusion for reason that education cannot be inclusive without collaborating with children and parents in ways that enable their perspectives to influence the development of schools and systems, and promote participation that would accomplish this agenda (Todd, 2007). Effective collaboration among stakeholders is based on all parties' efforts in pursuit of similar goals (Hargreaves et al., 2012). Collaboration is important for reflection of practices and exchange of knowledge and it has been used as a main strategy to generate creativity and innovation for creating effective educational programs (Adams, Harris, & Jones, 2016).

Bii and Taylor (2016) proposed stronger linkages between various stakeholders in SNE. They agree that collaboration and establishment of linkages among stakeholders in the education sector with other service providers is essential. One of the collaborative

partnerships is the teacher-parent relationship. Teachers face great challenges and often find it difficult to effectively meet the needs of all students. The creation of effective inclusive schools requires a combination of teachers' and parents' knowledge and skills on instructional strategies and assessment practices (Friend & Cook, 2007). Many studies show that an inclusive school can be identified through its ability to work as a cohesive team (Ainscow & Sandill, 2010), teamwork that is essential in education provision of SNE. Furthermore, involvement of the family is an important and essential element in the success of inclusive education. True home-school collaboration is necessary for success (Forlin et al., 2013).

In their study in Zimbabwe Mukhopadhyay, Nenty and Abosi (2012) observed that there was lack of coordination among teachers, special educators, parents, and professionals. Teachers, special educators, parents, and professionals should be encouraged to participate in the implementation of inclusive education. Moreover, all stakeholders should be encouraged to participate in the implementation of inclusive education. Parent Teacher Associations might play a pivotal role in strengthening the teamwork that is essential in education provision of SNE.

From this discourse it is clear that collaborative partnership is a key component in inclusive education. If it is missing it may affect the inclusive process. This is why this study is undertaken to explore the nature of stakeholders' collaborative partnerships in the inclusion of LWHI.

2.6 Inclusive Education and Collaboration

Buhere et al. (2014) observed that collaboration is fundamental to effective inclusion within inclusive schools. Bouillet (2013) contends that collaborative schools are at the heart of inclusive education because they not only promote cooperative relationships in

schools but also promote the relationship between the school and the entire community. Inclusion and collaboration have many benefits to both teachers and learners (Adoyo, 2015). Collier et al. (2015) suggest that collaboration and communication between parents and educators are critical factors for predicting successful student outcomes. Adams et al. (2016) assert that teachers and parents need to collaborate in order to adjust effectively to their responsibilities so as to improve learner outcomes. Hernandez (2013) too, states that professional collaboration is a valuable tool that helps teachers and other professionals serve LWSN.

Teachers' collaboration can indeed foster communities of practice by involving other stakeholders to enrich the educational experiences and learning outcomes of learners with special needs (Mulholland & O'Connor, 2016). Hwang and Evans (2011) argue that the success of inclusion depends on the degree of collaboration between regular and special needs teachers. In order to understand collaboration, its nature in different contexts is discussed the next section.

2.6.1 The Nature of Collaborative Partnership

Collaborative partnership exists in some contexts and is limited in others. In their study, Mukhopadhyay, Nenty and Abosi (2012) found that there was a lack of coordination among Special Needs teachers, parents and other educational professionals. Hernandez (2013) argues that the manner in which individuals collaborate can be viewed in the way they relate and interact with each other. Key stakeholders in a child's life may have many different ideas and beliefs, and, as a result, disconnection in communication and relationships among them can arise which leads to a disconnection in relationships and communication among them. In such situations, fluid partnerships between teachers and parents can be challenging and resulting tensions can emerge which, in turn, can affect a child's educational experience (Staples & Diliberto, 2010). Thompson (2007) points out

that collaboration works well in instances where positive relationships are already in place.

However, Kearney (2011) exposed that there are deeply rooted negative attitudes about special needs education among teachers and educational officers that influence their practice. The United Nations on the Rights of the Child (2006) also acknowledges the presence of negative attitudes within communities that impede education of learners with special needs. Tremblay and Tivat (2007) revealed that since time immemorial societies have had beliefs about persons with disabilities. Tremblay and Tivat further explain that these beliefs and practices differ from one community to another and from one era to another. Oliver (1996) further discovered that these beliefs and practices are socially constructed. Hamilton-Jones and Vail (2014) point out that limited knowledge on SNE also leads to negative attitudes among professionals. Florian (2012) on the other hand posits that educators' and professionals' lack understanding of inclusive education practice impacts negatively on their roles and practices. Hargreaves et al. (2012) explains that stakeholders who have negative attitudes towards each other often have limited knowledge of the issue concerned or area of responsibility.

WHO (2011) outlines that these negative attitudes are a major obstacle in the education of learners with disability. These negative attitudes affect people's attitudes towards persons with disabilities. UNICEF (2015) therefore suggests that a better understanding of the social construction of disability is a step towards accepting the inclusion of LWSN. UNESCO (2015) affirm that there should be a positive attitude towards every learner; this means that every learner should be respected regardless of their diverse needs, abilities and characteristics. UNICEF's goal which calls for all societies to equally provides protection, support and services to all children so that every child with a disability is able to enjoy his or her rights like others (UNICEF, 2013). United Nations

Organization (UNO) (2015) claim that teachers clearly play a key role in promoting positive attitudes towards disability and in incorporating the principles of inclusive education in the learning environment. Prakash (2012) asserted that since teacher's attitude could be a barrier to inclusion of LWHI there is need to foster positive attitudes among teachers for inclusive education to succeed. The experiences of teachers, parents and education need to be explored to understand their collaborative partnership.

From this foregoing debate it is evident that the nature of collaborative partnership can be revealed through the attitudes that various partners have towards LWHI. These attitudes are as a result of what the community believes about disability. Lack of special needs knowledge contributes more to these negative attitudes and practices towards LWHI. In addition, relationships determine the nature of collaborative partnership because as pointed out partnerships work in instances where positive relationships are already in place. This debate informed this study to explore the nature of collaborative partnerships by determining the attitudes of stakeholders, their SNE knowledge and relationships. The experiences are discussed in the following section.

2.6.2 Experiences of Collaborative Partnership

Experiences of stakeholders' collaborative partnership differ depending on context. Hernandez (2013) reveals that professionals who have experience in collaboration have expertise, efficacy and interpersonal skills. Todd (2007) argues that professionals knowledge is key to understanding their professional practice. Florian (2008) asserted that what one knows informs what one believes and what one does. Thus, professionals need to understand what inclusive education is and how collaborative partnerships can be an added impetus. However, this may not be true in all contexts and among educational professionals. Hwang and Evans (2011) contend that teachers are sometimes aware of their limited knowledge on disability and inclusion. Mukopadhyay

et al. (2012) found that there was a lack of shared understanding of inclusive education. Mapolisa and Tshabalala (2013) affirmed that most teachers lacked skills to handle CWHI in inclusive settings. It is clear that though an understanding of inclusive education practice is paramount it is still elusive in some educational settings.

This is more prevalent among parent of LWSN. Todd (2007) revealed that parents' lack of SNE knowledge is a threat to collaborative partnerships among stakeholders in inclusive education. Nevertheless, collaboration is a solution as it allows teachers and educational professionals to have a better understanding of families, culture and diversity so as to feel more confident working with each other (UNICEF, 2015). Then it is essential to ensure that stakeholders feel comfortable in the process and conflicts are resolved for collaboration to be constructive and effective. This calls for collaborative enabling environment as Churchley (2006) argues that for individuals to work together collaboratively, there should be mutual respect, parity and shared responsibility among members. Chetty (2013) also observed that collaboration thrives in a situation where educational professionals work together in a non-competitive and supportive environment. This environment as Hargreaves et al. (2012) suggests requires effective communication so as to build a good working relationship among stakeholders and let them work towards a common goal.

As stated, collaboration works where stakeholders are driven by one purpose (Churchley, 2006). Mislán, Kosnín and Yeo (2009) argues that effective collaboration requires that all parties involved in collaboration should make an effort towards achieving the common intended goal which has been laid down. Bouillet (2013) points out that collaboration is demonstrated only in teams in which the common goal is clearly established and every member's role is clarified. The unity of purpose is thus established and hence teamwork is of value in collaboration. Ainscow and Sandhill

(2010) suggest that inclusive education requires that all stakeholders in collaboration should have the ability to work as a cohesive team.

There are obstacles towards working for the clear set purpose. Todd (2007) revealed that some professionals perceive themselves to have monopoly of expertise and experience and they do not require input from other stakeholders. Ross (2011) adds that there are also problematic power dynamics which is a barrier to successful collaboration. Consequently, there is need to borrow from Chetty (2013) who advises that collaboration requires relinquishing of power by all members.

Training is important in that it equips stakeholders with collaborative skills so as to improve practice. However, Collier et al. (2015) observed that teacher training programs have fallen short of engaging the teachers with the necessary knowledge on how to collaborate and partner with parents and other professionals. Therefore, collaboration support is of essence and is explored in the next section.

In the literature discussion above the experiences that are depicted are barriers to collaborative partnership. These barriers include lack of SNE knowledge and collaborative skills which may require training to acquire. Lack of shared goals and objectives and power struggles among practitioners are revealed to impede collaboration. Contrary to barriers the review highlighted that collaboration thrives where there is good working relationship and environment. This is an indicator that if collaborative partnerships are supported, it may thrive. This support is discussed in the next section.

2.6.3 How Collaborative Partnership can be Supported

Collaborative partnerships have been underutilized and its value in education practice is underestimated, and hence there is need for it to be supported. In their study Bii and

Taylor (2016) asserted that there is a need for stronger links among stakeholders in Special Needs Education. According to Sharlyn (2012), collaboration could provide a supportive environment for involving all the stakeholders. This would enable interactions among professionals and increase their knowledge so as to become better equipped in their practice (Hamilton-Jones & Vail, 2014). Churchley (2006) suggests that other stakeholders are not limited to formal coursework in order to further develop their knowledge and skills but they can avail themselves to a wealth of knowledge by talking with the stakeholders who are knowledgeable and who are their partners in the collaboration.

This debate fronts professionals having knowledge on what they practice is the best way to support collaborative partnership. Todd (2007) postulates that professionals need to conceptualize the discourses that guide their practice. Bouillet (2013), postulates that it is obvious that inclusive education requires a high quality of service, well-trained teachers and support personnel. Tremblay and Tivat (2007) furthermore propose the need for improvement in skills that increase participation in more inclusive in contexts. Kearney (2011) asserts that professional development and training is important in improving teacher knowledge and teacher practice. Mukopadhyay et al. (2012) recommended that teachers be provided with further training and more support be given to teachers and managers. Buhere et al. (2014) support that staff development is important and would be attained through providing opportunities for teachers to train and learn about inclusion and monitoring collaboration between SNE teachers and general educators. Todd (2007) advises that teachers' professional expertise is required to compensate for the lack of the special needs knowledge of parents.

Inclusive school leadership is the determinant of stakeholder collaboration. Gross et al. (2015), argue that strong school leadership is important in the formation of community

partnership. Winter and O'Raw (2010) suggest that success in inclusive education requires informed and knowledgeable leadership who are supporters of inclusive education. Buhere et al. (2014) acknowledged that effective school administrative vision and support is the most influential predictor of general educators' attitudes towards inclusion and collaboration. In addition, they argue that it is the school administration who implements inclusive education by establishing supportive cultural features and practices. This is the reason of appointment of expertise personnel to run inclusive programs.

UNESCO (2017) acknowledges the fact that inclusive education of LWSN will be successful if there is collaboration between school managers and parents. UNICEF's (2015) suggestion that the first step in involving parents in a collaborative way in education of their children is by promoting a social and educational atmosphere where parents feel welcomed, respected, trusted, heard and needed. Collaboration depends on various stakeholders working together in order to provide an opportunity to build and promote a collaborative culture in school (UNESCO, 2017). This culture of building of inclusive school environment is by developing inclusive school policies and practices, (Buhere et al., 2014). Chan and Yuen (2015) suggested that school policies should treat parents as valuable partners and hence need to be regularly invited for school meetings to discuss the learner's progress. Teresa (2014) emphasized that parents should participate in all activities that relate to the child such as assessment, decision making and resource provision.

Todd (2007) further suggested that partnership between professionals can be increased particularly through the integration of services as this provides a major opportunity for teacher-parent participation. This may not be easy but requires teachers who have positive beliefs about learners with special needs (LWSN) and have shifted their

thinking toward current professional discourses such as inclusive education practice (Chetty, 2013).

In order for collaboration to work out and all stakeholders be on board communication is essential. UNICEF (2015) confirms that there should be good proactive communication to promote effective and constructive collaboration. Holstrom (2017) points out that communication is the key to a good working relationship. Teresa (2014) suggests that good home-school communication is important as it helps the school to do what suits the needs of the child and the parents. Teresa (2014) further recommends that there should be an appropriate channel of communication used for parents. Todd (2007) further asserts that communication with parents should be clear and it should entail all the information that the parents need to know about the child and the school. Good communication allows the head teacher to solve problems in the school. Collier et al. (2015) suggest that teachers' efforts to collaborate with parents promote community involvement, which in turn contributes to success in inclusive education.

Good communication promotes cooperation among stakeholders. Todd (2007) argues that cooperation with parents and other education professionals is central to inclusive education and it is the only way of promoting collaboration. Cooperation allows stakeholders to work together harmoniously. Friend and Cook (2013) asserted that strong collaboration requires shared responsibility. Hamilton-Jones and Vail (2014) advised that there should be shared responsibility among SNE teachers and education actors to solve problems in inclusive education. Holstrom (2017) proposes that collaboration could be strengthened when stakeholders understand their responsibility and commit themselves to that responsibility. In addition, to every individual performing their roles Hernandez (2013) argues also that accountability for shared resources promotes collaboration.

Having school managers who are knowledgeable in SNE and inclusive education practice would enable the establishing of relationships with other stakeholders. This would promote a good working environment where all stakeholders are involved. This requires cooperation, effective communication and each stakeholder fulfilling his responsibility. These are pre-requisites that would support collaboration through creation of awareness so that all stakeholders are brought on board. WHO (2011) which highlighted that parents who are frequently active create educational opportunities for their children and they need to be brought on board to facilitate the process of inclusion United Nation Organization (2015) points out that to improve the situation of children with disabilities, raising of awareness has to be undertaken at multiple levels with families, parent groups, service providers, policy makers and legislators. The United Nations Organization (2015) further suggests that public awareness and advocacy campaigns need to target the changing of mind-sets and social norms directed at children with disabilities. Moreover, WHO (2011) observes that people with disabilities and their families often lack information about the services available, they are disempowered or are unable to express their needs. The creation of awareness on disability issues in the community helps to break the barrier of ignorance and develop an adaptive society towards LWSN (MoE, 2015). Sethy and Bajpal (2017) argue that parent's associations provide opportunity for parents to create awareness and support each other.

From the discussion above it is clear that collaboration is a valuable tool for people working together. It is evident that collaboration requires an environment where individuals are valued and respected so that they get involved in what is being done. Leadership is critical as collaboration in programs requires team players. This would enable members to share responsibilities and, in the end, achieve the common purpose.

Having knowledge of practice enhances collaboration. This calls for training and creation of awareness among stakeholders so as to have confidence in contributing in their practice. The foregoing debate prompted this study to explore how collaborative partnership can be supported.

2.7 Research Gap

Despite inclusive education being fronted by several scholars as the best practice for SNE internationally (Adams et al., 2016; Loreman, 2009; Forlin et al., 2013; Aseka & Kanter, 2014), developing countries like Kenya still face an uphill task in attaining its full realization. This is because exclusion is still experienced by LWSN (Mpofu & Shumba, 2012; Buhere et al., 2014). There exist exclusion practices that need to be overcome for inclusive education to be successful (Kearney, 2011; Buhere et al., 2015). There are exclusion factors from and within school and home that hinder LWHI from accessing education (UNESCO, 2015). Reviewed studies reveal that collaborative partnership is the heart of successful inclusive education (Todd, 2007; Hargreaves et al., 2012; Hernandez, 2013; Bii & Taylor, 2016). From the literature above it is clear that very few studies have focused on collaborative partnership in Kenya as a remedy to exclusion in SNE. It seems therefore that collaborative partnership could be the missing link in enabling inclusion of LWHI. This study was therefore dedicated to exploring stakeholders' collaborative partnerships in enabling inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools.

2.8 Chapter Summary

In this chapter I have explored who Children with Special Needs (CWSN) are and their categories. This was to provide a broad understanding of CWSN and that Learner with Hearing Impairment (LWHI) is a category of CWSN and the main focus of this study. Hence, I have discussed the definition, categories, characteristics and their educational

implication of LWHI. Education of LWHI could not be discussed in isolation since it is encompassed in Special Needs Education (SNE). Therefore, I deliberated on developments in SNE as well as international legal frameworks that have supported it. I further illuminated the status of SNE in Kenya, SNE legal frameworks and policies and HI education in Kenya since independence. I looked into the concept of inclusive education and how exclusion occurs even within inclusion framework; and how collaborative partnerships could be a remedy to fighting exclusionary practices within education and society. Then finally I teased out the gap that necessitated the undertaking of the study. The next chapter explores the research design and methodology that was used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the research approach, paradigm, and research design used for the study explaining the reasons for choosing each of them. It also presents the context of the study, target population, sampling, data generation instruments and procedures, data analysis, trustworthiness and ethical considerations.

3.2 Qualitative Approach

This study adopted a qualitative approach as it is best suited to the study. Many authors have outlined several characteristics of a qualitative approach (Creswell, 2014; Creswell, 2009; Sharma, 2010; Shakouri, 2014; Padilla-Díaz, 2015). They posit that a qualitative approach:

- Uses descriptive data usually in the form of text and image data;

- Enables in-depth data which provides in-depth understanding of a phenomenon;
- Entails research done in natural settings where participants experience the phenomenon under study;
- Has researchers as key instruments because they are the ones who actually enable generating data;
- Generates multiple forms of data using multiple data generation techniques;
- The researcher seeks to understand how participants make meaning of the experiences of a phenomenon;
- Uses an inductive approach to generate data, builds patterns, categories and themes from the bottom up and organizes the data to generate a theory;
- Reports multiple perspectives or realities about the phenomenon;
- Reflects researcher biasness in the study;
- The emphasis is on the process rather than the product; and
- Tends to answer the question ‘why’ which tends to elicit the attitudes and behavior of the participants.

Many of the characteristics above are the strengths of a qualitative approach, except the researcher’s bias on the study, which is its weakness. Researcher bias refers to his/her preconceptions and prejudices towards a phenomenon. The researcher reduces this by setting them aside, also referred to as bracketing, so as to get to the meaning of the participants (Padilla-Diaz, 2015).

This study adopted a qualitative approach because the study attempted to answer the question ‘why’ LWHI are being excluded from primary education in West Pokot County and how collaborative partnerships could be helping towards the solution. The

fundamental characteristics are referred to in guiding the study to answer the research questions. This approach locates the study in the paradigm discussed in the next section.

3.3 Research Paradigm

According to Creswell (2013) a paradigm refers to world views which are general philosophical orientations about the world. A paradigm refers to what reality is (ontology), the nature and form of knowledge (epistemology), how knowledge is derived (methodology), as well as the value of knowledge (axiology) (Scotland, 2012). Three paradigms are advanced by Cohen et al. (2007) and other scholars, and are: positivism, interpretivism (anti-positivism) and a critical paradigm. Taylor (2014) and others add a postmodern paradigm. Huberman (1972) asserted that researchers' knowledge serves their interest in research and positions a study in a particular paradigm. These interests are technical, practical or emancipatory. Huberman further asserts that positivist and interpretivist paradigms are essentially techniques because they seek to understand and focus on an existing situation, while a critical paradigm is concerned with interrogating conditions with a view to transforming it.

In the light of this, a positivist paradigm works deductively, hence developing objective knowledge that is measurable, predictable, controllable and guided by a theory. On the other hand, an interpretivist paradigm generates knowledge inductively, that is subjectively, acknowledging the existence of multiple realities with the participants themselves defining social reality. The researcher strives to understand and interpret the phenomenon through the eyes of the participants and focuses on participants making meaning of their lived experiences in specific natural contexts (Cohen et al., 2007).

A positivist paradigm adopts a quantitative approach that derives numerical data, whereas an interpretivist and critical paradigm subscribe to a qualitative approach that generates data in words (Shakouri, 2014). This exploratory qualitative study revolved around the interpretivist paradigm because it sought to explore the nature and experiences of stakeholders' collaborative partnerships in enabling inclusion of Learners with Hearing Impairment (LWHI). This interpretivist paradigm informed the choice of the design, sampling, sample size, data generation methods, analysis and interpretation. They are discussed in the sections that follow.

3.4 Research Design

A research design is a master plan or an architectural outline of a research study and sheds light on how the study is to be conducted (Creswell, 2014). It shows how all of the major parts of the research study, that is the sampling technique, the sample, type of data, data generation instruments and the analysis work together in an attempt to address the research questions (Yin, 2015). This explorative qualitative study adopted a phenomenological design within an interpretivist paradigm. Padilla-Diaz (2015) posits that phenomenology is used when the phenomenon requires deep understanding of human experiences common to a group of people. Pathak (2017) further agrees that phenomenology explores the meaning, structure and essence of lived experiences of a person or a group of people. This design allows the researcher to understand participants' perceptions, perspectives and understanding of phenomena in a specific context (Pathak, 2017).

I chose this design on the basis that it sought the experiences of the participants on collaborative partnerships. The study sought to understand how participants construct meaning through their lived experiences about phenomena in their natural setting. In this study the phenomenon is the role of collaborative partnerships in ensuring inclusion

of LWHI. Thus, the study seeks to understand, reconstruct, analyze and critique the participants' views as they are the ones who experience the phenomenon being studied. Consequently, this would lead to meaningful findings that in the end would answer the research question.

A phenomenological design has its own weaknesses. One of the major weaknesses is the researcher's bias. Cohen et al. (2007) point out that phenomenological researchers should not allow their own understanding of the phenomenon to influence the findings. Padilla-Diaz (2015) suggests that phenomenological researchers must set aside (bracket) all preconceptions, judgments or prejudices towards a particular topic in order to bring an objective analysis of the data through the eyes of the participants. In this study I bracketed my own ideas of what I knew about the stakeholders and the context. In a phenomenological design the researcher could be biased and the participants could mask what they say to impress the researcher. I, the researcher, stayed in the field for two months to engage with the participants so that the participants could not mask their experiences to impress me (Creswell, Hanson, Clark Piano, & Morales, 2007). This design also has an advantage of generating thick descriptions of people's experiences or perspectives within their natural settings (Creswell, 2009). It provides relevant and in-depth data about the phenomenon under study, which is needed in this study.

A phenomenological design enables the researcher to use unstructured data generation techniques, in this instance unstructured interviews, drawing and focus group discussion. It follows an inductive approach to data generation from a small sample of participants. The design determines the data generation and analysis techniques. Therefore, the design suits the study as it aids in answering the overarching research question.

3.5 Location of the Study

This study was conducted in West Pokot County which is one of the 47 Counties in Kenya. A County is a political and administrative division of a state. West Pokot County is in the North West of Kenya. It borders the following Counties, Turkana to the North, and Baringo to the East, Marakwet and Trans Nzoia to the South. To the West of the County is Uganda (See appendix XV). The county has a population of 512 690 and covers an area of 8418.2 km². It has six Sub-Counties and four Constituencies. The Pokot community is the majority of people who inhabit this County, although there are other minority tribes. Those living in the western and eastern parts are mixed farmers whereas those to the north are mostly nomads due to harsh climatic conditions. Poverty levels are at 69.4% meaning that the majority of the population lives under the poverty line (Kenya Bureau of Statistics, 2009; MOE, 2017). This is mainly attributed to traditional cultural practices and the harsh climatic conditions. Thus, the resources they have are mainly for subsistence.

There are 318 primary schools with an enrollment of 105 452 and 34 secondary schools with an enrollment of 9 897. There are nine inclusive schools for Learners with Hearing Impairment (LWHI) in two Divisions of West Pokot Sub-County. The other four Sub Counties are without inclusive schools for LWHI. It is very long distances to inclusive schools from other parts of the County. The terrain of West Pokot County also poses a great challenge as it is characterized by steep hills and deep valleys (Nyeris & Koros, 2015). The great distances to schools, the terrain and the traditional cultural practices of the community are the major challenges to the inclusion of LWHI in education in the County. Many LWHI have not enrolled in school and a number of those in school are dropping out or are unable to complete their course.

3.6 Target Population

The study targeted head teachers, teachers and parents of LWHI in inclusive schools, Curriculum Support Officers (CSOs), County Disability Officers (CDOs) and the Education Assessment and Resource Centre officer (EARC) in the County. The reasons for targeting each of these groups is as follows: Inclusive schools have LWHI who are brought to school by the parents. These schools are managed by head teachers with the support of SNE teachers who teach LWHI in class. CSOs are in charge of all the primary schools and the teachers in their Sub-Counties while CDOs are representatives of the association of Persons with Disability (PWDs) who have the data on disability and they provide services to parents and LWHI. The EARC is in charge of assessment and placement of LWHI.

3.7 Sampling Techniques and Sample Size

A sample is a smaller group or subset of the total population who has the relevant knowledge and who is representative of the total population (Cohen et al., 2007). Sampling procedure is the technique of obtaining the sample. The correct sample size depends on the purpose of the study and the nature of the population under inquiry (Creswell, 2013). According to Cohen et al. (2007) factors such as cost, time and accessibility frequently prevent researchers from gaining information from the whole target population. Consequently, there is a need for sampling. The two sampling techniques are probability and non-probability sampling (Creswell, 2009). Probability sampling techniques give every individual in the target population an equal chance of being selected as part of the sample. In non-probability sampling, participants are purposefully or deliberately selected by the researcher (Cohen et al., 2007).

The sampling technique is determined by the paradigm and the design of the study. This study being located in the interpretivist paradigm and drawing on a phenomenological

design adopted a non-probability sampling technique. This is further supported by Padilla-Díaz (2015) who asserted that a sample for a phenomenological design is selected using purposive sampling. The participant is required to meet a specific criterion or criteria so as to help the researcher understand the research problem (Creswell, 2014). Participants in this study were chosen on the criteria that they were information rich participants (See Table 3.1). The sample in this study were 5 parents of LWHI, 7 Special Needs Education teachers (SNE teachers), 4 head teachers of inclusive primary schools, 5 Curriculum Support Officers (CSOs), 2 County Disability Officers (CDOs) and 1 Educational Assessment and Resource Centre Officer (EARC). These participants were information rich individuals who are knowledgeable about SNE. Information rich participants are best suited for small scale and in-depth studies. Criteria for selecting the participants are described in Table 3.1).

Table 3.1: Criteria for Selecting the Participants

Target	Criteria
Inclusive schools	• Must be within West Pokot County • Must have LWHI
Parents	• Must have children with hearing impairment in the selected inclusive schools
Head teachers	• Must be managers of the selected inclusive schools
Teachers	• Must be SNE teachers for hearing impairment • Must be teaching in selected inclusive schools
Education officers (CSO, CDO, and EARC)	• Must be in charge of the selected inclusive schools • Offer support services to the selected inclusive schools

3.7.1 Participants of the Study

The characteristics of the participants in this study are described in Table 3.2.

Table 3.2: Participant Description

Name of Participant (Pseudonyms)	Sex	Designation	Place of Work	Special Needs Education Specialist
James	Male	Head teacher	Inclusive primary school	No
Millicent	Female	Head teacher	Inclusive primary school	No
Godwin	Male	Head teacher	Inclusive primary school	No
Patricia	Female	Special needs teacher	Inclusive primary school special unit	Yes
Elias	Male	Assessment officer (EARC)	West Pokot County of	Yes
Limasia	Male	County Disability officer (CDO)	West Pokot County	Yes
Mukwana	Male	County Disability officer (CDO)	West Pokot County	Yes
Mambo	Male	Curriculum support officer (CSO)	Zone in West Pokot County	No
Nehemiah	Male	Curriculum support officer (CSO)	Zone in West Pokot County	No
Boniface	Male	Parent	Inclusive primary school special unit	No
Esther	Female	Parent	Inclusive primary school special unit	No
Mary	Female	Special needs teacher	Inclusive primary school special unit	Yes
Cheptoo	Female	Special needs teacher	Inclusive primary school special unit	Yes
Kisang	Male	Special needs teacher	Inclusive primary school special unit	Yes
Doris	Female	Special needs teacher	Inclusive primary school special unit	Yes
Joy	Female	Special needs teacher	Inclusive primary school special unit	Yes
Catherine	Female	Special needs teacher	Inclusive primary school special unit	Yes

Data was generated with the above participants using focus group discussion and drawing with special needs teachers, and individual interviews with parents, head teachers, CSOs, CDOs and the EARC. These data collection methods are discussed in the following section.

3.8 Data Generation Methods

This section discusses the methods used to generate data from the participants to answer the research questions. As stated earlier in this study the paradigm and the design of the study determine the methods of data generation. Methods are techniques used for generating data with the participants (Creswell, 2009), and in this qualitative study data was collected using face to face semi-structured individual interviews, focus group discussion (FGD) and drawing. These techniques are discussed below.

3.8.1 Semi-structured Individual Interview

Kvale (1996), notes that an interview is an interchange of views between two or more people on a topic of mutual interest. Sharma (2010) observed that interviewing is a major source of qualitative data for understanding a phenomenon under study. He further suggests that interview is a dialogue that offers an opportunity for the researcher to elicit information from participants in order to understand their experiences. Phenomenological studies generate data using unstructured or semi-structured interviews with open ended questions (Padilla-Diaz, 2015). Semi-structured interviews allow the participants to give their interpretation of the phenomenon under study and how they regard situations from their own perspectives (Cohen et al., 2007).

Semi-structured interview is also a flexible tool that provides in-depth information about a phenomenon (Sharma, 2010). It enables use of multi-sensory channels of communication such as verbal or non-verbal and for personal data to be obtained. It also enables clarification to be requested in case of any unclear information and for the

researcher to take control of the line of conversation (Creswell, 2013). Due the above merits, this study conducted face to face, semi-structured interviews with open ended questions (Creswell, 2014). However, use of interviews also has its own limitations. They are sources of bias as the researcher may ask leading questions so as to get information he wants and not participants' authentic views. Similarly, participants may give certain opinions to please the researcher. This leads to errors in the findings. Other disadvantages are that it is time consuming and requires skills to facilitate (Padilla-Diaz, 2015). To overcome these challenges, I bracketed what I knew about the participants, the phenomenon and the context to allow the participants to give their factual information with as little as possible influence from me. To overcome these obstacles, the researcher stayed in the field for two months so that the participants could get to know, trust, and offer information they wanted to offer.

A semi-structured, individual interview method is suitable for generating data that would answer the research questions and provide a deep understanding of the phenomenon from different perspectives. Individual semi-structured interviews were conducted with five parents, four head teachers, five CSOs, two CDOs and one EARC. Each of these interviews was recorded on a video recorder for purposes of transcription. However, the interviews had some limitations as the phenomenon of collaborative partnership was not understood by some participants, especially the illiterate parents. So, I had to find educated parents of LWHI and I managed to get two whom I interviewed. In addition, three CSOs did not participate fully in the interview as they kept quiet on some questions or just agreed without adding anything else even if I reframed the question or allowed them to use the language they were familiar with. I had to end the sessions. Hence, I did two interviews with the CSOs instead of five. After that I stored my data well in multiple storage devices to avoid loss.

3.8.2 Focus Group Discussion

A focus group discussion (FGD) is also referred to as a group interview (Cohen et al., 2007). FGD is useful when participants are knowledgeable about the phenomenon, and can express themselves so as to generate multiple angles and perspectives on the topic. FGD enables generation of data from many participants in a short time, and is a useful technique as it gives a picture of how participants agree or disagree on the phenomenon or topic, as well as a picture of the relationships between them (Arksey & Knight, 1999). This resonates with the concept of collaboration in this study. The researcher used FGD with seven SNE teachers.

One of the limitations of FGD is that some participants dominate others during the discussion. I addressed this challenge by giving preliminary instructions and doing proper moderation so that the views of all were heard. FGD grouping was done based on homogeneity of purpose after an agreement with participants on the date, venue and time for the discussion to be held. The participants signed an agreement form to observe the confidentiality of participants and of information they shared.

3.8.3 Drawing

Drawing is a simple technique that utilizes pen and paper to provoke participants' attitudes and beliefs and to generate discussion about a phenomenon (Theron, Mitchell, Smith & Stuart, 2011). A key advantage of drawing is that it assists a researcher to gain access to aspects of the phenomenon which could be hard to express in words, and which might be disregarded or remain hidden (Theron et al., 2011). Drawing, as method, was used to illicit teachers' perceptions on the nature and experiences of collaborative partnership. Although adults often don't want to draw pictures because they think they cannot draw, I encouraged them to try as the aesthetic value of the drawing was of no importance. In this study I involved seven teachers and two head

teachers to draw pictures that showed how they saw the nature of their collaborative partnerships.

3.9 Data Generation Procedures

As already discussed in the preceding paragraphs the data was generated by using semi-structured interview, FGD and drawing. I first explained the purpose of the study and then sought permission from the participants through having them to sign the consent form. This allowed the participants to familiarize themselves with the purpose of the study and how we were going to engage with each other through using the chosen methods, also explaining their rights in the process. They also consented that the interviews could be recorded. Teachers and parents agreed to be interviewed in the presence of the research assistant but the head teachers, CSOs, DSOs and EARC did not agree due to the sensitive nature of the content to be discussed, so I had to do it alone.

These were the guiding questions for the individual interviews. I also asked clarifying questions and probing questions as below:

- How is your collaborative partnership with other stakeholders?
- What are your experiences of collaborative partnership with other stakeholders?
- Do you think collaboration is necessary in education of LWHI?
- How can we support this collaborative partnership in order to improve inclusive practice in the education of LWHI?

The interviews were done during lunch break or after work so that it would not interfere with the participants' work and would give them ample time to answer the questions without being in a hurry. The place and time of doing the interview was the choice of the participant and ensured privacy and confidentiality. CSOs, DSOs, EARC and head teachers' interviews were carried out in their offices while that of parents were done in

their homes. The shortest interviews lasted for fifteen minutes while the longest took one hour and were done in a participant's choice of language, which in this county was English or Kiswahili, the local language. The recorded interview data was stored on multiple storage devices protected with use of password to avoid access by unauthorized individuals except me and also elude loss. Data from parents were translated from Kiswahili into English, paying attention not to distort the meaning. I later transcribed the data and typed it in MS-word.

I also conducted a focus group discussion (FGD) with seven SNE teachers using a FGD guide with the same guiding questions as in the individual interview. The discussion took 40 minutes, in the presence of the research assistant who recorded the session, with me acting as the moderator. The FGD was done in one of the classrooms arranged by the teachers during lunch break when they had no lessons. The data was stored on the laptop and external drives and were later transcribed and typed in MS word.

I also used drawing with seven SNE teachers and two head teachers. The head teachers made their drawing after their interview sessions whereas SNE teachers did it immediately after the focus group discussion. I gave each a pen and paper and asked them to draw a picture to represent the nature and their experience of their collaborative partnerships with other stakeholders, and below the drawing to write a caption to explain the picture. They were given 30 minutes to do so. These were the guiding instructions for the drawing:

- Draw a picture to represent the nature and experience of your collaborative partnership with parents, teachers and head teachers, CSOs, DSOs and EARC.
- Below each drawing write an explanation of why you made this drawing and what it means to you.

The drawings(see Appendix XIII) were scanned, and the captions typed in MS word.

3.10 Data Analysis Procedures

The data generated in this study was obtained from interviews, focus group discussions and drawing. Thematic analysis was used to analyze the data in this study. Thematic analysis is a method of identifying, analyzing, organizing, describing and reporting themes found within a data set (Braun & Clarke 2006). This is making sense of the raw data from the participants' interpretation of their experiences of the phenomenon. It involves identifying patterns from the transcribed data and generating categories and themes (Cohen et al., 2007). The process of thematic analysis is represented in Figure 3.1.

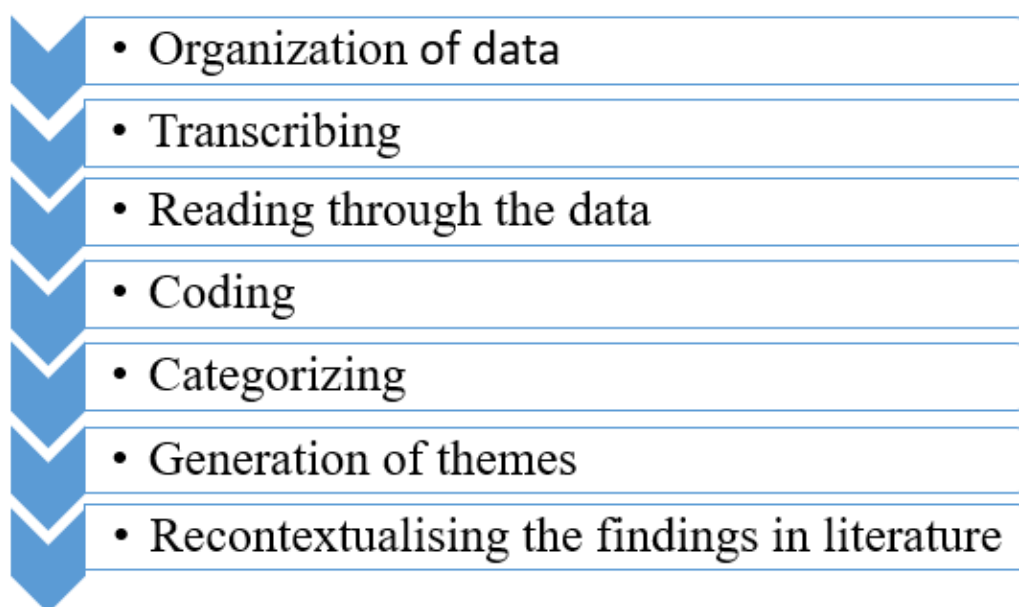


Figure 3.1: A Representation of The Thematic Analysis Process

Creswell (2014) points out that since text and image data are so dense and rich not all data could be used in a study. I therefore had to winnow my data which is a process of focusing on some data and disregarding others. I left out data that I could not understand

(and neglected to ask the participants to clarify) as well as those that were not related to the research question, but I kept my focus on the significant data.

According to Cohen et al. (2007) qualitative data can be organized according to group, individuals, issue under inquiry, instrument used or research questions. In this study data was organized according to the research questions. All the relevant quotations from interviews, focus group discussion and drawings that answered the same research question were drawn together. This was to provide a systematic analysis as well as enable pattern relationships to be explored.

Data from interviews and focus group discussion were transcribed first. I translated the raw data of parents from the native Kiswahili language to English. I ensured that the original meaning of the data was not distorted during the translation. The voice recordings from each of the participants were transcribed word by word into written text. The captions written by the participants explaining the drawings were used without any alteration. I coded the written texts of the individual interviews, focus group discussion and the captions from the drawings. The process of coding refers to bracketing chunks of text segments and giving such chunk a name, writing the word in the margins (Creswell, 2014). I was keen to ensure that I captured every detail in order to as best represent what the participants were saying.

I grouped together similar quotations related to a category and research question, in line with what Creswell (2013) refers to as horizontalization of data, the process by which the researcher lists and groups related quotes. Padilla-Diaz (2015) explained that thematic analysis requires describing and analyzing text to interpret the context. There were similarities of codes in the interview, focus group discussion and drawing data. The similarities formed the patterns. Similar codes created a category and two to four

categories formed one theme. In this study eight themes emerged and were discussed with their categories using the quotations so as to be more illuminative and to maintain the trustworthiness of the findings. Creswell (2014) highlights that the last step in analysis is making interpretations and discussing them in light of the literature. The interpretation of the findings in this study was done by comparing it with information gathered from the literature.

3.11 Trustworthiness

Qualitative research should ensure quality of the research process and also of the findings. Lincoln and Guba (1985) argue that trustworthiness is a way in which researchers can persuade themselves and their readers that the research findings are worthy of attention. Nowell, Jill and White (2017) assert that qualitative research becomes recognized and valued if it was conducted in a rigorous and methodological manner. In addition, Taylor (2014) argues that trustworthiness helps to ensure that researchers construct deep understandings of the meaning of the perspectives of the participants. Taylor further asserts that the subjectivities or bias of the researcher are expressed in the first person (i.e. 'I'). This informed the use of 'I' in this study to refer to myself, the researcher.

Trustworthiness in qualitative research is compared to validity and reliability in a quantitative approach. Validity is determining whether the research findings are accurate from the standpoint of the researcher, participants or the readers of the study (Creswell & Miller, 2000). Creswell (2013) suggests that ensuring validity of findings should occur throughout the steps in the research process of the qualitative study. Yin (2015) suggests that validity can also be enhanced by collecting rich data in the field.

According to Lincoln and Guba (1985) the criteria of trustworthiness in a qualitative study are credibility, transferability, dependability and confirmability. These measures are discussed with reference to Lincoln and Guba (1985).

3.11.1 Credibility

Credibility refers to whether the researcher captured what he or she intended to capture or learned in the research (Schurink, Fouchè & De Vos, 2014). Credibility of the findings is attained if the findings are analyzed in a precise, consistent and exhaustive manner through recording, organizing and disclosing the methods of analysis (Nowell et al., 2017). In order to ensure credibility of the findings in this study crystallization was used. Crystallization is the construction of multiple and dependent interpretations of the participants' perspectives. It conveys a holistic, multifaceted and dynamic perspective of the phenomenon (Taylor, 2014).

In interpretive studies crystallization provides understanding and represents the complexities of social realities (Taylor, 2014). In this study the use of varied sources of data generation instruments to support the arguments and findings enabled crystallization. This is because the phenomenon under study was perceived and interpreted from multiple angles. A phenomenon is compared to a crystal. Therefore, depending on a viewpoint, one can see different facets in the same crystal. Hence use of several data generation instruments allows the researcher to get multiple participants' views of the phenomenon under study. This is what informed my choice to use interviews, focus group discussion and drawing to generate data on stakeholder collaborative partnerships to ensure credibility. Another method of ensuring credibility was through adequate referencing. This was done to check the preliminary findings against the raw data.

3.11.2 Transferability

Transferability refers to the generalizability of the qualitative findings. In order to ensure transferability a thick description has been provided so that those who seek to transfer the findings to their own contexts can make their own judgment of whether the findings are transferable (Lincoln & Guba, 1985; Creswell, 2014).

3.11.3 Dependability

Dependability refers to the extent to which the data generated and the findings would be similar if the study was replicated (Shenton, 2004). Dependability is achieved by disclosure of the research process, the limitations and the ethical considerations. The research should be logical, traceable and clearly documented (Lincoln & Guba, 1985). In this study dependability has been attained by maintaining rigor of the research process and providing an audit trail of the findings. With the guidance of my supervisors, I followed every step of the research process, from field work through to data presentation. In addition, data files have been kept to ensure that all data can be traced for verification.

3.11.4 Confirmability

Confirmability is concerned with establishing if the researcher's interpretations and finding are clearly derived from the data (Nowell et al., 2017). Lincoln and Guba (1985) state that confirmability is established when credibility, transferability and dependability have been achieved. Keeping an audit trail enhances confirmability. Audit trail is keeping records of the raw data, field notes and transcripts to help the researcher to systemize, relate and cross reference data. Audit trail is demonstrated in this study through keeping all the records of the transcripts and field notes in a safe way that can be easily traced.

3.12 Ethical Considerations

Ethical issues are sets of values, standards and institutional guidelines that regulate the researcher and the research process to ensure that the findings are trustworthy and valid (Lorelli, Jill, Deborah & Nancy, 2017). Creswell (2014) asserts that a researcher has an obligation to respect the rights, needs, values and desires of participants. Ethical consideration allows the researcher to protect the participants, develop trust with them, ensure integrity of the study and guard against researcher misbehavior. Creswell (2014) further outlines the following issues to be observed during a qualitative study: the research objectives are to be clearly articulated to the participants verbally or in writing; the researcher needs to obtain research permission from the academic institutions and research boards; verbatim transcriptions be availed to participants as well as their rights, wishes and interest should be considered when choices are made regarding reporting of data.

The American Education Research Association (AERA) (2011) also outlines some ethical standards to be observed in the process of carrying out a study. These issues include confidentiality of participants and data, protection of participants from harm and informed consent. In order to address ethical issues the study sought approval and consent from the Department of Education Management and Policy, School of Postgraduate Studies, Moi University, National Commission for Science, Technology and Innovation (NACOSTI), West Pokot County Educational Office and the Ministry of Interior and coordination in West Pokot County (see Appendices V, VI, VII and VIII).

I ensured the safety of the participants by carrying out interviews and focused group discussions in their offices and classroom because they felt that it was convenient and safe. I also obtained consent from the inclusive primary institutions and participants by asking them to sign a consent agreement form. I did not coerce the participants into

signing the consent form but they did so voluntarily after they understood the purpose of the study. I ensured honest and transparent communication with the participants as I did not deceive them. I explained to the participants the purpose of the study, their role and mine in the study. I respected their values and rights by informing them of the benefits of participating in the study. I made them aware that there were no risks of participating in the study as well as their right to withdraw from the study at any stage if need be. To ensure privacy and confidentiality of the information and participants, I used pseudonyms to protect the identity of the participants and stored data in a secure place within my reach alone. I safeguarded against plagiarism by proper citation and referencing according to American psychological Association (A.P.A).

3.13 Summary of the Research Methodology

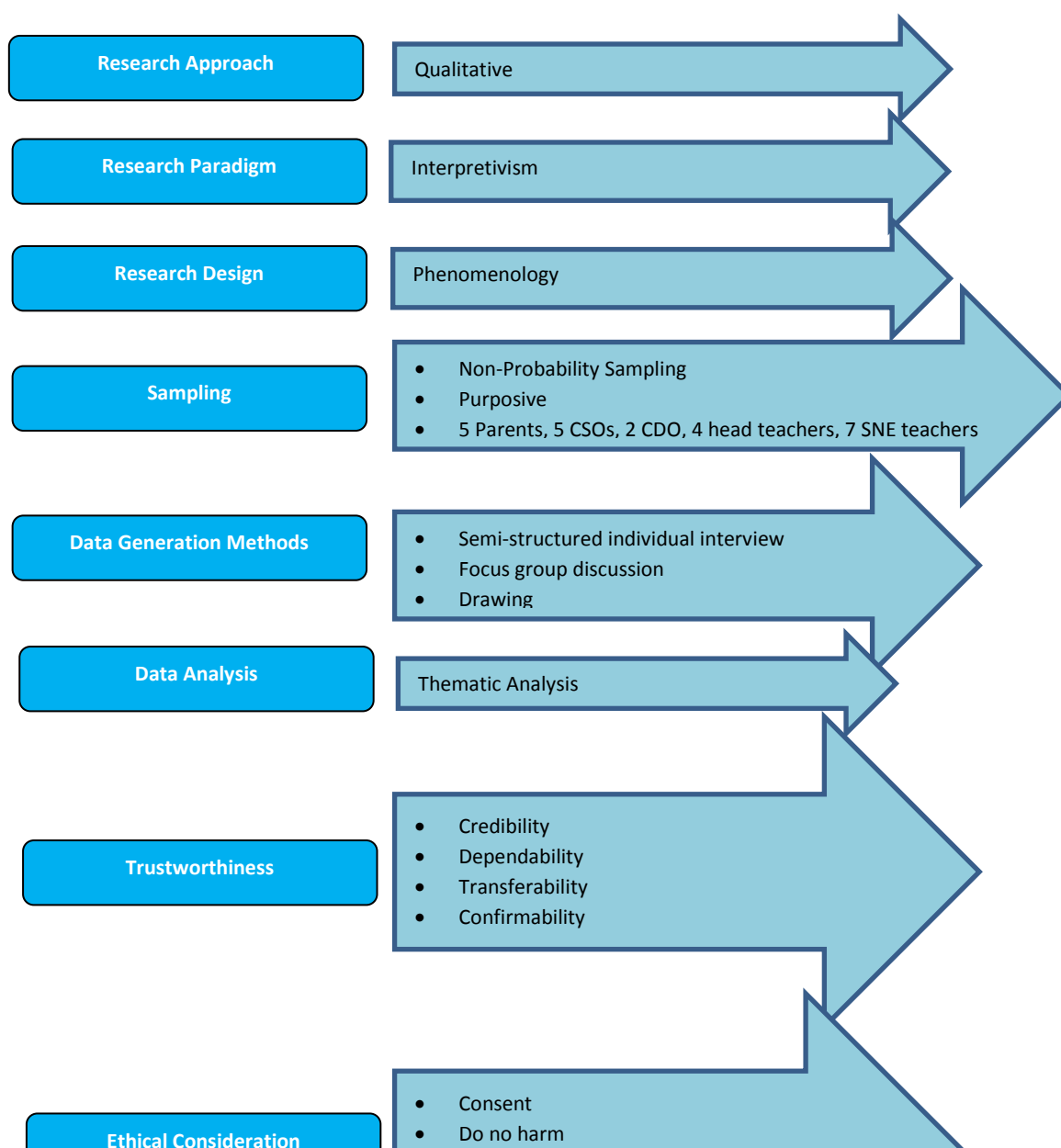


Figure 3.2: A Diagram Representing Research Methodology Process

3.14 Chapter Summary

In this chapter I outlined the research design and methodology used in exploring how stakeholders' collaborative partnerships enable inclusion of Learners with Hearing Impairment in selected West Pokot primary schools. The chapter has captured the approach and its suitability to the study, the design used as well as the paradigm in which the study has been positioned. I described the methods used to generate the data, the reasons for choosing them and how the methods were used in the field to generate the data. I have also described how the data was analyzed to arrive at the findings. This chapter also described how the study was conducted ethically and how I ensured trustworthiness of the research. In the next chapter I present the findings and discussions thereof. The generated themes are discussed and re-contextualized within the literature by looking at the similarities, differences and new information.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The main purpose of this study was to explore how stakeholders' collaborative partnerships enable the inclusion of learners with Hearing Impairment (LWHI) in selected West Pokot County primary schools. In order to achieve this purpose three research sub-questions were formulated as indicated in chapter one. In this chapter, therefore, I present the data analysis, interpretation and discussion of the findings. The data has been analyzed using thematic analysis, interpreted and discussed in the light of literature reviewed.

4.2 Data Analysis, Interpretation and Discussion

In this section, I present the analysis and interpretation of data according to the three research sub-questions. I draw on all the data generated from the three methods to answer the three research sub-questions. I first offer a summary of the findings (See Table 4.1) in response to the main research question, and the three research sub-questions and then continue to discuss the findings by re-contextualizing it within the literature.

Table 4.1: Summary of the Findings

Exploring stakeholders' collaborative partnership in enabling inclusion of Learners with Hearing Impairment		
What is the nature of stakeholders' collaborative partnership?	Theme 1	Stakeholders Attitudes
	Categories	Attitudes towards the learner Social construction of disability Attitudes towards other stakeholders
	Theme 2 Categories	Stakeholders relationships Strained relationships Stakeholders' conflicts Communication Non-cooperation
What are the experiences of stakeholders' collaborative partnership?	Theme 3 Categories	Stakeholders not performing their roles Parents neglecting their role Education officer's inadequate facilitation Teachers lamentable professional practice
	Theme 1	Barriers of collaborative partnership
	Categories	Lack of Special Needs Education knowledge Self-centred objective Misuse of resources Limited participation Stakeholders' ignorance of existing support
How can stakeholder's collaborative partnership be supported	Theme 2 Categories	Enablers of collaborative partnership Awareness of value of working together Good communication Cooperation Role performance
	Theme 1	Creation of awareness
	Categories	Community sensitization Exposure to role models
	Theme 2	Having Special Needs knowledge Appointment of Special Needs Education specialist In-service training in Special Needs Education
	Theme 3	Involvement of all stakeholders Participation Good working relationship Responsibility Formation of associations

4.3 Discussion of Findings

4.3.1 The Nature of Stakeholders' Collaborative Partnerships

Drawing and FGD with nine SNE teachers, as well as individual interviews with the other participants were used to generate the data for the first sub-research question. Figure 4.1 gives a summary of the themes and their categories that were generated for the first research sub-question:

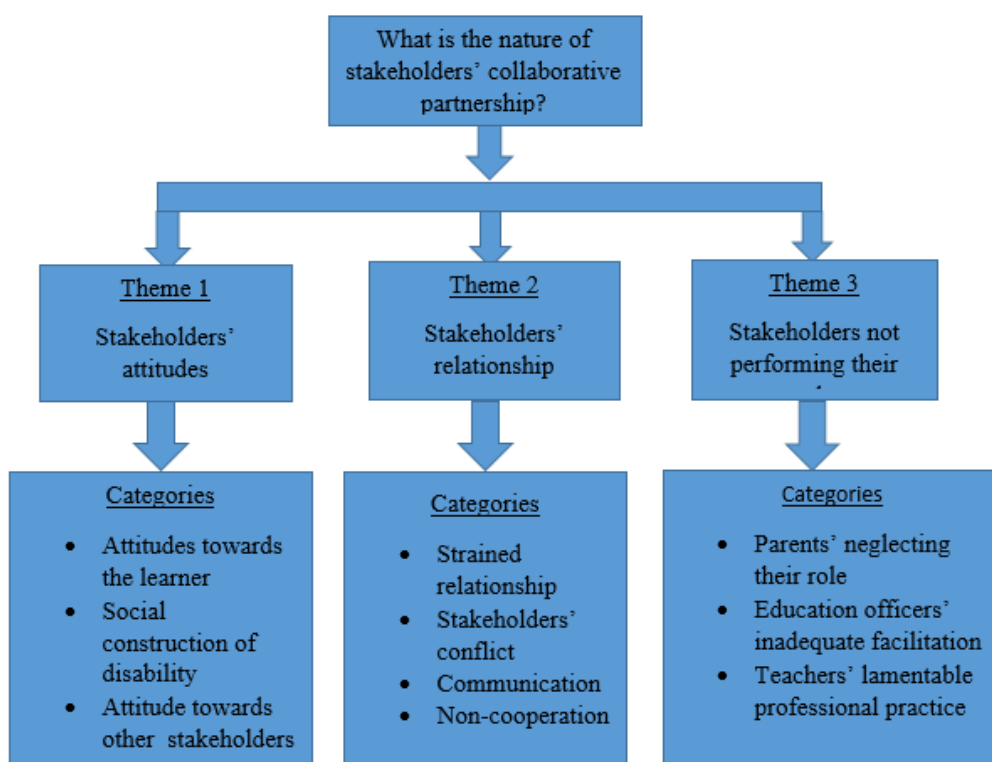


Figure 4.1 Diagrammatic Representation of the Nature of Stakeholders' Collaborative Partnership

The findings show three themes in response to how the participants depicted the nature of their collaborative partnership. The themes are: *stakeholders' attitudes*, *stakeholders' relationship* and *stakeholders not performing their role*. These themes are discussed as follows:

4.3.1.1 Theme One: Stakeholders' Attitudes

According to Cherry (2018) attitude refers to a set of emotions, beliefs and behaviors towards a particular object, person, thing or event. Attitudes develop from the way an individual is nurtured as well as the daily experiences of an individual and it has a powerful influence on the individual's behavior. It became clear that the participants in this study were of the opinion that attitude is important in a collaboration. Participants revealed that they hold some negative attitudes towards the LWHI and towards each other as stakeholders. These negative attitudes in one way or the other have affected service provision to the learner. This is often hinged on how the stakeholders construct disability. This theme is therefore presented under the following categories: *(i) attitude towards the learner (ii) social construction of disability, and (iii) attitude towards other stakeholders.*

4.3.1.1.1 Attitude Towards the Learner

Attitude, in this category, refers to the positive or negative, favorable or unfavorable thoughts and feelings of the stakeholders towards the LWHI. The following quotations clearly illustrate the unfavorable attitudes of parents towards their LWHI in West Pokot County:

We [parents] even don't see the benefit of educating children ... then we let them [LWHI] stay [at home]. (Individual interview with parent, Esther, p.3, line 7-9 {2018-6-5}).

The parent and the stakeholders tend to move away from the learner who struggles to get to them for support due to lack of collaboration between stakeholders. (Drawing of teacher Joseph, {2018-6-13})

Because like here [in school], we are told that the funds that are brought to this school are only for regular [normal] learners. These learners [LWHI] are second class learners they may get or not get [the materials or funds]. (Focus group discussion, teacher Kisang, p.1, line 37-38 {2018-06-13})

Head teachers and education officers also observed that parents had a negative attitude towards LWHI:

These parents have not taken these children [LWHI] like those other children [regular]. So they feel these children are a burden to them so when they bring them to school they see that they have gotten rid of the problem.... (Individual interview with head teacher Millicent, p.1, line 14-16 {2018-6-5})

They take the other children without disabilities to school first. So the ones [LWHI] are brought after the others have gone to school. So they still have that negative attitude because they feel these children can't even be anything in the future. (Individual interview with head teacher Millicent, p.1, line 14-17 {2018-6-5})

When it comes to the children with hearing and impairment, nobody bothers about them because people [community and professionals] only tend to think about those children who are ok, the normal ones, but these ones they are overlooked. (Individual interview with curriculum support officer, Nehemiah, p.2, line 1-4 {2018-6-6})

They feel these children can't even be anything in the future. So school is where to dump them and leave them there. (Individual interview with disability officer, Mukwana, p.2, line 1-3 {2018-7-10}).

The above quotations from the participants describe the attitude of the stakeholders towards LWHI, which are mostly negative and discriminatory and could contribute to the stakeholders not doing what is in the best interest of the LWHI. It seems that LWHI are seen as not being in need of education and as second-class citizens. According to UNESCO (2015), there should be a positive attitude towards every learner; this means that every learner should be respected regardless of their diverse needs, abilities and characteristics. Most parents seem to prioritize educating those children without disabilities whereas the education of those with disabilities comes as an afterthought. This is against the UNICEF goal which calls for all societies to equally provide protection, support and services to all children so that every child with a disability is able to enjoy his or her rights like others (UNICEF, 2013).

A negative attitude curtails the collaboration of the stakeholders in supporting learners with hearing impairment. This is evident from the quotations which depict that some stakeholders are ignoring the needs of the learners due to a negative attitude. These stakeholders should consider Mislán, Kosnín and Yeo (2009) who argue that effective collaboration requires that all parties involved in a collaboration should make an effort towards achieving the common intended goal which has been laid down, which is that the parents, teachers, curriculum support officers and disability officers should work collaboratively in supporting education of LWHI in West Pokot County.

4.3.1.1.2 Social Construction of Disability

Attitude, referred to in the previous category, could be linked to how the community constructs disability. Disability, a term that refers to a person's physical, psychological or social limitations, is relative to a person's environment. A community will, for example, construct their view of disability depending on their understanding of culture, beliefs, practices, and so on. The social construction of disability therefore means how a

community views what it means to be disabled, what causes it, and how it influences one's being. The following quotations from the participants depict how they see the Pokot community constructing LWHI:

It is always ..., if you see, you will think that you [parent] were cursed
(Individual interview with parent, Esther, p.2, line 11 {2018-6-5}).

... people [community] would use or see them [LWHI] as people who can only work but no schooling (Individual interview with parent, Boniface, p.1, line 19-20{2018-6-6}).

They [parents] think that after all these children are a curse, they should not spend much on them (Individual interview with head teacher, Godwin, p.2, line 5-6 {2018-6-14}).

... the child [LWHI] is like a curse anyway to them [Board of Management (BOM)]. And that is why they didn't want the school to grow from here [within the community] (Individual interview with head teacher, James, p.3, line 17-18 {2018-6-14}).

... because parents are not willing to bring them to school because of negative traditional beliefs (Individual interview with head teacher, Godwin, p.1, line 5-6 {2018-6-14}).

In the Pokot culture such children [LWHI] are believed to be a curse in the community and their families. So, most of them are hidden, not accessing schools (Individual interview with head teacher, Godwin, p.1, line 11-12 {2018-6-14}).

People [Pokot community] believe that if you get a child who is impaired it is a curse. So they are bound to be kept in homes far from other people. They are tied either in the house or kept away, not within the vicinity where you can see or get near them (Individual interview with curriculum support officer, Mambo, p.1, line 16-20 {2018-6-6}).

The above quotations show that the participants see the Pokot community constructing hearing impairment as a curse, underpinning parents', CSO's and head teachers' negative attitude towards LWHI. This is in agreement with Tremblay and Tivat (2007) who revealed that since time immemorial societies have had beliefs about persons with disabilities. Tremblay explains that beliefs and practices differ from one community to another and from one era to another, and, as Oliver (1996) earlier revealed, these beliefs and practices are socially constructed. Cultural beliefs in the Pokot community, such as seeing the hearing impaired as people who can work without education, has infringed on the educational rights of LWHI. The United Nations on the Rights of the Child (2006) also acknowledges the presence of negative attitudes within communities that impede education of learners with special needs.

LWHI are children like other children, and the convention advocates for the provision of their right to education. However, in West Pokot parents of LWHI appear to perceive themselves as having been cursed, with the community concurring that parents with LWHI are cursed, as such that the affected parents tend to hide these children from public life and denying them their right to education. This is contradictory to the Constitution of Kenya (2010) which stipulates that education of children with disabilities is a fundamental right. Furthermore, UNESCO (2015) points out that no goal of education is met unless all children have access to free, quality and equitable basic

education. UNESCO further advocates that all barriers of exclusion, marginalization and disparities should be addressed.

WHO (2011) reveals that negative attitudes are a major obstacle in the education of learners with disability. The community beliefs, traditions and cultural practices affect people's attitudes towards persons with disabilities. These require a change of thinking as observed by Chetty (2013), who also observed that those teachers that have shifted their thinking toward current professional discourses such as inclusive education practice have positive beliefs about learners with special needs (LWSN), whereas those stuck in old thinking still hold on to stereotypic attitudes. UNICEF (2015) therefore suggests that a better understanding of the social construction of disability is a step towards accepting the inclusion of LWSN, and therefore LWHI, which is the purpose of stakeholders' collaborative partnership.

4.3.1.1.3 Perception of Each Other as Stakeholders

Perception refers to the way in which something or someone is understood or viewed, and in this category refers to how the stakeholders view each other. Perceptions are based on the interpretation of the other and can be negative, or positive, or neutral, and influence the behavior towards the other, in this instance other stakeholders. Some stakeholders in the education of LWHI in West Pokot County seem to have a negative perception of each other as portrayed in the quotations. It seems that some stakeholders perceive the professional staff leading the education ministry and school as not equipped and committed to the education of LWHI.

The headteacher is not much concerned with issues of the deaf. They are separated from the rest. The issues are usually different. (Individual interview parent, Esther, p.2, line 17-18{2018-6-5})

If those who [CSOs and head teachers] are supposed to help us [parents] chase us [parents] away and look at us [parents] as if we are a problem
(Individual interview with parent, Esther, p.3, line 8-11{2018-6-5})

The top leaders [head teachers and Board of Management] could not understand apart from the people [teachers] dealing with the children [LWHI],.... they have little knowledge for dealing with them [LWHI]. You see these are two people, the managers who don't know anything about the deaf and those who know about it. (Individual interview with parent, Boniface, p.2, line 8-12 {2018-6-5})

Special Needs Education (SNE) teachers portrayed a negative perception of regular teachers, head teachers and curriculum support officers:

Most of them [head teachers and CSOs] have no heart for these children [LWHI], they don't see the need and benefit of this children. (Focus group discussion with teacher, Mary, p.2, line 32-33 {2018-6-13})

The CSO says that these special teachers are boasting around so that they can get a promotion. They want leadership positions.... (Focus group discussion with teacher, Cheptoo, p.4, line 24-25 {2018-6-13})

The regular teacher says that we brag a lot, that we [SNE teachers] are learned, we have degrees and we earn a lot of money. These cause negative attitude towards other teachers [regular teachers]. (Focus group discussion with teacher Mary, p.3, line 40-41 {2018-6-13})

On the other hand, the head teachers had negative perceptions of parents, SNE teachers and education officers:

...it was like he [disability officer] did not understand why we were registering the school. (Individual interview with head teacher James, p.3, line 31-32 {2018-6-14})

But basically most of the officers do not have a heart [concern] for that child [LWHI]. (Individual interview with head teacher James, p.2, line 34 {2018-6-14})

So these teachers [HI] because they have learnt sign language and me [head teacher] I don't know so they perceive that I don't know anything concerning these children and they despise me and they see that I don't deserve to be with these children. (Individual interview with head teacher Millicent, p.2, line 7-10 {2018-6-5})

Education officers also had negative perceptions of head teachers and parents:

Sometimes the head teachers are a serious obstacle. (Individual interview with disability officer Mukwana, p.3, line 10 {2018-7-10})

...they [parents] are expecting someone who [assessment officer] is coming to bring liberation especially on the side of sponsorship.... They think you [assessment officer] are coming to relieve them of the responsibility of taking care of that child.... (Individual interview with assessment officer, Elias, p.4, line 9-14 {2018-6-12})

These quotations show that stakeholders in the education of LWHI in West Pokot County seem to have negative perceptions of each other. It is clear that there is a lack of understanding of each other among stakeholders. This concurs with Hargreaves et al. (2012) who revealed that stakeholders who have negative attitudes towards each other

often have limited knowledge of the issue concerned or area of responsibility. Since these primary schools are inclusive settings, parents of LWHI perceive head teachers as having no concern for their children and discriminate against them as they pay more attention to regular learners. Kearney (2011) further illuminates that there could be deeply rooted attitudes about special needs education among teachers and educational officers that influence their practice. This is evident in this study as special needs (SNE) teachers and head teachers [regular] have a negative perception of each other because special needs teachers have the expertise to provide services to LWHI which the head teachers do not have.

The quotations further show that there is tension between the knowledge and commitment of the SNE teachers and the lack of knowledge and skills of other more senior stakeholders. These attitudes are problematic, as Hwang and Evans (2011) argue that the success of inclusion depends on the degree of collaboration between regular and special needs teachers. Therefore, service to the learner is affected due to these negative attitudes. The participants also revealed that there is a professional jealousy among stakeholders which could hamper collaboration. Hernandez (2013) too, states that professional collaboration is a valuable tool that helps teachers and other professionals serve LWSN. For this reason, collaboration is affected as a result of weakened work relationships. UNESCO (2017) acknowledges the fact that education of LWSN will be successful if there is good relationship between school managers and parents.

4.3.1.2 Theme Two: Stakeholder Relationship

Considering that the previous theme revealed the attitudes of some stakeholders, this theme explores stakeholder relationships as part of collaboration. Stakeholders' relationship refers to how stakeholders relate to and work with each other. It also refers to the existence or absence of mutual association that enhances or impedes working

rapport. This is a theme that emerged from participants' responses as an indicator of the nature of their collaborative partnership. Therefore, this theme is discussed under the following categories: (i) strained relationship (ii) stakeholder conflict (iii) communication, and (iv) non-cooperation.

4.3.1.2.1 Strained Relationship

Strained relationship refers to an association that lacks cordiality, trust, and closeness among parties involved. Collaborative partnership requires healthy relationships among stakeholders. However, the participants' relationships were strained, and had challenges as portrayed by the following quotations:

... because we [parents] don't visit there regularly the relationship is not strong because we are not regularly invited. (Individual interview parent, Esther, p.2, line 25-26 {2018-6-5})

Even our relationship with other teachers [regular] is not good they say that we take ourselves to be special teachers. Generally, our relationship here is not good. (Focused group discussion with teacher, Kisang, p.3, line 6-10 {2018-6-13})

The biggest problem is that the interaction is not very good So we are not working so closely. (Individual interview with head teacher Millicent, p.2, line 2-5 {2018-6-5})

We [special needs teachers] sometimes criticize the administration [head teacher and Board of Management (BOM)]. This leads to a strained relationship especially when they don't take positively the comments we make. (Focus group discussion with teacher, Kisang, p.3, line 6-10 {2018-6-13})

The teacher and the parent are left complaining. (Drawing of teacher, Joy {2018-6-13})

No, it [relationships] was bad the officers saw them [HI teachers] as if they were looking for leadership positions (Individual interview with head teacher James, p.3, line 23-27 {2018-6-14})

Hernandez (2013) argues that the manner in which individuals collaborate can be viewed in the way they relate and interact with each other. Stakeholders' relationships in this study seemed strained, not in good shape and with limited interactions. This is contradictory to Todd's (2007) argument that a strong interaction is an important requirement for a collaborative partnership, i.e. interaction among parents and teachers. In this study, the participants spoke about limited interactions between teachers and parents because parents do not visit the school regularly, but also because they are not invited. This concurs with Kearney (2011) who claims that poor relationships among parents and teachers promote exclusion of LWSN.

The lack of interaction between stakeholders is linked to how they perceive each other. Teachers and parents sometimes criticize the administration, that is, the head teacher and board of Management (BOM). This leads to a strained relationship especially when administration fails to take the comments and the criticism positively. However, Bii and Taylor (2016) assert that there is a need for stronger links among stakeholders in special education. The strained relationship in the end affects how stakeholders collaborate. Thompson (2007) points out that collaboration works better in instances where positive relationships are already in place.

4.3.1.2.2 Stakeholder Conflict

If relationships are strained, the chances of conflict looms. Conflict refers to serious disagreements or differences among stakeholders. This could be due to disputes or differing opinions that lead to incompatibility among stakeholders. The participants spoke about conflict among stakeholders. This is evident from the following quotations, where the people in the management structures try to wield power over and control the SNE teachers:

So they [LWHI] are there only in school to bring in money for the rest of the school to continue but not much with education. So it made us [parents] not to understand each other [with head teachers]. (Individual interview with parent, Boniface, p.3, line 1-3{2018-6-5})

When you take a child minus money it means you are not valuing the child. So they value the other side of normal ones [regular learners]. (Individual interview with parent, Boniface, p.2-3, line 33-34,1-6 {2018-6-5})

If those [CSO] who are supposed to help us [parents] chase us away and look at us as if we are a problem then we let them [LWHI] stay, until the time when the government remembers us. (Individual interview with parent, Esther, p.3, line 8-10{2018-6-5})

It's very hard because you can go to them [education officers] and they tell you to go away with your child. (Individual interview with parent, Esther, p.2, line 5-6 {2018-6-5})

SNE teachers revealed the existence of conflict with head teachers, Board of Management and education officers:

If you [special needs teacher] try to ask someone [chairman of the Board of Management] he looks at you as if you are looking for trouble. Chairman takes it as if you are up to something against him. (Focus group discussion with teacher, Mary, p.2, line 41-42 {2018-6-13})

To be sincere the head teachers really have no concern [for LWHI] and because of that we become enemies and they start witch hunting you [teacher]. (Focused group discussion with teacher, Mary, p.2, line 30-32 {2018-6-23})

So if you champion the issues of these children [LWHI] you are mistaken. This brings a lot of enmity with the officers. (Focus group discussion with teacher, Cheptoo, p.4, line 24-27 {2018-6-13}).

The teacher and the parent persevere through many problems. The teacher and the parent are left complaining. (Drawing by teacher, Joy {2018-13})

It was also seen that head teachers had conflict with SNE teachers:

With teachers [special needs teachers] it has not been very easy because I [head teacher] am not a trained special teacher. Once in a while we are at loggerheads with the teachers [special teachers] maybe they see that I am ignorant of what must be done, but being their boss, I have managed to control them to some extent. (Individual interview with head teacher Godwin, p.2, line 1-3 {2018-6-14})

The quotations above portray that there is conflict among stakeholders which might influence their collaboration. This is evident from the parents who complained of being chased away by education officers. UNICEF (2015) asserts that collaboration will be constructive and efficient if stakeholders feel comfortable in the process and when

conflicts are resolved. In West Pokot County there seem to be conflict among stakeholders. Headteachers and special needs teachers are in conflict because head teachers who seem to have little or no knowledge about special needs education feel they have to lead and control the SNE teachers. This puts them at loggerheads as any comments special needs teachers make put them in conflict with head teachers and the Board of Management. Since the head teacher is the boss, he expects the special needs teachers to respect and obey his instruction and leadership. However, this may not happen as special needs teachers view head teachers as not qualified to handle LWHI and that they do not seem not have the wellbeing of LWHI at heart. Special needs teachers feel they have the special needs knowledge and are better placed to make decisions about the education of the children.

Ainscow and Sandhill (2010) suggest that inclusive education requires that all stakeholders in collaboration should have the ability to work as a cohesive team. Teacher – CSO conflict is also evident, the CSO perceives that the special teachers are proud because of their special needs knowledge and are not willing to submit to authorities and they are a source of conflicts and instability in inclusive schools. Moreover, instead of the CSO solving education problems that affect LWHI, they don't seem to approach the solutions from a place of knowing. This leaves the teachers wondering whether the management structures really understand the practice of special education. This seems a point of conflict as teachers appear unwilling to accept that which is contrary to special needs practice. However, Chetty (2013) points out that collaboration can be used to build relationships among teachers and other stakeholders, and in this instance, collaboration could offer solutions to stakeholders' conflict instead of conflict being a hindrance.

4.3.1.2.3 Communication

In a context of strained relationships and the resultant conflict, sound communication between the stakeholders is of utmost importance. According to Keyton (2011), communication is the process by which information is exchanged between individuals through a common system of symbols. The information needs to be understood in the meaning of the sender and feedback provided by the receiver. Quality communication requires that both parties understand each other in the whole process.

In this study the communication between the parents and other stakeholders seemed to be problematic, as is portrayed by the quotations below:

They [administration] didn't have the language to communicate with the parent.

(Individual interview with teacher, Patricia, p.2, line 9 {2018-6-13})

We have tried our level best to get in touch [with the parent] but up to now we have not gotten him [parent]. (Individual interview with head teacher James, p.2, line 21-22 {2018-6-14})

...so they disappear, we try to contact them maybe a child gets sick you cannot get them. You try to contact you cannot get them[parents]. (Individual interview with head teacher Millicent, p.1, line 6-8 {2018-6-5})

They are not available in fact they don't even take the phone. We have tried to use the provincial administration to maybe look for them but it has been in vain. (Individual interview with head teacher Millicent, p.2, line 30-31 {2018-6-5})

.... we have tried to contact them but most of them do not have communication facilities, they don't have phones but we contact them through community

leaders because we have phone numbers of local leaders. (Individual interview with head teacher Godwin, P.2, line 6-9 {2018-614})

From the above quotations, there seems to be limited communication between head teachers and parents, which according to Churchley (2006), is essential in the collaboration process as weak communication can disrupt the collaboration process. The distance between the school and the home community and the lack of telecommunication devices seem to make contacting the parents difficult. At school, the head teacher is faced with another problem, that of lacking the appropriate languages to talk to parents in helping them understand each other's responsibility for the LWHI. Teresa (2014) suggested that good home-school communication is important as it helps the school to do what suits the needs of the child and the parents. In order to avoid poor communication among parents and head teachers, Teresa (2014) further recommended that there should be an appropriate way of communication used for parents. If there is effective communication, according to Hargreaves et al. (2012), a good working relationship among stakeholders is possible, which could allow them to work towards a common goal. However, in this study limited communication between home and school affected the collaboration among stakeholders.

4.3.1.2.4 Non-cooperation

Cooperation is the process of working together to achieve a common goal. In this study participants' responses showed that some stakeholders were not cooperative. This is evident from the following quotations:

One of the stakeholders has broken away and not collaborating with the others.
(Drawing by teacher, Mary {2018-6-13})

On the other side of CSO, it is even more complex because they rarely come to visit us [special needs teachers] in schools. (Focus group discussion with teacher, Kisang, p.3, line 10-11 {2018-6-13})

...the parent and the stakeholders tend to move away from the learner who struggles to get to them for support (Drawing by teacher, Joseph, {2018-6-13})

Head teachers highlighted that there was lack of cooperation with parents, SNE teachers and education officers:

We have had limited assistance from our educational office [LWHI]. (Interview with teacher, Godwin, p.2, line 13 {2018-6-14})

... there are two people who are not supporting the other three and they are pushing the stone in the opposite direction. (Drawing by head teacher Godwin, {2018-6-13})

Since this collaboration has not been there, then really we have not seen its [education of LWHI] fruits. Because parents have not cooperated with us (Individual interview with head teacher Millicent, p.3, line 3-4 {2018-6-5})

Parents have not been very easy to contribute the little fee that we require in school. ...coming for parent days have been very difficult. (Individual interview with head teacher Godwin, p.2, line 4-6 {2018-6-14})

We call for meetings and parents don't attend. (Individual interview with teacher, Millicent, p.1, line 13 {2018-6-5})

Education officers also highlighted lack of cooperation with parents and other stakeholders:

There is no coordination; everybody is in his /her world. (Individual interview with County Disability Officer Mukwana, p.2 line 26-28{2018-7-10})

We found a serious problem that there was disconnect among the stakeholders and the county assessment centre office. (Individual interview with Country Disability Officer, Mukwana, p.2 line 20-21{2018-7-10})

The above quotations depict that stakeholders in West Pokot County seems to have no cooperation with each other. One of the disability officers admits that there is no coordination among stakeholders and everybody is in his or her world. This concurs with Mukhopadhyay et al.'s (2012) work that there is lack of coordination among special needs teachers, parents and other professionals. Stakeholders seem to be walking away from each other; the parents are not contributing to support the needs of LWHI and at the same time they rarely attend meetings to discuss with the teachers the progress of their children in inclusive schools.

Todd (2007) argues that cooperation with parents and other education professionals is central to inclusive education and it is the only way of promoting collaboration. Forlin et al. (2013) also contend that true home-school collaboration is necessary for success of inclusive education. However, the CSOs tend to keep away from special needs teachers and inclusive classrooms because of their lack of special needs knowledge, while the teachers are left on their own to take care of the needs of the children. This is however contrary to Friend and Cook (2009) who assert that strong collaboration requires shared cooperation and responsibility to achieve successful partnerships in inclusive education.

4.3.1.3 Theme Three: Stakeholders' Responsibility

Responsibility emerged as another theme in exploring the nature of stakeholders' collaborative partnership. Responsibility refers to taking on the duty one is obliged to

fulfil due to the nature of one's role or position. All stakeholders in this study have roles to play. However, some participants in this study observed that some stakeholders were not performing their roles effectively. This theme is discussed under three categories: (i) parents neglecting their role (ii) officers' inadequate facilitation, and (iii) teachers' lamentable professional practice.

4.3.1.3.1 Parents Neglecting their Role

Parents, as primary educators, play a critical role in the lives of LWHI. These parents live in deep rural areas, far away from the school and often have great difficulty in getting their children in school, but also to and from school. However, in this study participants portrayed that some parents might not be fulfilling their role as expected. This is shown by the following quotations:

The parent brings the child [to school] and because he is overburdened with educating other children and he does not understand how to care for this child, he brings the child to school and dumps the child there and runs away. (Individual interview with County Disability Officer, Limasia, p.2, line 32-35 {2018-6-13})

Some parents also have no concern for their children. Imagine when the school closes they refuse to come and collect the child so the teacher is left with the responsibility of taking care of the child. (Focus group discussion with teacher, Mary, p.4, line 1-3 {2018-6-13})

The parent and other stakeholders are supposed to collaborate in order to provide for the learner's needs. However, instead of doing so the parent and the stakeholders tend to move away from the learner who struggles to get to them for support. Due to the lack of collaboration between stakeholders, the child

suffers because his needs are not met. (Drawing by teacher, Joseph, {2018-6-13})

So there are many problems even giving them [LWHI] the necessary things they need like personal effects. Most of them [parents] don't give their children these needs. (Individual interview with head teacher Millicent, p.1, line 8-9 {2018-6-5})

The quotations above portray parents as evading their responsibilities. It seems that LWHI are a burden to these parents and as such they take these children to school and leave all the responsibility to the teachers. Like any other school, collaboration with parents in an inclusive school is indispensable (Gross et al. 2015). The parent is to provide the money for running the school in the form of fees, at the same time every parent is required to cater for the necessities of the child while in school. Parents with children in inclusive schools in West Pokot County are yet to fulfil these basic requirements. Lack of special needs knowledge makes many parents to ignore the importance of LWHI, as such; the working relationship between special needs teachers and these parents is impaired. However, Holstrom (2017) proposes that collaboration could be strengthened when stakeholders understand their responsibility and commit themselves that responsibility.

4.3.1.3.2 Officers' Inadequate Facilitation

Each of the stakeholders has a role to play and a responsibility to fulfil it as best as they can. Officers, such as the CSOs, DSOs and the EARC, have to facilitate the support for the parents of LWHI and the special needs teachers. Participants in this study were of the opinion that there was limited support from these education officers for parents and special needs teachers. This is clear from the quotations:

The person who could have helped me [parent] for example the time when he [LWHI] had gone to school was the disability officer but since I [parent] had this child, I have not seen any officer helping me (Individual interview with parent, Esther, p.2, line 5-7 {2018-6-5})

It's very hard because you can go to them [education officers] and they tell you to go away with your child....You may need some assistance but they tell you we are not concerned with such children. (Individual interview with parent, Esther, p.2, line 5-7 {2018-6-5})

If those [CSO] who are supposed to help us [parent] chase us away and look at us as if we are a problem then we let them [LWHI] stay [at home], until the time when the government remembers us. (Individual interview with parent, Esther, p.3, line 8-10{2018-6-5})

I even don't know him [Education Assessment and Resource Centre Officer] or even his name. He just stays at the county [office] he has never come here [school]. (Focus group discussion with teacher, Cheptoo, p.3, line 20-21{2018-6-2013})

SNE teachers also did not receive adequate facilitation from the education officers:

When we talked to the Curriculum Support Officer (CSO) and we told him that we have few teachers and the learners are many, he said he was going to look for any general special needs teacher and post them here [school]. To them[CSOs] they think any teacher who has done special education teaches LWHI. They don't know that these children are taught using Kenya Sign

Language and every teacher must know. (Focus group discussion with teacher, Mary, p.2, line 33-37 {2018-6-13}).

CSO cannot come here because even if I [special needs teacher] communicate in Kenya Sign Language he cannot understand. That is why when they come they don't want to associate with us because they lack that knowledge. (Focus group discussion, Joy, p.4, line 13-16{2018-6-13})

The above quotations show that there is limited support from education officers for parents. Education officers seem not to be fulfilling their role; this could be attributed to lack of special needs knowledge. This concurs with Florian (2012) who posits that educators and professionals lack understanding of inclusive education practice which impacts negatively on their roles and practices. He further asserts that those with better understanding are better placed to implement inclusive education.

Since some education officers lack this knowledge, they seem to walk away from the teachers and the parents and even at times chase them away when they go to their offices to seek help. In the end, this might affect collaboration with the officers failing to fulfil their mandate. Todd (2007) reiterates that professionals need to have the knowledge to understand their professional practice. Collaboration can solve this, as it allows teachers and educational professionals to have a better understanding of families, culture and diversity so as to feel more confident working with each other (UNICEF, 2015).

4.3.1.3.3 Teachers' Lamentable Professional Practice

While the officers are key in facilitating the support for special needs teachers, it is the teacher who is tasked with educating the LWHI, and whose expertise and skills are vital to the education of the learner. Teacher professional practice refers to how teachers

perform their professional responsibility in the education of LWHI. Teachers are professionals who should be knowledgeable about what they do and able to put their knowledge into practice. However, in some instances this is not the case as is depicted by the following quotations:

I have seen that the teacher should be the eye opener of the parents and the children, and if we are blocked somewhere [particular level of administration] with somebody [teacher or education officer] who don't know matters of disabilities and who doesn't want to help, then he becomes a barrier for education of LWHI. (Individual interview with parent, Boniface, p.3, line 27-30 {2018-6-5})

But if he [head teacher] was a special teacher who understands special education he could handle the parents in a better way because he understands what they [parents] go through. (Focus group discussion with teacher, Joy, p.3, line 31-33 {2018-6-13})

You know I am not an HI teacher. They [HI teachers] are the ones who have undergone these courses... because now I am in charge of these children and you find them [HI teachers] leaving the children with me. So most of the time I am with them. I don't know the language; I have not learnt the hearing impaired sign language. (Individual interview with head teacher, Millicent, p.2, line 1 {2018-6-5})

From the above quotations, it is evident that head teachers and some special need teachers do not have the professional expertise to fulfil their role professionally and feel inadequate. The head teachers, who should lead the school, seem to lack the knowledge and skills to perform their role in relation to LWHI. According to Todd (2007) in the

theory of Practice, People and Context (PPC), professionals need to conceptualize their discourse of practice in order to understand their roles according to the context they are in.

The findings show that there is a limited partnership with parents as a result of not working professionally and this is why Gross et al. (2015) argue that strong school leadership is important in the formation of community partnerships. Head teachers and special needs teachers are not taking responsibility for the education of the LWHI. This has created a less conducive working environment that does not support collaboration. Sharlyn (2012) argues that collaboration should provide a supportive environment for involving all the stakeholders.

4.3.2 Experience of Stakeholders' Collaborative Partnerships

Data for the experiences of stakeholders' collaborative partnerships, in response to the second sub-research question, were generated using individual interview, focus group discussion and drawing. The participants in their views revealed enabling experiences as well as disabling experiences of their collaborative partnerships. Figure 4.2 shows the summary of the findings of the second sub-research question.

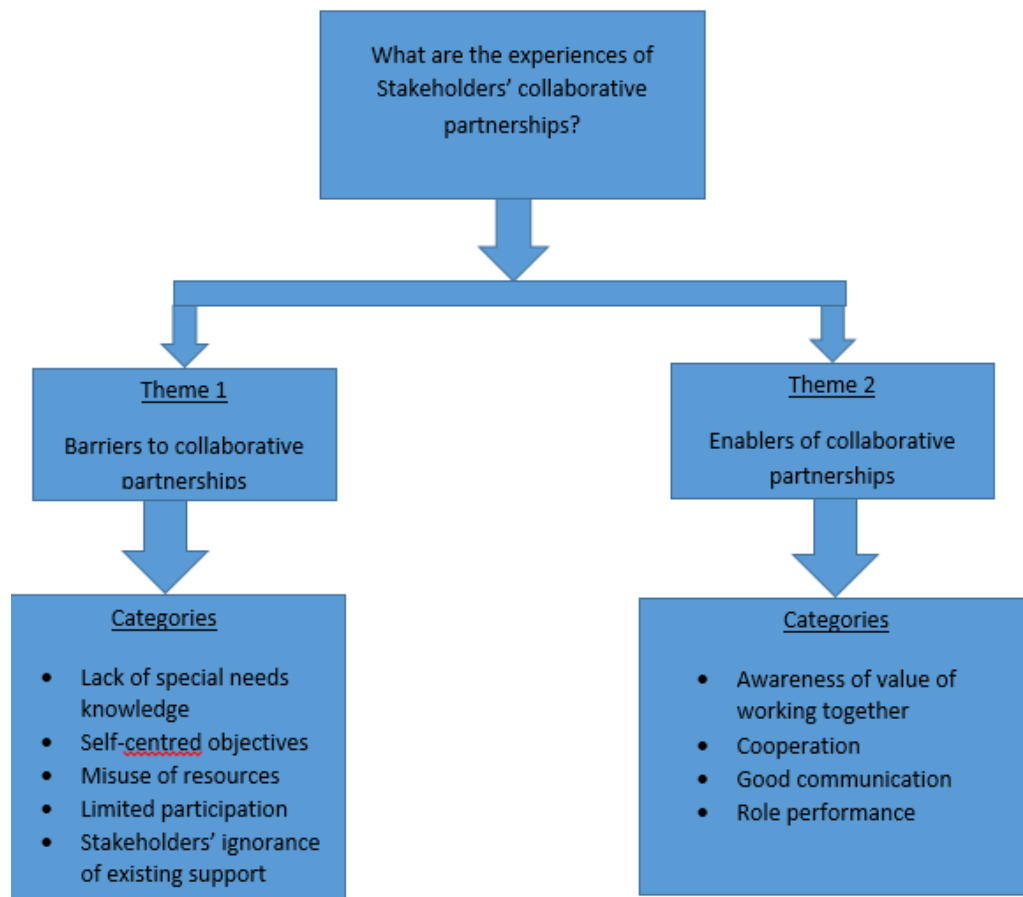


Figure 4.2: Diagrammatic Representation of Findings of Experiences of Stakeholders' Collaborative Partnerships

The findings presented in Figure 4.2 depict two themes which are discussed in this section. They are (i) *barriers to collaborative partnerships*, and (ii) *enablers of collaborative partnerships*.

4.3.2.1 Theme One: Barriers to Collaborative Partnerships

Barriers are obstacles that prevent the achievement of a goal or an outcome. Therefore, barriers to collaborative partnerships are issues that hinder collaboration and cooperation among stakeholders. In this study participants pointed out different experiences in their partnerships. The barriers are discussed under the following categories: (i) lack of special needs knowledge (ii) self-centered objectives (iii) misuse

of resources (iv) limited participation, and (v) stakeholders' ignorance of existing support.

4.3.2.1.1 Lack of Special Needs Knowledge

Special needs knowledge refers to having an understanding of what disability is, the nature of disability, its implications for teaching and the services required for Learners with Special Needs (LWSN). This knowledge is to be used to the benefit the LWHI within the context of IE. Most of the participants, apart from SNE teachers, seem to have little knowledge of how to deal with LWHI. The parents however, seemed to look to the teachers for assistance. This is evident from the following quotations:

The top leaders [head teachers and BOM] could not understand apart from the people [teachers] dealing with the children [LWHI] ... they understand what it [education of LWHI] is, but the top management, because it is a Unit [special classes in a regular school] they have little knowledge for dealing with them [LWHI]. You see, these are two people, the managers who don't know anything about the deaf and those who know about it. That is where we have problems.
(Individual interview with parent, Boniface, p.2, line 8-12 {2018-6-5})

There is a lot of challenges because this child [LWHI] is not the same as other children, maybe there was something he needed but for me as a parent, I don't understand what he needs. (Individual interview with parent, Esther, p.1, line 27-28 {2018-6-5})

It is to be expected that the people who are employed in the County education office to support the teachers and LWHI, would be knowledgeable about SNE so as to be of assistance to the teachers, parents and learners.

My experience is that we have the people who know and the people who don't know. Those who don't know don't want to know that they don't know. Here [West Pokot County] we have the teachers who know what is supposed to happen; they are trained in that field [special needs education] and then there is a head teacher who does not know and is not accepting to learn from the teachers. (Individual interview with County Disability Officer, Mukwana, p.3 line 22-26 {2018-7-10})

I came also to realize that when the stakeholders lack the knowledge [special needs knowledge] they will fail. (Individual interview with County Disability Officer, Limasia, p.3, line 7-8 {2018-6-13})

The teachers were critical of the leadership in the county and the school and pointed to how their lack of SNE knowledge was a barrier to assisting the parent, the LWHI, and the SNE teachers.

But if he [head teacher] was a special teacher who understands special education he could handle the parents in a better way because he understands what they [parents] go through. (Focus group discussion with teacher, Joy, p.3, line 31-33 {2018-6-13})

The officer who is there [county education office] says he does not understand issues about special needs education. So he is special education officer, yet he says he doesn't understand special education issues. He says I have been given this office. I just assist. (Focus group discussion with teacher, Mary, p.3, line 2-5 {2018-6-13})

So, because he [CSO] doesn't understand, he thinks all [LWHI] can be put in one class. This shows they have no knowledge on issues of special needs. (Focus group discussion with teacher, Mary, p.4, line 20-23 {2018-6-13})

Some stakeholders lack special needs knowledge, yet they are put to be in charge of special needs programs. For example, some of our officers are not trained in special needs so they are not even aware of what should happen like in our school (Focus group discussion with teacher, Joy, p.4, line 11-13 {2018-6-13})

Head teachers of inclusive schools admitted that they had no knowledge in SNE and observed that the education officers and the board of management also lacked SNE knowledge. This made them not to perform their roles effectively.

You know I [head teacher] am not a hearing impaired teacher, they [special needs teachers] are the ones who have undergone these courses... because now I am in charge of these children and you find them [special needs teachers] leaving the children with me. So most of the time I am with them. I don't know the language; I have not learnt the hearing impaired sign language. (Individual interview head teacher Millicent, p.2, line 1 {2018-6-5})

To be sincere, this area [special needs] is challenging to most people especially to officers. It is like they don't know. Because when you ask an officer that we want to register it [the school], it takes some time for him or her to understand what you are saying [a question asked related to a special needs issue]. This ... is a challenge because some [CSOs] are ... like they don't know. (Individual interview with head teacher, James, p.2, line 27-31 {2018-6-14})

There was some resistance [from the BOM]. This is because they don't know much about it [education of LWHI or special needs education]. (Individual interview with head teacher, James, p.3, line 6-9 {2018-6-14})

Personally I [head teacher] did not take that course [special needs] (Individual interview head teacher, James, p.2, line38 {2018-6-14})

The above quotations show that most of the stakeholders lack Special Needs Education (SNE) knowledge, yet they have been appointed in a position which requires SNE knowledge. This ignorance on matters of special needs seemed to make them fail in fulfilling their responsibility and performing their roles appropriately. The parents of LWHI who lack special needs knowledge are affected because they don't understand how to handle these children and rely on the experts to help them. Yet, when the experts do not have the required knowledge, the parents with LWHI have no one to assist them. This concurs with Florian (2008) who asserts that what one knows informs what one believes and what one does. The head teachers themselves admit that they are not trained in special needs education, yet they are in charge of inclusive schools with LWHI. This agrees with Hwang and Evans (2011) who contend that teachers are sometimes aware of their limited knowledge on disability and inclusion, and hence head teachers are in trouble as they cannot handle nor support special needs teachers and parents. This lack of knowledge could lead to uninformed decisions, mis-appropriation of funds, and side-lining the educating of LWHI. Moreover, head teachers and the board of management seem hesitant in accepting the new policy of inclusion. Collier et al. (2015) suggested that teacher training programs have fallen short of engaging the teachers with the necessary SNE knowledge, but also how to collaborate and partner with parents.

It seems that the County education system and its officers, through their lack of knowledge, are failing the teachers, the parents and the LWHI. They end up shying away, giving wrong advice or not giving any service. Consequently, they develop negative attitudes towards the teacher and the parent. Hamilton-Jones and Vail (2014) points out that limited knowledge on a given professional practice leads to a negative attitude and poor professional practice. Kearney (2011) asserts that professional development and training is important in improving teacher knowledge and teacher practice, which might enable collaboration in the best interests of the LWHI. A lack of special needs knowledge could cloud the objectives inclusive education is trying to attain and could lead to stakeholders instead wanting to achieve selfish objectives.

4.3.2.1.2 Self-centered Objectives

Objectives are goals that one seeks to achieve over time. The objective of every stakeholder in SNE should be that LWHI are given their rightful education. Self-centered objectives, however, refer to goals that do not benefit the LWHI, as in West Pokot County, some stakeholders appear to have different objectives which further their own agendas. The teachers were of the opinion that the head teachers did not care about the education of LWHI and were focused on getting funds but not using it for LWHI, but to run their school.

Whenever a parent came they [head teachers] would tell the parent if there is no money go with your child. Their [head teachers] interest is only money, not the child. (Individual interview with teacher, Patricia, p.3, line 10-11 {2018-613})

For me what I have seen over the years is that the administration uses LWHI as a bait to get funds but they really don't care about this child. (Focus group discussion with teacher, Cheptoo, p.3, line 35-36 {2018-6-13})

The tree has grown to maturity and it has bore some fruits. On top of the tree, there are people who are eating the fruit while the teacher and the parent look at them helplessly.... However, instead of the teacher and the parent enjoying the fruits of the work they started, there are cartels who are eating the fruits. The teacher and the parent are left complaining. This, therefore, means that there is no collaboration as the top people [CSOs, DSOs, EARC, head teacher and BOM] are only concerned of what will they benefit and not concerned with the needs of the learner. The teacher is the only one concerned (Drawing of teacher Joy, {2018-6-13})

The reality is that the learner is starved while other people are benefiting. This drawing means collaboration only exist only when funds are available because stakeholders know that they are going to benefit. Once the money gets finished collaboration stops. (Drawing of teacher, Kisang, {2018-6-13})

Parents of LWHI perceived head teachers as not valuing but discriminating against their children and using them to achieve their self-centered objectives.

Most of the time they [head teachers] don't want to value the child. So they value the other side of normal ones [regular learners]. (Individual interview with parent Boniface, p.2-3, line 33-34, 1-6 {2018-6-5})

The administration [head teachers and board of management] at school, they only see something like the flow of cash. They [head teacher and BOM] see these deaf children as something to bring in money but not the service and education. (Individual interview with parent, Boniface, p.2, line 15-16 {2018-6-5})

Another side of self-centered objectives seems to be the head teachers and the CSOs clinging to their power, afraid of losing control, and in so doing do not collaborate towards achieving the objective of education for LWHI.

While the officers saw them [HI teachers] as if they were looking for leadership positions. [CSOs] understand that teachers [SNE teachers] were not looking for positions but they were after the good of the child [LWHI]. (Individual interview with head teacher, James, p.3, line 23-29 {2018-6-14})

The headteacher says I am still in charge they see as if you want to take over his position. It's like you are challenging his authority. (Focus group discussion with teacher, Mary, p.2, line 42-43 {2018-6-13})

But being their boss I [head teacher] have managed to control them [special needs teachers] to some extent. (Individual interview with head teacher, Godwin, p.2, line 3 {2018-6-14})

We have a serious problem; many head teachers would like to have a unit [special class with LWHI] so that they can get money probably for their own gain but not to serve the child. (Individual interview with disability officer, Mukwana, p.3, line 8-9 {2018-7-10})

From the above quotations, participants show that some stakeholders are not focused on the education of LWHI. If not working towards a common goal, as Churchley (2006) points out, collaboration cannot thrive. In this study the parents observe that the head teachers have a monetary objective and not the education of their children as goal. Parents perceive that their children are being used as 'bait' to attract funds which are then used by head teachers for their own gain or diverted to other needs and not for the

needs of the LWHI. Disability officers too complain that the head teachers establish units for LWHI as a source of funds for their own gain and not to promote education of LWHI. Head teachers and CSOs fear that SNE teachers might be undermining them and feel threatened and thus act bossy and selfish to guard their positions. This concurs with Ross (2011) who refers to problematic power dynamics as a barrier to successful collaboration. This power struggle causes disagreements between head teachers and SNE teachers and is a threat to collaboration towards achieving the goal of inclusive education for LWHI. Chetty (2013) advises that collaboration requires relinquishing of power by all members. In this instance each stakeholder seems to have their own agenda and do not perceive each other in a good light. Stakeholders who think they are the only ones who have the knowledge cannot work together. This concurs with Todd (2007) who revealed that some professionals perceive themselves to have a monopoly of expertise and experience and they do not require input from other stakeholders. This is a threat to collaborative partnerships in many educational programs. Stakeholders need to work as a team as suggested by Bouillet (2013) who points out that collaboration is demonstrated only in teams in which the common goal is clearly established, and every members' role is clarified. The stakeholders' lack of special needs education knowledge and selfish objectives may lead to misuse of resources.

4.3.2.1.3 Misuse of Resources

Resources in this study refer to money or materials that are required to run the school, in particular for the education of LWHI. Educating LWHI requires a lot of resources which rarely are available. In West Pokot too, these resources are scarce and draw a lot of attention from stakeholders. This is depicted by the quotations:

We [SNE teachers] were told there was money to buy books for these children but later on that money was diverted to other issues. Leaving us with the same

problems. (Focus group discussion with teacher, Mary, p.2, line 39-41 {2018-6-13})

They[head teachers] request for funds in a way that it is meant for LWHI but when the funds come they [head teachers] use it in other ways. (Focus group discussion with teacher, Cheptoo, p.3, line 35-37 {2018-6-13})

So I as the [SNE] teacher, if I say no and suggest that we use this money for the right purpose, we disagree and the relationship becomes bad. So funds are a hindrance to collaboration. (Focus group discussion with teacher, Cheptoo, p.3, line 37-39 {2018-6-13})

Funds which are brought to school also interest the officers. So if you [SNE teacher] touch on issues of funds, you land in trouble. We [SNE teachers] have seen because once money is available the officers[CSO] become regular visitors to the school. So if you ask about money, you are trouble. You are transferred [to another school]. So the issue of funds is a thorn in the flesh. (Focus group discussion with teacher, Kisang, p.4, line 33-36 {2018-6-13})

Education officers shared similar sentiments to that of teachers that there is misuse of resources.

And of course, the support meant for these learners [LWHI] sometimes it ends up in regular primary school, forgetting a special unit [classes for LWHI]. (Individual interview with Curriculum Support Officer, Nehemiah, p.2, line 10-11 {2018-6-6})

Whenever funds are available for development the head teacher and the unit teachers usually disagree because [SNE] teachers want to use the money for the

intended purpose but the head teacher wants for another purpose. (Individual interview with County Disability Officer, Mukwana, p.3, line 13-15 {2018-7-10})

The United Nations Organization (UNO) (2015) revealed that in some contexts there may be inadequate resources to implement inclusive education. In West Pokot County there seems to be limited funds to support the education of LWHI. It however seems that the limited funds and the use thereof is a threat to collaboration as head teachers are in constant conflict with parents and special needs teachers. They, the head teachers, request funds and when it is received in their inclusive schools they use it for their own agendas or divert it to educating regular learners. This leaves SNE teachers with little or no resources to run the programs of LWHI. SNE teachers and parents complain over the misappropriation of funds intended for LWHI, while head teachers and special teachers disagree on how the funds should be utilised for the benefit of LWHI. If the special needs teachers make suggestions on how the funds should be spent, they are threatened or transferred to another school. The availability of funds also interests the CSOs who make regular visits to the school - not for facilitation of support - but to gain from the funds. The participants however, did not say how the CSOs gained from the funds. What is revealed is that how the funds should be spent is a hindrance to collaboration in that the stakeholders' relationship is strained leading to a poor working rapport. Hernandez (2013) argues that accountability for shared resources promotes collaboration, contrary to what is evident in West Pokot where collaboration seems to be hindered because of disagreements about how resources should be used.

4.3.2.1.4 Limited Participation

Participation refers to taking part, in this instance stakeholders taking part in providing education and support for LWHI. Education of LWHI requires all stakeholders to play

their role, but also to consider how they could collaboratively play their role and complement each other. The nature of the stakeholders' participation is portrayed by the quotations:

On the other side of CSO is even more complex because they rarely come to visit us. (Focus group discussion with teacher, Kisang, p.3, line 10-11 {2018-6-13})

We [parents] are not invited, for example, when my child was at school A, we were not being called as parents of the deaf so that we discuss issues of how our children are progressing. So this is a great challenge because we are not involved. (Individual interview with parent, Esther, p.2, line 20-22 {2018-6-5})

We don't visit there [inclusive primary school] regularly. The relationship is not strong because we are not regularly invited. (Individual interview with parent, Esther, p.2, line 25-26 {2018-6-5})

We [head teacher] call for meetings and parents don't attend. (Individual interview with head teacher, Millicent, p.1, line 13 {2018-6-5})

From the quotations there seems to be little interaction between the parents and the head teachers, and the SNE teachers and the CSOs as the one group perceives the other group as disinterested and unwilling to approach the other. This confirms what Todd (2007) found, that participation in the sense of real collaborative work has largely been elusive in inclusive education programs. Todd (2007) further suggested that increased partnership between professionals, particularly through the integration of services, provides a major opportunity for teacher-parent participation. This is not the case in West Pokot County as parents' participation is limited; parents are not regularly invited for meetings but at the same time they seem to rarely attend the meetings when invited.

This is contrary to UNICEF (2015) suggestion that the first step in involving families in a collaborative way in the education of their children is by promoting a social and educational atmosphere where parents feel welcomed, respected, trusted, heard and needed. Tremblay and Tivat (2007) furthermore propose that there is a need for the improvement in collaborative skills of parents so as to increase participation in inclusive contexts. The limited participation of some stakeholders deprives them of the opportunity to learn and share information with each other.

4.3.2.1.5 Stakeholders' Ignorance of Existing Support

Ignorance refers to a lack of information, unawareness or unfamiliarity of something or how something is done. Some stakeholders in this study seem to be ignorant of where to get services and about who could provide services for LWHI. This is portrayed by the following quotations:

Yes, because if I don't know the direction to take, I have a child with a disability, I don't have resources. No one is guiding you on what to do concerning where the child should go or be assisted? It kills the morale of parents.(Individual interview with parent, Esther, p.4, line 1-3 {2018-6-5})

I [EARC] go outside [to the field] or the parents come here [assessment centre] and most of the parents don't know the assessment centre ...very few know where the assessment centre is.(Individual interview with EARC Elias, p.2, line 8-11 {2018-6-12})

The CSOs, very few know where assessment centre is, unless those who have been told to be part of assessment (Individual interview with EARC Elias, p.2, line 15 {2018-6-12})

Most teachers[regular] are amazed to hear that we have an assessment centre here in Kapenguria [county headquarters].Most of them do not know, very few know that there is such an office here.(Individual interview with EARC Elias, p.2, line 20-12 {2018-6-12})

From the quotations it is evident that some stakeholders are ignorant of where and who the service providers are. Parents do not know of the existence of the assessment centre where they would be able to take their children for assessment, advice and placement. Todd (2007) revealed that parents' lack of SNE knowledge is a threat to collaborative partnership among stakeholders in inclusive education. On the other hand, most of the regular teachers, head teachers and CSOs are also not aware where the assessment centre is. If the teachers and the CSOs are not aware of where services are provided, how will they be able to help the parents and LWHI? This is why WHO (2011) called for more linkages between educational services and the community so as to maximize the use of the scarce resources. The lack of awareness of service providers and services lowers the confidence of CSOs and head teachers during service provision. Stakeholders' experiences of collaborative partnerships, however, were not only comprising of barriers, but also of enablers.

4.3.2.2 Theme Two: Enablers of Collaborative Partnerships

Enablers are aspects that make something possible, in this instance making collaborative partnerships possible. The participants revealed aspects that did enable collaborative partnerships in a context where limited collaboration seemed to exist. This theme therefore, is discussed under the following categories: *(i) awareness of value of working together (ii) cooperation and (iii) good communication (iv) role performance*

4.3.2.2.1 Awareness of Value of Working Together

Participants in this study seemed to be aware of the value of working together. Awareness refers to being cognizant of the importance of something, in this instance of working together as a team in order to achieve a common goal. Participants exposed the fact that they understood the need to work collaboratively, as is evident from the quotations:

There are those roles that I can fulfil alone and there are those that I need support from administrators and other stakeholders. (Focus group discussion with teacher, Mary, p.1, line 20-21{2018-6-13})

For me, I can't do everything alone... I need assistance from others. (Focus group discussion with teacher, Cheptoo, p.1, line 26-29 {2018-6-13})

We need the support of other stakeholders, in particular the education officers and the Ministry of Education because they are the ones to fund this Special Education. (Focus group discussion with teacher, Mary, p.2, line 9-10{2018-6-13})

Collaborative partnership is important in the inclusion of LWHI. If collaboration misses, education of LWHI collapses and the dream of the learner end. Therefore, stakeholders' collaborative partnerships make the life of the learner to prosper. (Drawing by teacher, Doris, {2018-6-13})

Head teachers were also aware of the value of working together as key in the inclusion of LWHI.

It [collaboration] is very necessary because single handed, I cannot manage to assist them [LWHI] ... stakeholders' collaboration is very necessary if we are to

assist them [LWHI](Individual interview with head teacher, Godwin, p.2, line 18-20 {2018-6-14})

Because if you collaborate with the parents, the children who are at home will be brought to school and we shall have a higher enrolment and now without their [parents']cooperation, many will remain in the villages without learning and then these other ones who have come to school without their collaboration will find it very difficult to sustain them. (Individual interview with teacher, Millicent, p.2, line 19-24 {2018-6-5})

Disability officers and parents acknowledged that there is a need for stakeholders to work together so as to achieve their goal:

There is a need to borrow a leaf from other stakeholders, you cannot make it alone. (Individual interview with County Disability Officer, Limasia, p.1, line 23-24 {2018-6-13})

You need to work with other stakeholders to achieve all goals. (Individual interview County Disability Officer, Limasia, p.1, line 28-29 {2018-6-13})

The move towards collaboration makes special education successful because you cannot work alone. ... They [stakeholders] have worked for a long time but because of lack of collaboration they haven't achieved much but I am seeing with collaboration we can achieve more. (Individual interview with County Disability Officer, Limasia, p.3, line 16-19 {2018-6-13})

SNE students [LWHI] have many needs ... if we collaborate all the problems we are facing will be sorted out. Not one person can do everything for SNE. We

have many stakeholders. (Individual interview with County Disability Officer, Mukwana, p.4, line 3-5 {2018-7-10})

Everybody understands and welcomes the ideas of others and finally they are collaborating and they are doing a good job. (Individual interview with parent, Boniface, p.2, line 13-14 {2018-6-5})

From the quotations some parents and CDOs are aware that collaboration is necessary if inclusive education of LWHI is to achieve its desired goals. Buhere et al. (2014) agree that collaboration is fundamental to effective inclusion within inclusive schools. Collaboration depends on various stakeholders working together in order to provide an opportunity to build and promote a collaborative culture in school (Buhere et al., 2014). Some participants in this study showed an understanding of the value of working together. Special needs teachers (SNE teachers) admit that they cannot work alone as they need assistance from other stakeholders since LWHI have many needs that should be met. Interactions among professionals increase their knowledge and they become better equipped in their practice (Hamilton-Jones & Vail, 2014).

The County Disability Officer observes that stakeholders need to learn from each other, and although it won't solve all the problems in the education of LWHI, it will enable better practices. Adams et al. (2016) too, claim that collaboration is important for reflecting on practices and exchanging knowledge. What is important, as a parent pointed out, is that collaboration provides an inclusive school environment where everybody's ideas are understood and welcomed. This concurs with Chetty (2013) who observed that collaboration allows teachers to work together in a non-competitive and supportive environment. Stakeholders' awareness of the value of working together motivates them to work cooperatively.

4.3.2.2.2 Cooperation

Cooperation is the process of working together to achieve a common goal. Individuals are said to be cooperating if they are assisting and supporting each other as well as working as a team. Participants in this study speak about a collaborative partnership where stakeholders are working in a cohesive team. The quotations confirm this claim:

But a few teachers [SNE teachers] who have undergone that training [SNE teacher training] themselves, I want to say they have assisted me [to understand issues of special needs]. (Individual interview with head teacher James, p.2, line 34-37 {2018-6-14})

The stakeholders are the parents, the teachers and other stakeholders who are to support the education of LWHI. Hence if the stem misses, the flower wilts. (Drawing by teacher, Doris, {2018-6-13})

My collaboration with the other stakeholders is like three cooking stones that support a cooking pot. The pot is the education of LWHI. If one of the stones is removed the cooking pot will not stand. (Drawing by teacher Mary,{2018-6-13})

The bridge represents collaborative partnerships among the stakeholders that would close the gap of what exists and what is desired, hence make education of LWHI complete and achieve its desired goals. Therefore, I conclude that collaboration is the key to the success of inclusion of LWHI. (Drawing by teacher, Catherine, {2018-6-13})

Apart from the teachers speaking of cooperation as an enabler of collaborative partnership the parents and the education officers also had this to say:

I often do attend parents' meetings. Sometimes I just visit them to see what is going on or to pay fees. When closing school, we are also called to take the children [LWHI] and before we take them we have a meeting. (Individual interview with parent, Boniface, p.2, line 18-20 {2018-6-5})

During parents' meeting they [CSOs] do come and speak to, talk to us and advise us of how to take care of this person [LWHI] with a disability. (Individual interview with parent, Boniface, p.3, line 11-12 {2018-6-5})

So that if anything as an officer [CSO], sometimes we have been forced to look for food and support them [LWHI], which we request them from the county commissioner office and they give us food which we also give the children [LWHI]. (Individual interview with Curriculum Support Officer, Nehemiah, p.1, line 19-23 {2018-6-6})

From the quotations it is evident that some participants have a good working relationship with each other as a result of cooperation. Bouillet (2013) contends that collaborative schools are at the heart of inclusive education because they not only promote cooperative relationships in schools but also promote the relationship between the school and the entire community.

Parents attend meetings during opening and closing of school or the time they are called to pay fees. During these meetings the CSOs have the opportunity to talk and advise parents on how to take care of LWHI. Chan and Yuen (2015) suggested that school policies should treat parents as valuable partners and hence they need to be regularly invited for school meetings to discuss the learner's progress. The CSO involves the office of the County Commissioner so as to get food for LWHI. The head teacher too is

encouraging the CSO to work closely with the parents so that the LWHI can feel accepted and supported like the other children.

It is interesting to note that the SNE teachers, in their drawings, represent cooperation using different analogies; one SNE teachers sees it as a stalk that supports a flower; another sees it as a stone that supports a cooking pot; and another sees it as a bridge that connects two points. These analogies underpin the significance of cooperation in strengthening stakeholder collaborative partnerships. Teachers' collaboration can indeed foster communities of practice by involving other stakeholders to enrich the educational experiences and learning outcomes of learners with special needs (Mulholland & O'Connor, 2016).

4.3.2.2.3 Good Communication

Cooperation among stakeholders requires good communication. According to Keyton, (2011) communication is the process by which information is exchanged between individuals through a common system of symbols. Some participants in this study showed that good communication existed among them as is depicted by the quotations:

They [head teacher] communicates, sometimes we visit them [school].

(Individual interview with parent, Boniface, p.2, line 23-25 {2018-6-5})

Also when schools close we are also called to take children and before we take we have a meeting. (Individual interview with parent, Boniface, p.2, line 19-20 {2018-6-5})

... But later on when I [head teacher] explained to them [BOM] they understood. (Individual interview with head teacher, James, p.3, line 26 {2018-6-14})

Effective communication enables professionals to report to each other and to work together towards a common goal (Hamilton-Jones & Vail, 2014). Participants in this study revealed that effective communication existed, in some instances, among themselves. Parent-teacher communication is evident as parents are invited to discuss the progress of their children before they are collected on closing days. This concurs with Collier et al. (2015) observe that collaboration and communication between parents and educators are critical factors for predicting successful student outcomes.

Todd (2007) further asserts that communication with parents should be clear and it should entail all the information that the parents need to know about the child and the school. Good communication allows the head teacher to understand and to address the problems in the school. The schools' BOM were made to understand special needs issues as a result of the head teachers' communication. Holstrom (2017) pointed out that communication is the key to a good working relationship. Owing to the awareness of the value of working together, cooperation and good communication, some stakeholders seem to reveal a sense of responsibility which leads them to perform their roles.

4.3.2.2.4 Role Performance

Role performance refers to stakeholders doing what they are supposed to do in the context of inclusive education. Such role performance provides the flow of activities required in inclusive education. Some participants in this study seemed to be performing their roles as portrayed by the quotations:

Teachers have been of great help because one, they give you [parent] that positive spirit that educating this child is possible. They will console you [parent] that these children are not far off that they cannot assist.... They will encourage you that these children are very important, not as people would think.

Then teachers really work hard because they have the children at heart.

(Individual interview with parent, Boniface, p.2, lines 22-30 {2018-6-5})

I have brought them [CSOs] to understand that [SNE] teachers were not looking for positions but they were after the good of the child [LWHI].(Individual interview with head teacher, James, p.3, line 28-29 {2018-6-14})

Although we [head teachers] don't have enough trained teachers for them [LWHI] in the school but those who are there are sacrificing, and we enjoy staying with them. (Individual interview with head teacher Godwin, p.1, line 7-8 {2018-6-14})

I want to thank the [SNE] teachers who are there. They [SNE teachers] usually struggle. Once the child is not there [in school] they go an extra mile even going to those areas [home] looking for the child [LWHI] to come back [to school] again. (Individual interview with head teacher, James, p.1, line 36-38 {2018-6-14})

My role is to ensure children remain in school and get proper education as required by the government. Teachers go to class, I source food for them, liaise with other stakeholders or leaders to ensure they get facilities they want. (Individual interview with head teacher Godwin,p.1, line 29-32 {2018—14})

The quotations highlight that some participants perform their roles appropriately and with dedication. Although Rose (2011) identified poor understanding of roles and responsibilities as an obstacle to successful inter-professional collaboration, this is not the case of all stakeholders in some inclusive schools in West Pokot County. Some SNE teachers understand and perform their roles effectively within inclusive education.

These teachers have been of great help to parents by encouraging them that education of LWHI is possible and that LWHI are children like any other ‘normal’ children. Some head teachers, too, ensure that learners get their basic needs by involving other stakeholders and changing their perception towards SNE teachers. One head teacher succeeded in convincing the school board of management (BOM) that SNE teachers were not looking for leadership positions but were focused on attaining the best for the LWHI. Adams et al. (2016) assert that if teachers and parents collaborate in order to effectively fulfil their responsibilities they improve the educational outcomes for LWHI. Clearly, according to Kearney (2011), school principals have a vital role to play in the success of inclusive schools.

4.3.3 Supporting Stakeholders’ Collaborative Partnerships

In order to answer the third sub-research question data were generated using focus group discussion and drawing with SNE teachers and individual interviews with other stakeholders. The findings refer to how collaborative partnerships can be supported, in other words how it can be cultivated and be sustained. Figure 4.3 shows a summary of the findings.



Figure 4.3: Diagrammatical Representation of Findings of How Collaborative Partnerships can be Supported

The findings in Figure 4.3 show the three themes which were generated. These are (i) *specialized knowledge on special needs education* (ii) *creation of awareness*, and (iii) *involvement of stakeholders*. These themes are discussed next.

4.3.3.1 Theme One: Specialized Knowledge on Special Needs Education

Specialized knowledge on SNE refers to having expert know-how to handle learners with disabilities and their educational needs. Participants in this study pointed out in the previous themes, i.e. the nature of the collaborative partnerships and the experiences of the collaborative partnerships that the collaboration is in need of remedying and

support. It seemed that some stakeholders lacked special needs education knowledge which lead to adverse practices which influenced the education of LWHI. The absence of such special needs education knowledge resulted in strained relationships, misuse of resources, unfulfilled roles and lack of progress in the education of LWHI, and in essence hindered stakeholder collaborative partnerships. In order to resolve the issues that propagate limited collaboration, participants suggested that stakeholders required specialized knowledge on special needs education. Two categories were developed in this theme. These are *appointment of special needs education specialist* and *in-service training in special needs education*. These categories are discussed:

4.3.3.1.1 Appointment of Special Needs Education Specialists

Professionals in SNE are essential and having them is the first step in inclusive education. However, if they are not given the opportunity to exercise the knowledge they have it will be a waste of resources. Participants in this study highlighted the need for appointing professionals, in all levels of the education hierarchy, who have expert knowledge in special needs education practice so as to enhance collaborative partnerships. This is portrayed in the quotations:

We need an administration that has the knowledge so that we can help and grow education of LWHI. Also in meetings, they should integrate special needs teachers who would offer expert advice on special education matters. (Focus group discussion with teacher, Kisang, p.4, line 36-43 {2018-6-13})

Government should appoint officers who are knowledgeable in special needs education...even at school those in administration [head teachers] should be knowledgeable in special needs education so that we [stakeholders] are talking

the same language and we can understand each other. (Focus group discussion with teacher, Mary, p.5, line 28-32 {2018-6-13})

We need headteachers who are trained in special needs and in a specific area of specialization. This will help sort out a lot of issues. (Focus group discussion with teacher, Joy, p.5, line 1-2 {2018-6-13})

I insist that even posting of teachers they should post qualified teachers for that particular area of specialization. (Focus group discussion with teacher, Cheptoo, p.5, line 3-4 {2018-6-13})

I think there is need for special unit [special class for LWHI] to be handled by a teacher who has gone through special education but if you take someone who has not gone through special education, they don't have teaching skills. (Individual interview with Curriculum Support Officer, Nehemiah, p.3, line 1-5 {2018-6-6}).

From the quotations it is evident that in West Pokot County, professionals who are knowledgeable are required for the inclusive education of LWHI. Appointing staff who have the requisite expertise is central to the success of inclusive education and including LWHI in school. Teachers therefore propose the appointment of head teachers who are trained in special needs education to head up inclusive schools and units of LWHI. This will help to address issues which arise and will make the education of LWHI to prosper. Winter and O'Raw (2010) suggest that success in inclusive education requires informed and knowledgeable leadership who are supporters of inclusive education. Todd (2007) postulates that professionals need to understand and conceptualize the discourses that guide their practice. This contrasts with what happens in West Pokot County as officers who are appointed to positions do not understand the underlying philosophy of inclusive

education. Special needs teachers have urged the Ministry of Education to appoint knowledgeable personnel in office, from top to bottom, to avoid disagreements over educational related issues that prevent collaboration and effective education. Hernandez (2013) argues that professional expertise, efficacy and interpersonal skills are components of collaboration. There is need for all officers, head teachers and teachers in inclusive schools to be knowledgeable and professional in special needs education so that they can work collaboratively and speak the same language in promoting education of LWHI.

4.3.3.1.2 In-service Training in Special Needs Education

In-service training in SNE means acquiring knowledge of special needs to prepare stakeholders to work with and for LWHI, including them in school. This training could enable stakeholders to acquire the relevant skills and attitudes to help them to, together, deliver their special education practice. The participants' necessity for special needs knowledge is evident in the quotations:

I think first of all we need to have trained teachers who know what disability is and teachers who have interest. (Individual interview with parent, Boniface, p.3, line 26-3 {2018-6-5})

I feel that a teacher should be trained in it [SNE] and teacher should go and reach the parents so that they can work as one team. Sometimes parents are ignorant...so teachers should be trained in how to deal with parents and how to deal with children. (Individual interview with parent, Boniface, p.3, line 28-34 {2018-6-5})

Take us [head teachers] for special needs workshops to be trained so that we know how to relate well with the teachers. (Individual interview with head teacher Millicent, p.3, line 14-16 {2018-6-5})

All stakeholders in the education of LWHI should learn sign language to solve other issues. (Focus group discussion with teacher., Cheptoo, p.5, line 36-37 {2018-6-13})

I told the governor we are suffering a lot on sign language. So he accepted to give us four county workers to go for sign language course training. Next year he promised to give us ten from other areas across the county so that they can work with us. (Individual interview with County Disability Officer, Limasia, p.4, line 6-9 {2018-6-13})

From the quotations it is evident that stakeholders desire to have knowledge on how to handle LWHI. Bouillet (2013) postulates, that it is obvious that inclusive education requires a high quality of service, well-trained teachers, support personnel and material resources. The collaborative process in itself can however be a rich opportunity to learn new knowledge and skills, also from each other. The United Nations Organization (UNO) (2015) reveals that teachers clearly play a key role in promoting positive attitudes towards disability and in incorporating the principles of inclusive education in the learning environment. Many parents do not have the necessary knowledge on how to deal with their LWHI, and in this instance Todd (2007) advises that teachers' professional expertise is required to compensate for the lack of the special needs knowledge of parents. However, most head teachers in inclusive schools in West Pokot County also lack knowledge on special needs education and hence they too require special needs education knowledge in order to lead and to make informed decisions

with regard to the education of LWHI. The head teachers acknowledged that they too need special needs education training through induction workshops so as to understand how to work with special needs teachers in helping LWHI.

Churchley (2006) suggests that teachers (and the other stakeholders) are not limited to formal coursework or workshops in order to further develop their knowledge and skills but they can avail themselves to a wealth of knowledge by talking with the stakeholders who are knowledgeable and who are their partners in the collaboration. Participants saw the value of recruiting teachers who have training in the area of hearing impairment and those who have an interest in it. Turning to the specific need to communicate with the LWHI, teachers also suggested that stakeholders in the education of LWHI should learn Kenya Sign Language to enable them to communicate with LWHI to address their educational needs.

4.3.3.2 Theme Two: Creation of Awareness

Having special needs knowledge allows professionals to realize that inclusive education is not a one man show and therefore would seek to work with others. This calls for the creation of awareness on issues of SNE. Creation of awareness refers to sharing of information about the complexities of education of LWHI with all stakeholders. In West Pokot County many parents, educational officers, community leaders and regular teachers are ignorant of what happens in the education of learners with special needs. Hence the creation of awareness would help to demystify myths about LWHI and eradicate unhelpful practices aimed at LWHI. This theme has the following categories: *community sensitization* and *exposure to role models*.

4.3.3.2.1 Community Sensitization

In attempting to overcome the negative attitudes towards LWHI so as to promote collaboration, it is deemed important to create awareness within the community, as the

LWHI come from the community. Community sensitization in this instance refers to an attempt to make the public aware and responsive to special needs education issues and in particular the education of LWHI. Participants in this study revealed that most people are ignorant on matters of inclusive education of LWHI. To overcome this constraint and to enable them collaborate, participants suggested the need for community sensitization to shed more light on education of LWHI. This is evident from the quotations:

The people need to be sensitized on the importance of education of these learners [LWHI]. They should also see that these children are children like others. (Individual interview head teacher Millicent, p.3, line 9-11 {2018-6-5})

We can be able to disseminate information so that everybody knows what should happen in SNE. Everybody knows where to get services for LWHI. (Individual interview County Disability Officer, Mukwana, p.4, line 7-8 {2018-7-10})

Sensitization is required. There were some plans to move to various communities [villages] for sensitization, calling meetings in schools for sensitization, visiting the barazas [village community meetings] for sensitization would be healthy. (Individual interview Curriculum Support Officer, Mambo, p.5, line 15-17 {2018-6-6})

The sensitization was also focused on the parents in the community:

There should be sensitization. There should be an open forum where parents are educated on the issues [special education] so that now they are aware and they know that even kids who have a hearing impairment can also be people of substance in their future life. They can do what others can do. (Individual

interview with Curriculum Support Officer, Nehemiah, p.3, line 21-24 {2018-6-6})

The importance and the wide reach of media, such as the radio was mentioned:

Through the media such as using Kalya FM [local radio station], we can share information to parents and community. During public functions, we take out children to perform there and we talk to them [community]. Using Chiefs barazas [village community meetings] we can do sensitization. (Individual interview with teacher, Patricia, p.6, line 7-10 {2018-6-13})

We should have sensitization about special education through the local radio stations, through meetings with parents, because people [West Pokot County community] don't understand what this special education is. Who are these children? [LWHI] What are their needs? (Focus group discussion with teacher, Joy, p.5, line 33-35 {2018-6-13})

I used another method [strategy] of using the local language through the local radio station because I saw that they [Pokot community] will be able to understand better because using the national language was difficult because of illiteracy levels in the villages. My main aim was to change their [Pokot community] attitude and behaviour towards disability. (Individual interview with County Disability Officer, Limasia p.2 line 28-30 {2018-6-13})

All the participants saw that sensitization could open up the possibility for collaborative partnerships:

So what needs to happen is sensitization, to put these people together, to show them that disability issues need everybody. It is the responsibility of the parents, the teachers, NGOs, CSOs and everybody else. So that this issue [inclusive education of LWHI] can be easy on implementation. (Individual interview with County Disability Officer, Mukwana, p.3, line 31-34 {2018-7-10})

The quotations reveal that participants in this study emphasized the importance of the creation of awareness of special needs education and LWHI through community sensitization. It is therefore deemed necessary to encourage the understanding of the principles of equity and inclusion (UNESCO, 2017). This could be done through holding community meetings, commonly referred to as 'barazas', to bring the community together and to talk about disability and how everybody in the community is needed to play a role in the education of LWHI. The UNO (2015) points out that to improve the situation of children with disabilities, raising of awareness has to be undertaken at multiple levels with families, parent groups, service providers, policy makers and legislators.

The United Nations Organization (2015) further suggests that public awareness and advocacy campaigns need to target the changing of mind-sets and social norms directed at children with disabilities. Moreover, mass media is also critical in this regard. Participants stressed the use of local radio stations that use local vernacular language to disseminate information about inclusive education of LWHI. Community sensitization during public functions where LWHI are seen to be able to contribute for example, to art performance, could assist in demystifying negative attitudes and practices towards LWHI. This will also act as proof that education of LWHI is possible if attitudes are changed. WHO (2011) observed that people with disabilities and their families often lack information about the services available, they are disempowered or are unable to

express their needs. The creation of awareness of disability could help to break this barrier and promote collaboration. Community sensitization will be more effective if the stakeholders are exposed to appropriate LWHI role models who have succeeded in education.

4.3.3.2.2 Exposure to Role Models

Role models are persons who are looked at having achieved their potential and whose lives and behavior could be imitated. Stakeholders in West Pokot County require exposure to successful LWHI and inclusive schools which have achieved high education standards. This could motivate stakeholders to work together towards inclusive education of LWHI because they could see that the education of LWHI is possible. The need for exposure to role models is suggested by participants and is portrayed by the quotations:

I started to tell them [Pokot community] and show them that we have a teacher who is deaf. She has completed Standard 8 [primary grade 8], form 4 and went for vocational training. Now when they see her they say, you see, so it is possible. (Individual interview with teacher, Patricia, p.5, line 28-30 {2018-6-13})

When we were at Chepareria [village in interior of West Pokot] parents were wondering 'you mean we have a hearing impaired school in this county?' [West Pokot]. From that time, we received three learners [Hearing impaired] from Chepareria. (Individual interview with head teacher, James, p.2, line 4-7 {2018-6-14})

We can also use exposure methods like when our pupils participate in disability games. Last week they were in Nakuru. So such exposure, having frequent

meetings exposing them to government policies can help us. (Individual interview with head teacher, Godwin, p.2, line 27-32 {2018-6-14})

The Kenya National Special Needs Education Survey (NSNES) (2015) emphasized the importance of increased awareness of disability issues in the community in order to develop an adaptive society towards Learners with Special Needs (LWSN). In the quotations, participants highlight exposure to hearing impaired learners' abilities as motivation in changing the perceptions towards LWHI in West Pokot County. In one inclusive school, one deaf teacher aid was recruited to be a role model to the learners and the community. She had already completed her primary and secondary school as well as vocational training. Participants also revealed that when LWHI are exposed to the community especially in interior remote parts, it creates awareness of the existence of schools for LWHI. The United Nations Organization (2015) suggested that public awareness and advocacy campaigns need to be targeted at changing mindsets and social norms directed at children with disabilities. It also emphasizes the need for understanding their rights and capacities as well as the challenges they face. Community sensitization and exposure to role models however, requires the involvement of all stakeholders.

4.3.3.3 Theme Three: Involvement of All Stakeholders

Involvement of stakeholders in this study refers to stakeholders' participation through teamwork and making their contribution to the education of LWHI. Involvement is thus a pillar of collaborative partnerships. Categories in this theme are: (i) *participation* (ii) *good working relationship* (iii) *responsibility*, and (iv) *forming associations*.

4.3.3.3.1 Participation

One of the key ways of ensuring stakeholder involvement is through their participation. Participation refers to the act of taking part, joining in or being involved in something. It

is being a member of a group where individuals provide their support by contributing to what is being done. Participants in this study observed that stakeholder collaborative partnerships could be sustained if there is increased stakeholder participation through the different ways as depicted by the quotations:

Yes, we must be having regular meetings with them [parents], they [parents] should be coming to school to visit us and to see the challenges that we are encountering. (Individual interview with head teacher, Millicent, p.3, line 13-14 {2018-6-5})

I think one of the best ways is to have frequent meetings, once in a term we have had parents' meetings, we have tried to form a board of management that involves parents of learners with hearing impairment. (Individual interview with head teacher, Godwin, p.2, line 25-27 {2018-6-14})

We need frequent meetings, maybe the chiefs and assistant chiefs to assist us. (Individual interview with head teacher Millicent, p.3, line 9 {2018-6-5})

For education [of LWHI] to succeed we must bring the area assistant chief [local government administrator] on board. In fact, we should narrow down to the village elders, those are people, if they can be brought on board we can succeed. The assistant chief can come together with the Board of Management (BOM). (Individual interview with head teacher, James, p.4, line 1-6 {2018-6-14})

I would like to stress that we as leaders should involve other leaders and other stakeholders to come together for the benefit of the child in the community.

(Individual interview (Individual interview with head teacher, Godwin, p.2, line 34-35 {2018-6-14}))

Involving county government [West Pokot County] so that these children [LWHI] are assisted. (Focus group discussion with teacher, Cheptoo, p.2, line 23-24 {2018-6-13}))

The BOM has a chance for somebody to represent people with disability who is nominated to be one of the board members so as to sensitize the board on matters of special needs education. (Individual interview Curriculum Support Officer, Mambo, p.5, line 11-13 {2018-6-6}))

In the quotations the participants proposed strategies of stakeholder involvement. Earlier in this study, it was revealed that there was limited parental participation in the education of LWHI. Teresa (2014) emphasized that parents should participate in all activities that relate to the child, such as assessment, decision making and resource provision. Parents emphasized that it is frequent meetings that would enable stakeholders to know each other, learn from one another, and work together. Regular stakeholder meetings could enable them to understand the challenges that are encountered in education of LWHI.

Collier et al. (2015) suggested that teachers' efforts to collaborate with parents promote community involvement, which in turn contributes to success in inclusive education. Parents' participation is created through having a representative on the school board of management. This provides parents with an opportunity to sensitize the committee to the needs of LWHI. This concurs with WHO (2011) which highlighted that parents who are frequently active create educational opportunities for their children and they need to be brought on board to facilitate the process of inclusion. Involvement of other

stakeholders such as the West Pokot County government, chiefs and village elders would benefit inclusion of LWHI as they would provide assistance to schools and parents. UNICEF (2014) points out that involving parents and the community is an important principle of quality. For stakeholder participation to be increased there must be a good working relationship among stakeholders.

4.3.3.3.2 Good Working Relationship

A good working relationship refers to stakeholders having cordial and professional working associations. It is where every individual's contribution matters and is valued, where members are in agreement, their conflicts and differences are resolved amicably, and everyone is working to achieve the common goal. Participants showed that stakeholders' collaborative partnerships could be supported by establishing a good working relationship. This is evident from the quotations:

I [parent] would encourage the [SNE] teacher and [educational] officers to be close to the parents of LWHI so that we can love these children just like the other children. (Individual interview with parent, Esther, p.3, line 13-15 {2018-6-5})

We [CDO] need a workshop where we can share information and build a better working relationship. (Individual interview with County Disability Officer, Mukwana, p.4, line 11 {2018-7-10})

I think we should be having a frequent consultation with special needs teachers. (Individual interview with head teacher, Millicent, p.3, line 18 {2018-6-5})

These are [SNE] teachers I can delegate my duties to them, what is wrong? What you do after you have delegated is only to oversee....in fact, through that,

you can have consultative meetings. If there is a mess call the top leaders first and discuss, let them understand what they [teachers] are here for a purpose. In fact, teachers are happy and I am happy. (Individual interview head teacher, James, p.4, line 18-22 {2018-6-14})

From the quotations it seems that participants acknowledged that a good working relationship is of great value if one wants to collaborate. This is also indicated in the work of the Welsh Government (2015) which highlights that a good working relation is required in collaboration. Head teachers suggested that having induction workshops would help them acquire skills to improve their relationship with special needs teachers. Furthermore, Collier et al. (2015) assert that teacher preparation programs too, could provide teachers in their initial teacher training, with skills to improve interactions with other professionals. Teachers further suggested frequent consultation and effective communication among stakeholders to enhance a good working relationship. This concurs with Holstrom (2017) who points out that communication is key for effective collaboration, and could promote trust. Clearly, as Churchley (2006) argues, collaboration requires individuals to have mutual respect, parity among members and to share responsibility. Stakeholder participation and good working relationship is boosted when every stakeholder performs his or her role.

4.3.3.3 Responsibility

Responsibility refers to the duty or obligation one has to fulfil one's role. Each of the stakeholders in the education of LWHI has an obligation to fulfil. However, most stakeholders in West Pokot County have, to some extent, abdicated their responsibility as indicated in earlier themes. The participants therefore suggested that every stakeholder needs to take up and accomplish their responsibility in aiming to achieve their common goal. This is portrayed in the quotations:

We [special needs teachers] also need support from parents. They need to understand that these are their children and they need to take responsibility. If it is paying school fees, they need to pay in time so that these children can learn well. (Focus group discussion with teacher, Mary, p.2, line 17-20{2018-6-13})

The parents should take steps of looking into the needs of these children [LWHI].(Focus group discussion with teacher, Cheptoo, p.2, line 23-24 {2018-6-13})

We [SNE] need the support of other stakeholders, in particular, the education officers and the Ministry of Education because they are the ones to fund this Special Education. Because here in school we need resources....(Focus group discussion with teacher Mary, p.2, line 9-11{2018-6-13})

In this study the participants revealed that some parents and education officers have, to some extent, abdicated their responsibilities. For collaboration to thrive, teachers appealed to parents to understand that LWHI are their children and that they need to take responsibility to meet their needs. Teachers felt that the responsibility to educate LWHI has been left to them and yet resources are not provided for them by the administration, which hindered them fulfilling their role. Hamilton-Jones and Vail (2014) advised that a shared responsibility among SNE teachers and education actors will go a long way to solve problems in inclusive education. SNE teachers requested county education office and the Ministry of Education to take responsibility to ensure success of inclusion of LWHI. Hwang and Evans (2011) too, suggested that in order for stakeholders to make their contribution in inclusive education they need to understand their responsibility.

4.3.3.3.4 Formation of Associations

As already revealed in this theme, what is required to support stakeholder involvement is stakeholders' participation, good working relationships and taking responsibility. To conclude this theme, participants suggested the formation of associations to bring together all the stakeholders and to get them to bond around the shared goal of inclusive education of LWHI. An association is a group of people bonded together for a common purpose. Stakeholders in education of LWHI in West Pokot County do not have associations. Consequently, in order to reinforce stakeholder collaborative partnerships, participants proposed the formation of stakeholders' associations for parents, for teachers, and for other stakeholders as illustrated by the quotations:

We met somewhere and we said we should form a group for the parents with children with such a disability, so that we can have the networking, know each other, understand the problem of these children and how to solve them...we can share knowledge with one another. (Individual interview with parent, Boniface, p.3, line 19-21 {2018-6-5})

There should be a welfare [association] for special needs teachers that is active to address the challenges that teachers face, to represent issues of special learners in the County [West Pokot] and help to promote an understanding of special needs issues. (Focus group discussion with teacher, Kisang, p.4, line 39-41 {2018-6-13})

Form associations for parents of LWHI which they can use to share information and problems (Individual interview County Disability Officer, Mukwana, p.4, line 11 {2018-7-10})

We need to establish parents' disability group. To me, I created a ward [administration area] structure where I have a representative in every ward to make sure all groups are registered with the social services and the national council for disability. So I visit those groups and I sensitize them all on issues of disability. (Individual interview with County Disability Officer, Limasia, p.4, line 1-4 {2018-6-13})

First we need to identify the players, so that we can bring everybody on board and work with everybody. (Individual interview County Disability Officer, Mukwana, p.4, line 7 {2018-7-10})

We decided to form a committee that is not drawn from the county government alone but from both national and county government. So from that committee, we shall solve all the problems, all the issues of disability in education. (Individual interview with County Disability Officer Limasia, p.3, line 23-26 {2018})

The quotations show that stakeholders have realized the value of working together as association of individuals having same problems and objectives. The United Nations Organization (2015) asserts that parents' organizations should be strengthened to help ensure that children with disabilities are valued, cherished and supported in the family environment and their community. Parents were of the view of forming an association for parents with children with disability to help them to know each other, network, solve their problems and share knowledge with each other.

Sethy and Bajpal (2017) argue that parents' associations provide opportunity for parents to create awareness and support each other. Teachers also suggested the need of forming an association of SNE teachers in order to share ideas and knowledge for supporting

LWHI, but also to help themselves cope with the emotional demands of teaching LWHI. The Welsh Government (2015) points out that educational professionals need to Professional Learning Communities (PLC) so as to share and solve problems inherent in their community of practice. This would be possible if the office of the CDO together with the West Pokot County Government formed a County Disability Committee comprising of members from all sectors within the county. This committee could be tasked with advocacy and solving problems related to disability. Wright and Taylor (2014) claim that advocacy could be effective if associations and parents of children with disabilities are involved.

4.4 Chapter Summary

In this chapter I analyzed and discussed the findings. The findings were to answer the overarching research question: *how could stakeholders' collaborative partnership enable inclusion of LWHI in selected West Pokot Primary schools?* Eight themes were generated from the findings to answer the sub research questions. It was evident that stakeholders' attitudes played an important role in determining the nature of stakeholder collaborative partnerships. Stakeholders seemed to have negative attitudes towards LWHI and other stakeholders. While expressing their experiences the participants highlighted barriers and enablers of collaborative partnership. The barriers led to uncomfortable working environment that curtailed the collaboration among stakeholders whereas the enablers boosted the collaborative partnership among the stakeholders. Participants' further emphasized the necessity for stakeholder collaborative partnership to be supported. This would be done through developing special needs education knowledge, creation of awareness, and involvement of all stakeholders which was paramount in achieving collaborative practice in education of LWHI. The next chapter provides the summary of the findings, conclusion and recommendations.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This final chapter is presented in three sections: the summary of the study, the summary of the findings, conclusions and recommendations. In Kenya and in particular West Pokot County inclusive education is yet to be fully realized as LWHI in West Pokot County are being excluded from primary education as some are not enrolled in school or drop out of school. The literature reveals that collaborative partnerships are an important element of successful inclusive education. Few studies seemed to have been done on collaborative partnerships in relation to inclusive education in Kenya and specifically West Pokot County. Hence the purpose of this study was to generate knowledge to understand how stakeholders' collaborative partnerships enable inclusion of LWHI in selected West Pokot County inclusive primary schools. To achieve this purpose the following overarching research question was formulated:

How do stakeholders' collaborative partnerships enable inclusion of learners with hearing impairment?

In order to answer this overarching question three research sub-questions were formulated:

- What is the nature of stakeholders' collaborative partnerships in enabling inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools?

- What are the experiences of stakeholders' collaborative partnerships in enabling inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools?
- How can stakeholders' collaborative partnerships be supported to enable inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools?

To answer these research sub-questions the study adopted a qualitative approach located within an interpretivist paradigm, and using a phenomenological research design. Individual semi-structured interviews, focus group discussion and drawing were used to generate the data from five parents of LWHI, four head teachers, seven SNE teachers in inclusive primary schools, five Curriculum Support Officers, two County Disability Officers and one Education Assessment and Resource Centre Officer. These participants were selected purposefully. Thematic analysis was used to analyse the data while the Practice, People and Context theory of Todd (2007) was used as a lens to frame the study and interpret the data.

I summarize the findings, draw conclusions from the themes and then offer some recommendations for the inclusive education officers and head teachers and teachers at County level. I also provide suggestions for further research.

5.2 Summary of the Findings

This section presents a summary of the findings answering the three sub-research questions in response to the main research question.

5.2.1 The Nature of Stakeholders' Collaborative Partnerships

From the thematic analysis three themes were generated to answer the first sub-research question: What is the nature of stakeholders' collaborative partnerships in enabling inclusion of LWHI in selected West Pokot County primary schools?

From the findings it is evident that the nature of stakeholders' collaborative partnerships is limited. The findings revealed that stakeholders' attitudes played an important role in determining the nature of collaborative partnerships. Stakeholders appeared to have negative attitudes towards LWHI. These negative attitudes seemed to be brought about by how the Pokot community constructed hearing impairment. Stakeholders perceived education of LWHI as having no value hence they did not cater for the needs of these learners. The stakeholders demonstrated little concern for LWHI, as a result stakeholders had negative attitudes towards one another. This hindered and limited their collaborative partnerships.

The nature of stakeholders' collaborative partnerships was also portrayed by stakeholder relationships. Stakeholders in West Pokot County seemed to have strained relationships. This could be a result of the negative attitudes towards each other. There appeared to be constant conflicts and disagreements amongst themselves which led to poor communication and lack of cooperation among the stakeholders. This negatively impacted on their collaborative partnerships.

The nature of stakeholders' collaborative partnerships was also depicted by how stakeholders performed their roles. Parents of LWHI seemed to neglect their role of providing for the needs of the learner. They abandoned the children to the teachers who could not cater for all the needs of the LWHI without the support of the parents, thus parents and teachers were at loggerheads. On the other hand, the education officers did

not offer adequate support to the parents and teachers. This promoted negative attitudes towards each other and strained their relationship. Head teachers also had a lamentable professional practice as they did not always fulfil their role effectively and in a professional manner. They did not manage and relate to the parents and the SNE teachers well to be able to work as a team.

From the thematic analysis and summary above I conclude that the nature of stakeholders' collaborative partnership was determined by stakeholders' attitude, relationship and how they performed their roles. Hence it is evident that there was limited collaborative partnership as a result of negative attitudes towards LWHI and other stakeholders, strained relationship and stakeholders not performing their roles effectively. This seemed to affect the inclusion of LWHI in West Pokot Primary schools.

5.2.2 Experiences of Stakeholders' Collaborative Partnership

From the thematic analysis two themes were generated to answer the second research sub-question:

What are the experiences of stakeholders' collaborative partnerships in enabling inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools?

From their responses to the above question it seemed that participants had mixed experiences of their collaborative partnership. The experiences of stakeholders illuminated both barriers and enablers of their collaborative partnership. While describing the barriers to collaborative partnerships participants highlighted a lack of special needs education knowledge as a major impediment to collaboration. Stakeholders who lacked special needs knowledge did not

understand what should be done or what should happen in SNE. This made them uncertain as to how to perform their roles effectively. The head teachers and education officers had their own agenda and self-centred interest at heart and not the successful provision of inclusive education to LWHI. The self-centred objectives seemed to lead to the misuse of resources as they diverted resources meant for LWHI to other purposes not intended for. This brought disagreements and power struggles among stakeholders and hence stakeholder participation became limited in enabling educational activities for LWHI. Parents and teachers were not supported by other stakeholders as they were left on their own without clear direction as to where to get support or which support services were available for them and the LWHI.

However, in some instances, stakeholders' experiences revealed enablers that seemed to boost a collaborative partnership. Awareness of the value of working together was perceived to be central to enabling collaboration, as it in itself could be the initial element in promoting stakeholder cooperation and good communication to enable stakeholders to perform their roles effectively.

The analysis and summary above led me to conclude that stakeholders' experiences of their collaborative partnership comprised of barriers and enablers. The barriers inhibited collaborative partnership whereas the enablers boosted collaborative partnership. From this argument it is evident that the barriers contributed to limited collaboration and the enablers enhanced stakeholder collaborative partnership, revealing a tension in the inclusion of LWHI in West Pokot County primary schools

5.2.3 How Stakeholders' Collaborative Partnership can be Supported

From the thematic analysis three themes were generated to answer the third sub-research question:

How can stakeholders' collaborative partnership be supported to enable inclusion of LWHI?

It is evident that stakeholders' collaborative partnerships in West Pokot County require support so as to enable inclusion of LWHI in inclusive primary schools. Participants in the study suggested that stakeholders' collaborative partnership could be supported through the creation of an awareness which involves community sensitization and exposure of stakeholders to successful SNE individuals as well as to programs which could motivate them to participate fully in the education of LWHI. Specialized knowledge in SNE is also a necessity in supporting collaborative partnership. This could be achieved through the appointment of Special Needs Education (SNE) specialists at all levels of SNE programs. Head teachers who are in charge of inclusive primary schools should have SNE knowledge. Similarly, teachers and field officers should be SNE experts so as to support inclusive education. In addition, those already in charge of the SNE programs should be given in-service training through capacity building workshops to equip them with skills necessary for the management of SNE programs. Finally, participants advocated for the involvement of all stakeholders as it is paramount in achieving a collaborative practice in the education of LWHI. This could be realised through increased stakeholder participation, establishing good working relationships, stakeholders fulfilling their responsibilities and the forming of associations. These could allow stakeholders to share knowledge and together solve problems encountered in the education of LWHI in inclusive primary schools.

The analysis and summary above led me to conclude that stakeholders' collaborative partnership in West Pokot County needs to be supported to enable inclusion of LWHI in inclusive primary schools. This could be achieved through the creation of awareness, stakeholders having specialized knowledge in SNE and the involvement of all stakeholders.

5.2.4 Conclusion of Findings

Collectively, the three sub-research questions answer the main question: "How do stakeholders' collaborative partnership enable inclusion of Learners with Hearing Impairment in selected West Pokot County primary schools? The themes revealed that the nature of the stakeholders' collaborative partnerships is limited due to stakeholders' negative attitudes towards LWHI and each other, their poor relationships, as well as the stakeholders not performing their roles. It also pointed to stakeholders' experiences of collaborative partnership being impeded by several barriers, yet there were some enabling experiences which seemed to make collaborative partnership thrive. The participants saw the need for the stakeholder collaborative partnership to be supported through the creation of awareness among the Pokot community of the value of education of LWHI, that stakeholders having specialised knowledge in Special Needs Education, and increasing stakeholder involvement.

From the above conclusions it is clear that the tensions in the stakeholder collaborative partnership hindered inclusion of LWHI in West Pokot County, and did not enable inclusion of LWHI. This illuminates that the collaborative partnership is a significant element in successful inclusion of LWHI in West Pokot County and that it is necessary to nurture the stakeholders' collaborative partnerships by fostering positive stakeholder attitudes, relationships and enabling stakeholders to acquire specialized SNE knowledge so as to understand and perform their roles effectively. In addition, there the stakeholder

collaborative partnership be supported by creating awareness among the Pokot community on the value of education of LWHI and increasing stakeholder participation so as to enable inclusion of LWHI.

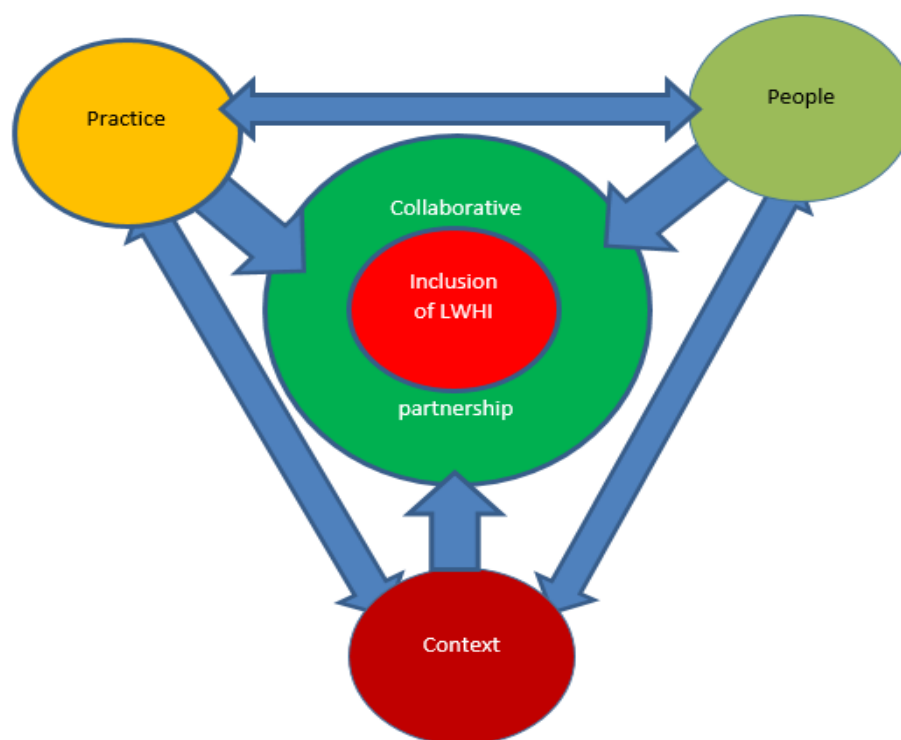
The study revealed the importance of collaborative partnership in improving practice among practitioners in inclusive and special needs education. Teachers and education officers need to improve their professional practice by working collaboratively with parents and other educational stakeholders so as to share, enrich and address educational problems hampering the inclusion of LWHI.

5.3 Theoretical Contribution

I drew on the Practice-People-Context theory of Todd (2007) as explained in chapter one (see Figure 1.1) to conceptualise the study and make meaning of my findings. There are three tenets in this theory, namely Practice, People and Context. The theory emphasises the need to interrogate how professional people conceptualize discourses and understand the roles policy and programs guiding their *Practice*, in this instance in inclusive education in West Pokot County. This enabled me to pinpoint that these head teachers and Curriculum Support Officers were not fully aware of what their practice should be and what should be done to include LWHI in Special Needs Education. This seemed to contribute to their developing negative attitudes towards LWHI and the other stakeholders as well as propagate lamentable professional practice in the education of LWHI. In terms of the *People*, the theory suggested the need to understand the stakeholders' ideas and assumptions underlying their practice, in this instance about LWHI and their inclusion in SNE. In terms of the *Context*, the theory stresses the significance of identifying the unique characteristics of the context in which the people live and teach. The Pokot community seem to have negative attitudes towards LWHI which is seen in how the parents, head teachers who happen to come from the

community, and other education officers who should be working towards the inclusion of LWHI. The context seems not to value education of LWHI as there exist exclusionary beliefs and practises which do not support inclusion of LWHI. Moreover, stakeholders are working in isolation and they are not making successful inclusive education of LWHI. Therefore, LWHI may not access free, equitable and quality lifelong education rights in West Pokot County.

The notion of collaborative partnerships could bring together the People, the Practice, and the Context and could enable the stakeholders to revisit their roles, learn from each other, complement the roles of the others, and in so doing deepen their understanding of the inclusion of LWHI in West Pokot County primary schools. This is illustrated in Figure 5.1.



**Figure 5.1: The Model for Successful Inclusion of LWHI in West Pokot County
(Adapted from Todd 2007)**

It is evident from my study that collaborative partnership was not fully functional, but the stakeholders suggested that it could contribute towards enabling inclusion of LWHI. As shown in Figure 5.1 a collaborative partnership ‘encloses’ the inclusion of LWHI. As such I posit that collaborative partnership is central in the achievement of the goal of inclusion of LWHI. At the same time Practice, People and Context is brought together through collaborative partnership and could contribute to the successful inclusion of LWHI. I conclude that successful inclusion of LWHI requires the bringing together of the relevant people to enable the practice of inclusion of LWHI within a unique context.

5.4 Recommendations

Based on the findings, I make the following recommendations:

- West Pokot County government and the Ministry of Education should foster positive attitudes and relationships among parents, teachers, education officers and the community in the County, so as to enable inclusion of LWHI in primary schools.
- Kenya government, West Pokot County government, Ministry of Education should create awareness among the Pokot community of the value of education of LWHI and demystify stereotypic beliefs and practices towards LWHI so as to enable inclusion of LWHI in primary education.
- The Ministry of Education and Teachers’ Service Commission should train in-service teachers in Special Needs Education and appoint SNE teachers and education officers to teach, support and manage Special Needs Education programs and implement inclusive education practice.
- Kenya’s Ministry of Education, Teachers’ Service Commission and Kenya Institute of Curriculum Development should include collaboration skills training

as a component of the teacher training syllabus so as to prepare teachers to collaborate with others.

- The Ministry of Education and Teachers' Service Commission should promote an understanding on the value of collaborative partnership through the creation of awareness, and training among parents, teachers and educational officers for successful inclusive education.

5.5 Recommendation for Further Studies

From this study, I recommend the following areas for further research:

- The evaluation of the Kenya primary school teacher training curriculum to ascertain whether and how collaboration skills are being inculcated among pre-service teachers.
- The exploration of inclusion and transition of LWHI to secondary schools in Kenya.
- The exploration of inclusion of other categories of Learners with Special Needs in primary schools.
- The role other stakeholders such the village elders, chiefs and county Government, play in the inclusive education of Learners with Special Needs.
- This study can be replicated in counties that have the same characteristics as West Pokot which is arid and semi-arid land, as well as among pastoral community counties.

5.6 Conclusion

This chapter concluded this exploratory qualitative study by providing a summary of the findings and conclusions drawn from the three sub-research questions, which

collectively answered the main research question: *“How could stakeholders collaborative partnerships enable inclusion of learners with hearing impairment in West Pokot primary schools?”* The study revealed that a limited collaborative partnership exists among the stakeholders in West Pokot County. This limited collaborative partnership was influenced by the stakeholders’ attitudes, their relationships with each other and how they performed their roles. The stakeholders’ experiences of their collaborative partnership revealed both barriers and enablers, with the first inhibiting the collaborative partnership and the latter enhancing the collaborative partnership showing an unproductive tension. According to the stakeholders the collaborative partnership in West Pokot County could benefit from support to enable inclusion of LWHI in the inclusive primary schools. This could be achieved through the creation of awareness, stakeholders having specialized knowledge in SNE and involvement of all stakeholders. It seems that much work still needs to be done to cultivate a culture of collaboration among stakeholders, to ensure the best interest of the LWHI at heart. If such a culture is not cultivated, there will be no harvest, as is pointed out in African wisdom,

“Knowledge is like a garden: if not cultivated it cannot be harvested.”

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APPENDICES

APPENDIX I: DRAWING PROMPT

Drawing prompt

The following drawing prompt will be used:

1. Draw a picture of the nature of your collaborative partnership with parents, teachers and head teachers, CSOs, EARC and DSO.
2. Please note, there are no right or wrong drawings.
3. Below each drawing write an explanation of why you have chosen this representation and what does it mean to you.
4. Prepare to give an oral explanation of what you have drawn, what issues are represented and what it means to you.

APPENDIX II: INTERVIEW GUIDE

INTERVIEW GUIDE

Participants:

[gender]

Head teacher

EARC Coordinator

CSO

Disability officer

SNE teacher

A) Nature of collaborative partnership

1. What is your role in education of learners with hearing impairment?
2. Are you fulfilling your role alone or in collaboration with others? [Probe, who are others and how?]
- 3 How is your work relationship with parents, teachers, and head teachers, CSOs, EARC and CDO?
- 4 How often do you communicate, meet or discuss or visit schools or offices of these stakeholders? **[Probe, if no why? Give reasons]**

B) Stakeholders' collaborative partnership experiences.

- 1 what are your experiences of collaborative partnership with other stakeholders?

C) Support of collaborative partnership.

- 1 Do you think this collaboration or lack of collaboration has an effect in education of LWHI?[Probe,if yes how?.If no why?]
- 2 How can we cultivate this collaborative partnership to improve inclusive practice in education of LWHI.

APPENDIX III: FOCUS GROUP DISCUSSION GUIDE

FOCUS GROUP DISCUSSION SCHEDULE

No of participants' 6-10 teachers

Teachers

- | | |
|--------|---------|
| 1..... | 6..... |
| 2..... | 7..... |
| 3..... | 8..... |
| 4..... | 9..... |
| 5..... | 10..... |

A) Nature of collaborative partnership

1. What is your role in education of learners with hearing impairment?
2. Are you fulfilling your role alone or in collaboration with others? [Probe, who are others and how?]
- 3 How is your work relationship with parents, teachers, and head teachers, CSOs, EARC and CDO?
- 4 How often do you communicate, meet or discuss or visit schools or offices of these stakeholders? **[Probe, if no why? Give reasons]**

B) Stakeholders' collaborative partnership experiences.

- 1 Can you narrate your working relationship with other stakeholders?

C) Support of collaborative partnership.

- 1 Do you think this collaboration or lack of collaboration has an effect in education of LWHI?[Probe, if yes how? If no, why?
- 2 How can we cultivate this collaborative partnership to improve inclusive practice in education of LWHI?

APPENDIX IV: RESEARCH PERMIT - NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/08730/22592**

Date: **14th May, 2018**

David Kipkemboi Lagat
Moi University
P.O. Box 3900-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Exploring stakeholders' understanding of collaborative partnerships in enabling inclusion of learners with hearing impairment in selected West Pokot County Primary Schools, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in **West Pokot County** for the period ending **14th May, 2019**.

You are advised to report to **the County Commissioner and the County Director of Education, West Pokot County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

DR. STEPHEN K. KIBIRU, PhD.
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
West Pokot County.

The County Director of Education
West Pokot County.

APPENDIX V: LETTER OF PERMISSSION - MOI UNIVERSITY



MOI UNIVERSITY
Office of the Dean School of Education

Tel: (053) 43001-8
 (053) 43555
 Fax: (053) 43555

P.O. Box 3900
 Eldoret, Kenya

REF: EDU/PGR/1002/17

DATE: 3rd April, 2018

The Executive Secretary
 National Commission for
 Science, Technology & Innovation
 P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

RE: RESEARCH PERMIT IN RESPECT OF DAVID KIPKEMBOI
LAGAT - (EDU/PGR/1002/17)

The above named is a 2nd year Masters (M.Ed) student at Moi University, School of Education, Department of Educational Management and Policy Studies.

It is a requirement of his masters Studies that he conducts research and produces a thesis. His research is entitled:

"Exploring Stakeholders' Understanding of Collaborative Partnerships in Enabling Inclusion of Learners with Hearing Impairment in Selected West Pokot County Primary Shools, Kenya."

Any assistance given to enable him conduct research successfully will be highly appreciated.

Yours faithfully,

PROF. J. K. CHANGACH
DEAN, SCHOOL OF EDUCATION

APPENDIX VI: RESEARCH PERMIT - WEST POKOT COUNTY



THE PRESIDENCY MINISTRY OF INTERIOR AND COORDINATION OF NATIONAL GOVERNMENT

Telegrams; DISTRICTER' Kapenguria
Telephone; kapenguria 054-62291
Radio call; kape 5ZRO
Email: westpokotland@rocketmail.com

The Deputy County Commissioner,
West Pokot Sub County,
P.o. BOX 1,
KAPENGURIA.

REF: OOP.CC.ADM.15/14 VOL.1/ 133

30TH MAY, 2018

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
DAVID KIPKEMBOI LAGAT

Reference is made to the letter Ref: No.NACOSTI/P/18/08730/22592 dated 14th November, 2018 on the above subject matter.

The above named student is from Moi University, he has been dully authorized to carry out research on the topic "*Exploring stakeholders' understanding of collaborative partnerships in enabling inclusion of learners with hearing impairment in selected West Pokot County Primary schools, Kenya*" - according to the research proposal for the period ending 14th May, 2019

The purpose of this letter, therefore, is to request you to accord him your cooperation and necessary assistance he may require during his research study within this County.


(KHALIF D. ABDULLAHI)
DEPUTY COUNTY COMMISSIONER
WEST POKOT SUB COUNTY



APPENDIX VII: RESEARCH PERMIT - MINISTRY OF EDUCATION, WEST POKOT COUNTY

REPUBLIC OF KENYA



MINISTRY OF EDUCATION, SCIENCE & TECHNOLOGY
STATE DEPARTMENT OF BASIC EDUCATION

-Email: elimu@cdwestpokot@education.go.ke

Web: www.education.go.ke

-cdwestpokot@yahoo.com.

When replying please quote date & Ref.

COUNTY EDUCATION OFFICE

WEST POKOT COUNTY

P.O. BOX 17

KAPENGURIA.

4th June, 2018.

REF: WPC/EDUC/ADM/15/20/VOL.1/70

David Kipkemboi Lagat

Moi University

P.O Box 3900-30100

ELDORET.

RE: RESEARCH AUTHORIZATION

Following your authorization from the National Commission for Science, Technology and Innovation, you are hereby permitted to carry out research on *"Exploring stakeholders' understanding of collaborative partnerships in enabling inclusion of learners with hearing impairment in selected West Pokot Primary Schools."* for a period ending 14th May, 2019.

Through this letter therefore, you are free to request and be accorded any necessary cooperation you are hereby permitted and assistance you may require.

(OBIERO J.O.)



COUNTY DIRECTOR OF EDUCATION
WEST POKOT COUNTY.

APPENDIX VIII: BONDING FORM**Bonding agreement on participation in focus group and video recordings**

You have been asked to participate in a focus group and video recording on understanding of collaborative partnership in enabling inclusion of Learners with Hearing Impairment. The purpose of the group is to try and understand your perceptions and nature of your collaborative partnership.

You can choose whether or not to participate in the focus group or the video recordings and stop at any time. Although the focus group will be video and audio recorded, your responses will remain anonymous and no names will be mentioned in the report.

There is no right or wrong answers to the focus group questions. We want to hear many different viewpoints and would like to hear from everyone. We hope you can be honest even when your responses may not be in agreement with the rest of the group. In respect for each other, we ask that only one individual speaks at a time in the group and that responses made by all participants be kept confidential.

I understand this information and agree to participate fully under the conditions stated above.

Signed:

.....

Date:

13/6/2018.....

APPENDIX IX: INDIVIDUAL CONSENT FORM

**MOI UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION MANAGEMENT POLICY
P. O. BOX 3900-30100 ELDORET**

INDIVIDUAL INFORMED CONSENT FORM

**RESEARCH PROJECT: EXPLORING COLLABORATIVE PARTNERSHIPS
IN ENABLING INCLUSION OF LEARNERS WITH HEARING IMPAIRMENT
TO SELECTED WEST POKOT COUNTY PRIMARY SCHOOLS**

RESEARCH STUDENT: DAVID K LAGAT

Dear sir/madam

I am a research student from Moi University School of education. I am undertaking a study on collaborative partnerships in enabling inclusion of learners with hearing impairment in regular schools. You are participants in this research and have been selected to participate because of your knowledge and expertise in education and special needs education. I therefore seek your consent to participate in the study. Participation in this research study is voluntary.

Moi University and National Commission for Science Technology and Innovation have approved this research study. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information

You are expected to participate in an interview, focused group discussion and make drawing about how you collaborate with other stakeholders in education of learners with hearing impairment. You will be video recorded or tape recorded during the sessions.

Your privacy, confidentiality of your identity and that of information will be adhered to as your real names will not be used. Your information shall be kept safe within reach of the researcher alone and all physical records of identifying information will be destroyed two years after the conclusion of this study. Findings will be published online or in print journals; and both written and video reporting may be presented at local, provincial, national or international academic conferences for the purposes of furthering an understanding of inclusion of learners with hearing impairment

There are no risks of participating in this study because findings of this study will only be used for academic purposes only and protection of identities and information is guaranteed. The benefits of participating in this study will be improving knowledge of practice of professionals in special needs, promote inclusive education that in the end

allow more learners with hearing impaired access education hence improve their lives and of their families.

Participation in the research study is voluntary; you have the right to withdraw at any point in the study. You may decline to answer all or some of the interview questions. We will retain any data that includes other participants. We will not retain any data that is specific to the one individual upon withdrawal. Efforts will be made to ensure no further data collection from you is obtained.

Your signature on this form indicates that you understand to your satisfaction the information provided to you about your participation in this research project, and agree to participate as a research participant.

If you have any concerns about the way you have been treated as a participant, please contact dtkserem@gmail.com, cell 0722822533

SIGNATURES

RESEARCHER

NAME _____

SIGNATURE _____

DATE _____

CELL _____

PARTICIPANT

NAME _____

SIGNATURE _____

DATE _____

CELL _____

APPENDIX X: INSTITUTION CONSENT FORM

**MOI UNIVERSITY
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATION MANAGEMENT POLICY
P. O. BOX 3900-30100 ELDORET**

**RESEARCH PROJECT: EXPLORING COLLABORATIVE PARTNERSHIPS
IN ENABLING INCLUSION OF LEARNERS WITH HEARING IMPAIRMENT
IN SELECTED WEST POKOT COUNTY PRIMARY SCHOOLS**

RESEARCH STUDENT: DAVID K LAGAT

Dear sir/madam

I am a research student from Moi University School of Education. I would like to undertake a study on collaborative partnerships in enabling of learners with hearing impairment in your school. Your school has been selected in this study because it is an inclusive setting with both regular and hearing impaired. The study will interview and ask head teacher, parents and teachers to participate in group discussion to give their views about collaborative partnership with other stakeholders' education of learners with hearing impairment.

Moi University and National Commission for Science Technology and Innovation have approved this research study. If you want more details about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information

The school and the participant's privacy, confidentiality of identity and that of information will be adhered to as your real names and that of institution will not be revealed. Information shall be kept safe within reach of the researcher alone and all physical records of identifying information will be destroyed two years after the conclusion of this study.

Written findings will be published online or in print journals; and both written and video reporting may be presented at local, provincial, national or international academic conferences for the purposes of furthering an understanding of inclusion of learners with hearing impairment

There are no risks of participating in this study because findings of this study will only be used for academic purposes only and protection of identities and information is guaranteed. The benefits of participating in this study will be improving knowledge of practice of professionals in special needs, promote inclusive education that in the end allow more learners with hearing impaired access education hence improve their lives and families.

Participation in the research study is voluntary, you have the right to withdraw or at any point in the study. You may decline to answer all or some of the interview questions. We will retain any data that includes other participants. We will not retain any data that is specific to the one individual. Upon withdrawal, Efforts will be made to ensure no further data collection from you is obtained. Therefore i seek your consent to use the school for the study.

Your signature on this form indicates that you understand to your satisfaction the information provided to you about your participation in this research project, and agree to participate as a research participant.

If you have any concerns about the way you have been treated as a participant, please contact dtkserem@gmail.com, cell 0722822533

SIGNATURES

RESEARCHER

NAME _____

SIGNATURE _____

DATE _____

CELL _____

HEAD TEACHER

NAME _____

SIGNATURE _____

DATE _____

CELL _____

APPENDIX XI: FIELD NOTES

West Pokot Context

This study was conducted in West Pokot County which is one of the 47 counties in Kenya. A County is a political and administrative division of a state. West Pokot County is in the North West of Kenya. It borders the following counties; Turkana to the north, Baringo to the east, Marakwet and TransNzoia to the south. To the west of the West Pokot County is Uganda (See appendix XIV). The county has a population of 512690 and covers an area of 8 418,2 km². It has 6 sub-counties and four constituencies. The Pokot community makes up the majority of people who inhabit this county, although there are other minority tribes. Those living in the western and eastern parts are mixed farmers, whereas those to the north are mostly nomads due to harsh climatic condition. Poverty levels are at 69,4% meaning that the majority of the population lives under the poverty line (Kenya Bureau of Statistics, 2009; MOE, 2017). This is mainly attributed to traditional cultural practices and the harsh climatic conditions. The resources they have are thus mainly used for subsistence.

There are 318 primary schools with an enrollment of 105452 and 34 secondary schools with an enrollment of 9897. There are nine inclusive schools for Learners with Hearing Impairment (LWHI) in two divisions of West Pokot Sub-county. The other four Sub-counties are without inclusive schools for LWHI. It is very long distances to inclusive schools from other parts of the county. The terrain of West Pokot County also poses a great challenge as it is characterised by steep hills and deep valleys (Nyeris & Koros, 2015). The great distances to schools, the terrain and the traditional cultural practices of the community are major challenges to the inclusion of LWHI in education in the county. Many LWHI are not enrolled in school and a number of those in school are dropping out or are unable to complete their course.

Field Work Experiences

I did my research in two selected West Pokot County inclusive primary schools with Learners with Hearing Impairment (LWHI). Some of the schools have been classified to be inclusive schools with LWHI yet learners are not there. Field work began on 1st May to 10th July 2018, a period of two months. The first week I sought permission from the Commissioner in West Pokot County, so they were aware that I was doing research and my security that of the schools and participants was guaranteed. I also obtained

permission from the county Director of Education so as to allow me to carry out research in the primary schools as well as engage with the head teachers, SNE teachers and the Educational Officers in the county.

I made prior visits to the schools and informed the head teachers of my intended research. I created rapport with them and we agreed on the date that I would visit the schools. The SNE teachers assisted me in identifying parents of LWHI. I contacted the parents and met them to familiarize ourselves so that we were not strangers to each other. We agreed on when and where we would meet. Most of them preferred to meet at their homes. I took their contact details so that I could find them. I also paid visits to the offices of the Curriculum Support Officers, County Disability Officers and the Education Assessment and Resource Centre Officer to inform them of my intended study, visits to the schools and booked appointments with them for interviews.

I employed a skilled research assistant in ICT who would assist me during the data generation by recording the sessions, using the laptop and cell phone. I had to induct him on his duties and behavior so as not to interfere with the research process. He was to record the sessions, ensure clarity of recordings and save them. He had to observe confidentiality of the information and the participants. I signed a contract with him.

On the agreed dates I started my data generation by interviewing the parents. I took a taxi and went into the villages to meet the parents. I usually set off early so as not to keep my participants waiting. I arrived to find some not ready and still busy doing their daily chores and tidying up so that they could be ready for the sessions. I was patient with them and this created rapport and gave them ample time to narrate their experiences. Most of the parents thought that we had brought some monetary assistance for them and so would take a lot of time narrating their problems. So I let them tell their stories and later redirected them to my interview questions which I had to rephrase so that they could understand it. I interviewed them in Kiswahili which they understood although some, because of illiteracy, could not give the answers to the questions. This made me to question my interviewing skills as I thought I was not focused and not able to control the sessions, but my supervisor came to my aid that I should let them to tell their stories before they could answer the interview questions. In the evening I reflected on what I had done which left me questioning my interviewing skills; whether they were

inadequate. However, I felt that I improved each day as I continued with the interview sessions with the other participants.

The second week I did individual interviews with four head teachers and did a focus group discussion with SNE teachers. I did these sessions during lunch breaks, so as not to interfere with the normal running of the school programs and they were unwilling to participate outside school hours or weekend, citing family commitments that they had to tend to. When I told them that it was an interview and focus group discussion, and that I expected them to draw, they were surprised and demanded that I distribute questionnaires to them and collect them later. They questioned what kind of research I was doing but after I explained the purpose of the study and gave them the consent form they understood and consented to participate in the study. In the end they found it exciting when they heard the recording clips and saw their drawings.

During the interview sessions the majority of the participants wanted to narrate their own stories before they responded to interview questions. I had to allow this so as to reduce tension and to create rapport. The head teachers would want to tell of their achievements and what they have been able to do for LWHI. Sometimes the participants did not give relevant responses to the interview questions, and so I had to probe and gave them enough time until they exhausted what the I had to say. Other participants, despite vying for positions such as that of Curriculum Support Officer, had little to say and would answer yes or no or simply keep quiet. Language was a challenge and I had to tell them to use the language they were comfortable with, so they used Kiswahili, the local dialect. This made them to be at ease and able to tell their stories. I had to translate those interviews done in Kiswahili to English and transcribed them word by word. These interview sessions lasted between fifteen minutes to one hour. I ensured that the participants had reached the point of saturation where they could no longer have anything to say. In some instances, I contacted participants but they weren't available, while others failed to respond. So I had to drop them and try to find other participants. The following are some 'surprises' that I encountered in the field.

Surprises in the Field

- 1 I found only two inclusive schools for LWHI whereas documents provided by the County Education Office indicated that there were nine inclusive primary schools for LWHI.

- 2 The Curriculum Support Officer did not know that an inclusive school for LWHI exists in West Pokot County.
- 3 A CSO had no knowledge of SNE.
- 4 Participants gave contradictory views.
- 5 An officer had no assessment skills or training in assessment was appointed as the acting Education Assessment and Resource Centre Officer.
- 6 The office of the EARC remained vacant for three years after the retirement of the former officer.
- 7 Parents of LWHI do not know the people whom they should work with in order to get services for the LWHI.
- 8 Teachers who had no specialization in hearing impairment were being posted to teach learners with hearing impairment.
- 9 Head teacher who identifies teachers to teach LWHI yet they even don't know how to communicate with LWHI (does not know Kenya sign language).
- 10 The head teachers who head up inclusive schools for LWHI do not have Special Needs Education expertise.
- 11 One of the schools has been in place for seven years without receiving the Kenya government's free primary education grants.
- 12 LWHI are sitting for the Kenya Certificate of Primary Education exam without interacting with a single Kenya sign language text book.
- 13 Participants freely shared their real life experiences.

What was Silent

Participants did not express how they contributed negatively to the establishment and maintenance of a collaborative partnership.

APPENDIX XII: TRANSCRIBED INTERVIEW

INTERVIEW-GODWIN SAYARI PRY SCHOOL 14/6/2018

Godwin: I am Godwin, head teacher sayari primary school in West Pokot county.

Researcher: Can you tell us your experience of having dealt with hearing impaired children?

Godwin: The school has about 12 learners. We have sourced them from different villages in the county. Getting them has not been easy because parents are not willing to bring them to school because of traditional beliefs. As if that is not enough, we are learning well, although we don't have enough trained teachers for them in the school but those who are there are sacrificing and we are enjoying staying with them.

Researcher: Are there any learners in the villages?

Godwin: We have so many in the villages because as I have said in the Pokot culture such children are believed to be a curse in the community and their families so most of them are hidden, not accessible to schools. We are trying to get them through our local leaders.

Researcher: And those who have come to school, have they managed to transit their primary education or some have dropped out?

Godwin: aam... since most of them come from poor backgrounds not all continue with their learning but we try to bring other stakeholders to sustain them in school and as it has not been very easy because after closing school most of them don't come back easily. In fact, sometimes we have to go for them when school opens. Some open very late two or three weeks after the official opening date. We have tried our best to keep them in the school.

Researcher: What is the reason the parent gives when children open school late or when they drop out?

Godwin: aah, because most of them come from far transportation to school they say aah, they lack transport to bring them to school. some come from very remote parts. So many when they are at home during holidays they feel that life in the rural areas suits

them as they look after animals, the traditional way of life and they may think school is a new environment getting them away from what they are used to. Otherwise we are trying to maintain those who have come to school. Thank you.

Researcher: what is your major role?

Godwin: My role is to ensure children remain in school and get proper education as required by the Government, teachers go to class, source food for them, liaise with other stakeholders or leaders to ensure they get facilities they want especially the boarding facilities, trying to get beds, trying to get them food.

Researcher: So you are saying you are involving other stakeholders?

Godwin: I am involving other stakeholders for their upkeep in school.

Researcher: How is your relationship with these stakeholders especially with the teachers, the parents, let's start with the teachers.

Godwin: With teachers it has not been very easy because I am not a trained special teacher. Once in a while we are at loggerheads with the teachers, maybe they see I am ignorant of what must be done, but being their boss I have I have managed to control them to some extent.

Parents have not been very easy to contribute the little fee that we require in school. They claim they are poor. They think, after all, these children are a curse they should not spend much on them but coming for parent days has been very difficult. Taking children away when school close have been a problem. We have tried to contact them but most of them do not have communication facilities, they don't have phones but we contact them through community leaders because we have phone numbers of local leaders.

Researcher: How has been your collaboration with them? Tell us of your experience.

Godwin: It has not been easy.

Researcher: What about EARC, the officers or the disability officer?

We have had limited assistance from our educational office because like I said, our officers are not also specialist in the field. So sometimes they lack experience to help us assist them but we have tried to involve them where possible. Their movement to our school has not been very regular. Sometimes we have been inviting them, it has not been easy.

Researcher: Do you think collaboration is necessary?

Godwin : It is very necessary because single headedly I cannot manage to assist them as they want because they require food, teachers and many other facilities which I cannot provide as a person. So stakeholders are very necessary if we are to assist them.

Researcher: What can you say about collaboration between the teachers and the CSO?

Godwin: It has not been very cordial because as I said most officers are not conversant of what is expected of such pupils, so it has not been easy.

Researcher: How can you boost this collaboration?

Godwin: Now I think one of the best ways is to have frequent meetings. Once in a term we have had parents' meetings, we have tried to form board of managements that involves parents of learners with hearing impairment. We should use our local leaders aah, the women groups we have around the local leaders' to create awareness in the county. We can also use our vernacular radios. If we get some sponsorship so that we can get some time in the air we can talk to the entire county population through the local station we have around. We can also use exposure methods like our pupils participated in games like last week they were in Nakuru. So such exposure, having frequent meetings exposing them to government policies can help us.

Researcher: Thank you, Sir, for the short interview. Any other comment?

Godwin: I would like to stress that we as leaders should involve other leaders and other stakeholders to come together for the benefit of the child in the community.

APPENDIX XIII: PRESENTATION OF INTERVIEW QUOTATIONS AND DRAWINGS

The drawings are presented using pseudonyms so as to maintain the confidentiality of the participants. The drawings made by the participants are as follows:

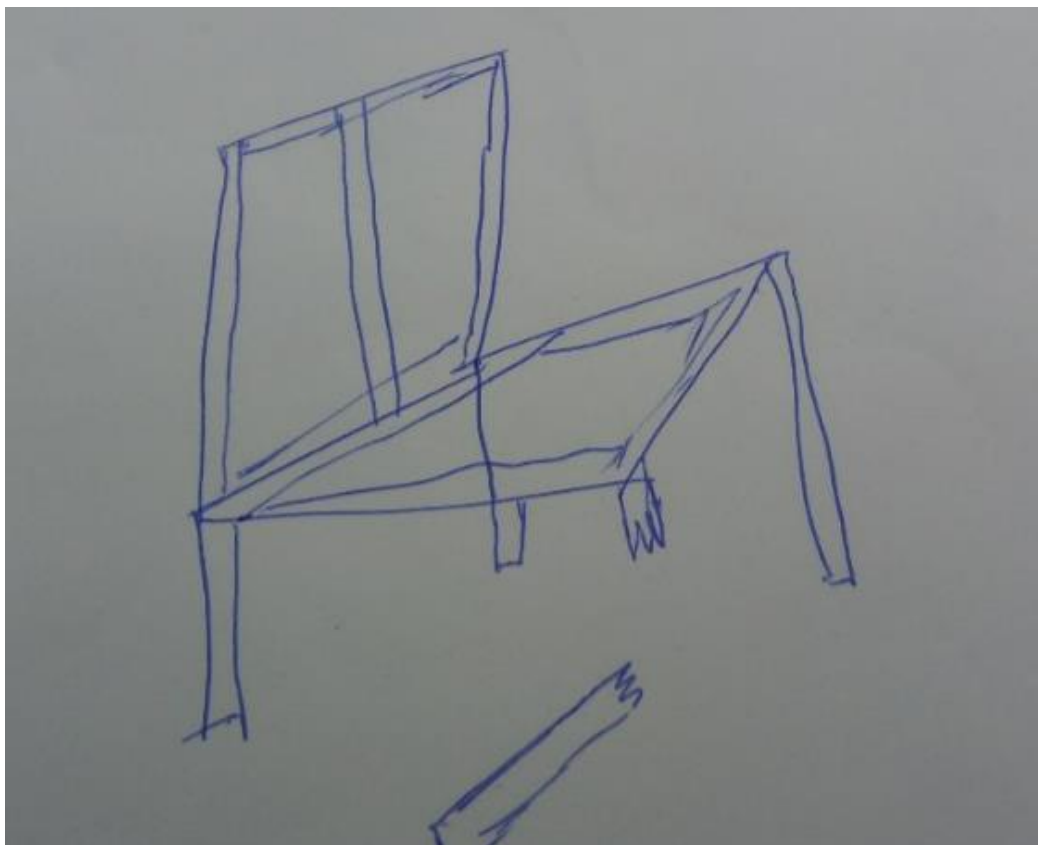


Plate 1: Drawing by Teacher Mary

Caption: A drawing of a chair representing the nature of stakeholders' collaborative partnership experience

This drawing shows a chair with one of the limbs is broken. In an ideal situation, the chair should have four limbs to support the top parts and be stable. However, one of the limbs is broken. This chair represents education of Learners with Hearing Impairment. The legs represent different stakeholders. One of the stakeholders has broken away and not collaborating with others. This means the education of Learners with Special Needs is not stable and cannot progress because all stakeholders are not collaborating together. This drawing depicts that collaboration is broken.

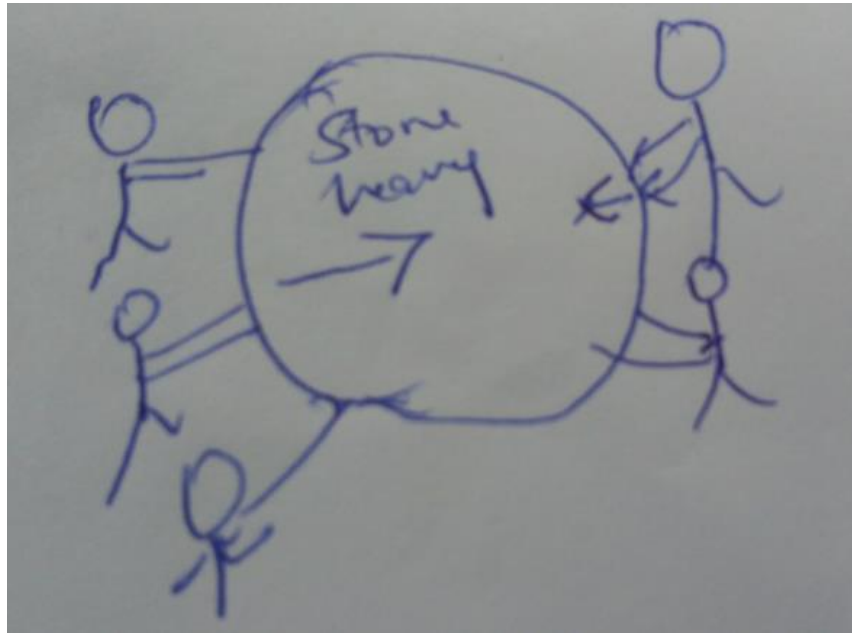


Plate 2: Drawing by Teacher Godwin

Caption: A heavy stone representing the nature of stakeholders' collaborative partnership

The picture shows a large stone that is being pushed towards one direction by three people. However, there are two people who are not supporting the other three and is pushing the stone in the opposite direction. The stone is inclusion and education of LWHI. The people pushing the stone are the stakeholders. Some stakeholders are pushing towards one direction while the other two are pushing in the opposite direction. This drawing shows that there is no collaboration among the stakeholders as they are divided in purpose. Therefore, inclusion will not be achieved and the education of LWHI remains static

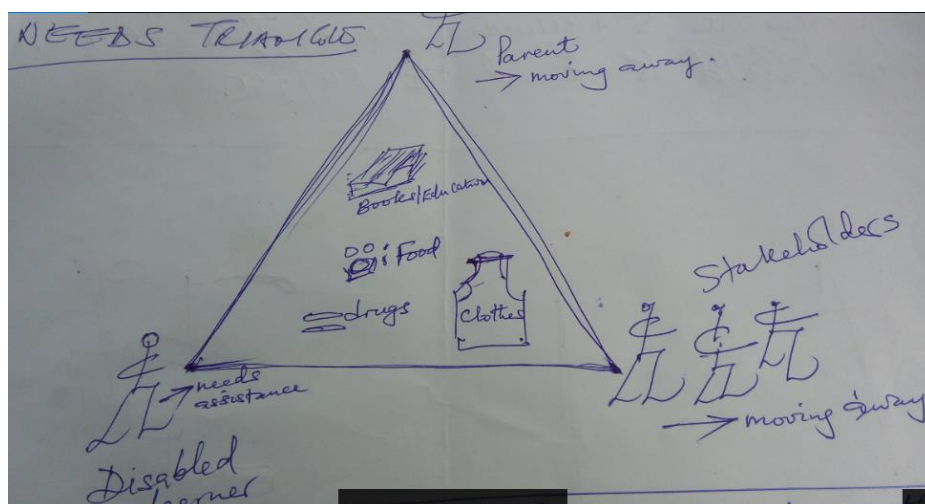


Plate 3: Drawing by Teacher Joseph

Caption: A needs triangle representing the nature of stakeholders' collaborative partnerships

The drawing shows a triangle, the three points of the triangles is occupied by the learner, the parents and other stakeholders. Inside the triangle are the needs of the learner such as books (education), food, clothing and drugs[health]. The parent and the stakeholders seem to be walking away from the triangle as the learner struggles to get to them. Collaborative partnership in the education of Learners with Hearing Impairment is like the needs triangle. The parent and other stakeholders are supposed to collaborate in order to provide for the learner's needs. However, instead of doing so the parent and the stakeholders tend to move away from the learner who struggles to get to them for support. Due to the lack of collaboration between stakeholders, the child suffers because his needs are not met.



Plate 4: Drawing by Teacher Joy

Caption Drawing of a fruitful tree representing my collaborative partnership experience

The drawing shows a very large tree. At the bottom of the tree are the teacher and parent. This tree represents the education of Learners with Hearing Impairment. The tree has grown to maturity and it has bore some fruits. On top of the tree, there are people who are eating the fruit while the teacher and the parent look at them helplessly. This means that the teacher suffers from the parent during the early stages of the education journey. The teacher and the parent persevere through many problems until the Journey bears fruits. However, instead of the teacher and the parent enjoying the fruits of the work they started, there are cartels who are eating the fruits. The teacher and the parent are left complaining. This, therefore, means that there is no collaboration as the top people [CSOs, DSO, EARC, head teacher and BOM] are only concerned of what will they benefit and not concerned with the needs of the learner. The teacher is the only one concerned.



Plate 5: Drawing by Teacher Kisang

Caption: Drawing of a dairy cow representing my stakeholder collaborative experience

The drawing shows a cow; everyone is depending on the cow for milk. Education of Learners with Hearing Impairment is like the cow. The cow ideally should produce the milk to feed the LWHI. However, instead of the milk being fed to the learner, other people take it but in records, it is shown that the learner took the milk. The reality is that the learner is starved while other people are benefiting. This drawing means collaboration only exist only when funds are available because stakeholders Know that they are going to benefit. Once the Money gets finished collaboration stops.

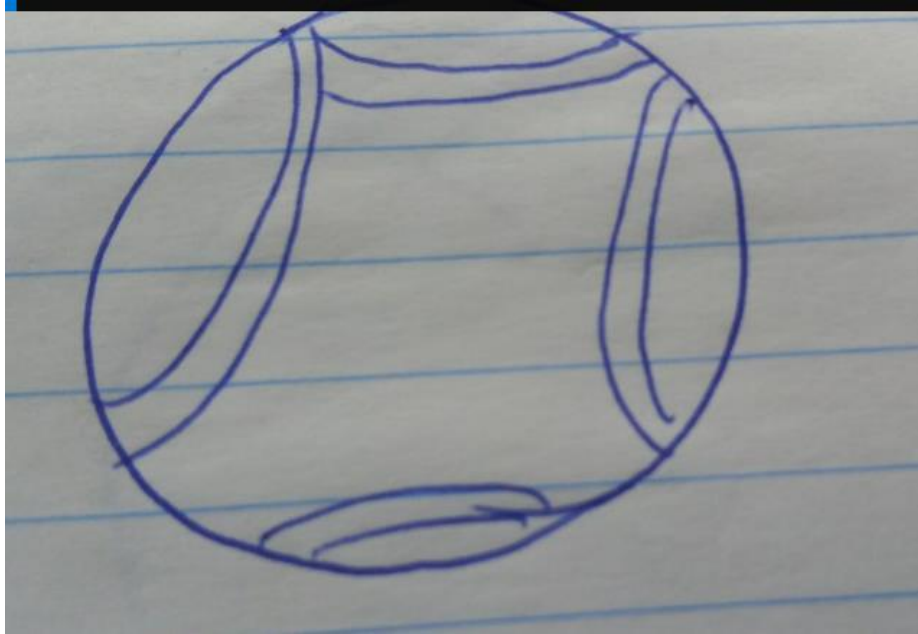


Plate 6: Drawing by Teacher Cheptoo

Caption: A ball representing stakeholders' collaborative partnership experience

This drawing shows a ball played by players. Every player passes the ball to the other player. The players are the stakeholders in the education of LWHI. Every stakeholder is playing the ball to another. No one wants to take responsibility for the education of the learner. They joke and waste the life of the learner. In the end inclusion of LWHI will not be achieved. The learner loses and cannot achieve his life goals and dreams.

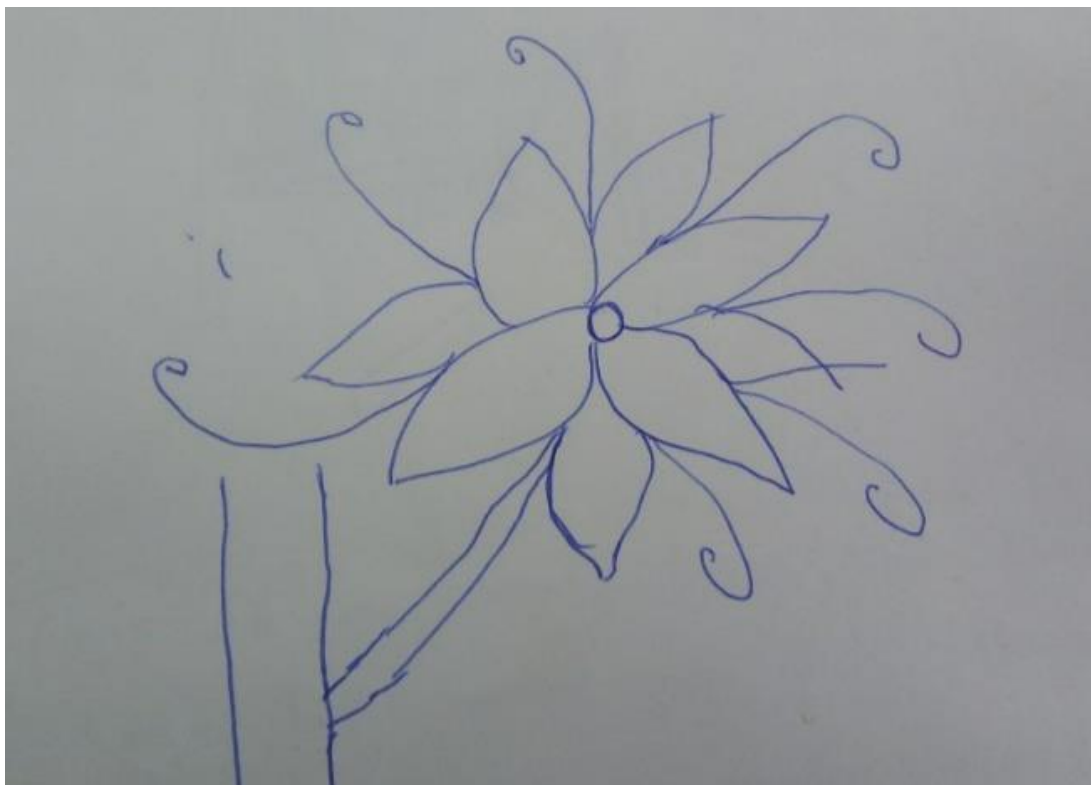


Plate 7: Drawing by Teacher Doris

Caption: Drawing of a flower representing the value of the collaborative partnership

The drawing shows a stem of a plant that holds a blooming flower. The flower is the Education of Learner with Hearing Impairment (LWHI). The stakeholders are the parents the teachers and other stakeholders who are to support the education of LWHI. Hence if the stem misses the flower wilts. This means that collaborativepartnership is important in the inclusion of LWHI. If it misses education of LWHI collapses and the dream of the learner ends. Therefore, stakeholders' collaborative partnerships make the life of the learner to prosper.

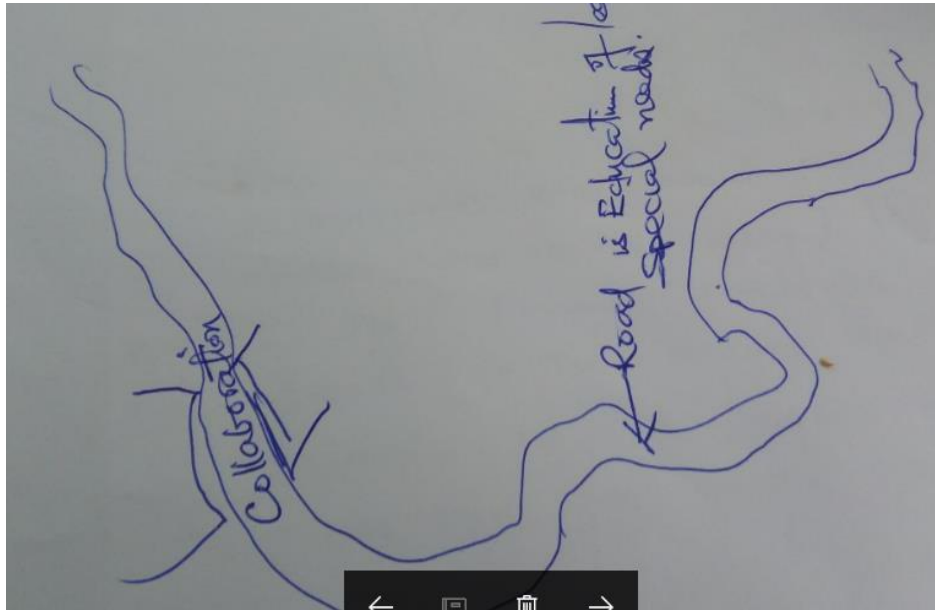


Plate 8: Drawing by Teacher Catherine

Caption: Drawing of a bridge on representing my stakeholder collaborative partnership experience.

The drawing shows a road that winds up the hills and valleys and usually comes across a river. For the road to continue to the next leg it requires a bridge. The bridge represents collaborative partnerships among the stakeholders that would close the gap of what exists and what is desired. Hence make education of LWHI complete and achieve its desired goals. Therefore, I conclude that collaboration is the key to the success of inclusion of LWHI.



Plate 9: Drawing by Millicent

Caption: Drawing of cooking stones representing my stakeholder collaborative experience

My collaboration with the other stakeholders is like three cooking stones that support a cooking pot. The pot is the education of Learners with Hearing Impairment(LWHI). If one of the stones is removed the cooking pot will not stand hence noy food. The cooking pot is the education of LWHI and the three stones are the stakeholders. If the stakeholders do not work together then the inclusion of learners LWHI will not succeed.

Presentation of Quotations from Focus Group Discussion

In this section, I present quotations from the focus group discussion. Since they are too bulky I have presented a few quotations from each of the participants whereas the rest of the data has been kept in a well organised and retrievable form to make it easy to trace the data for reference and analysis.

The quotations are presented under the pseudonyms of the individual participants as follows:

Mary

“What makes LWHI stay away from school is because most of these parents are poor and therefore will consider taking the other children to school first, then the LWHI becomes last. So in the process that the money he had gets finished then the LWHI just remains at home he reports late to school late and even without fees” (Focus group discussion, Mary, p.4, line 1-4 {2018-6-13})

“Most of them {head teachers and CSOs} have no heart for these children[LWHI} they don’t see the need and benefit of this children” (Focus group discussion, Mary, p.2, line 32-33 {2018-6-13})

“the regular teacher says that we brag a lot, that we [HI teachers] are learned, we have degrees, we earn a lot of money. These causes negative attitude towards other teachers [regular teachers]” (Focus group discussion, Mary, p.3, line 40-41 {2018-6-13})

“Some parents also have no concern for their children. Imagine when the school closes they refuse to come and collect the child so the teacher is left with the responsibility of taking care of the child. Maybe until their chief is called so that he can find the parent and force him to come and collect the child” (Focus group discussion, Mary, p.4, line 1-8 {2018-6-13})

“If it is paying school fees, they need to pay in time so that these children can learn well” (Focus group discussion, Mary, p.2, line 17-18{2018-6-13})

“To be sincere the head teachers really have no concern [for LWHI] and because of that we become enemies and they start witch hunting you [teacher]” (Focus group discussion, Mary, p.2, line 30-32 {2018-6-23})

“If you try to ask someone[chairman]he looks at you as if you are looking for trouble. Chairman takes as if you are up to something against him” (Focus group discussion, Mary, p.2, line 41-42 {2018-6-13})

“With the EARC [Education Assessment and resource Centre officer] there is a day he came here he gave promises but there is nothing he fulfils” (Focus group discussion, Mary, p.3, line 17-18 {2018-6-13})

“When we talked to the Curriculum Support Officer(CSO) and we told him that we have few teachers and the learners are many, he said he was going to look for any general special needs teacher and post them here[school]. To them[CSOS} they think any teacher who has done special education teaches LWHI. They don’t know that these children are taught using Kenya Sign Language and every teacher must know” (Focus group discussion, Mary, p.2, line 33-37 {2018-6-13}).

“Again in the county education, office [CSOs and EARC] have no concern [for the education of LWHI]. The officer who is there says that issues about special education I don’t know them, so he is special education office yet he says he doesn’t understand special education issues he says I have been given this office I just assist” (Focus group discussion, Mary, p.3, line 2-5 {2018-6-13})

“Some stakeholders lack special needs knowledge, yet they are put to be in charge of special needs programs. For example, some of our officers are not trained in special needs so they are not even aware of what should happen like in our school HI. CSO cannot come here because even if I communicate in Kenya Sign Language he cannot understand. That is why when they come they don’t want to associate with us because they lack that knowledge. You can even try to explain to the head teacher this issues but still, he doesn’t understand the needs of these children so knowledge is important. See, even for example they don’t know how to place a child of certain disability, for example, he places an autistic/mentally challenged child to a hearing impaired school” (Focus group discussion, Joy, p.4, line 11-19 {2018-6-13})

“Recently the CSO was here[school] and he said these children[LWHI] are few, just put them in one class. So we explained to him that these are children from ECD to class 8, how can we put them in one classroom when their level and needs differ? So because he[CSO] doesn’t understand, he thinks all can be put in one class. This shows they have no knowledge on issues of special needs” (Focus group discussion, Mary, p.4, line 20-23 {2018-6-13})

“There is a day CSO came here[school] and we told him we have a problem [few hearing impaired teachers]. He said he was going to bring any special teacher here and truly he brought those teachers, now those teachers cannot communicate in sign language yet they are supposed to teach deaf learners. So they operate from ignorance” (Focus group discussion, Mary, p.3, line 14-17 {2018-6-13})

“The headteacher says I am still in charge they see as if you want to take over his position. It’s like you are challenging his authority” (Focus group discussion, Mary, p.2, line 42-43 {2018-6-13})

“We [teachers] were told there was money to buy books for these children but that money was diverted to other issues leaving us with the same problems” (Focus group discussion, Mary, p.2, line 39-41 {2018-6-13})

“There are those roles that I can fulfil alone and there are those that I need support from administrators and other stakeholders. For example, as a teacher I need teaching and learning resources, which are provided by the administration and sometimes it becomes a challenge when I need a certain book and I don’t get it. The learner needs books, for example, that of Kenya Sign Language. This is not my role to provide but it is their role. But if it is to guide the learners, I can do it.” (Focus group discussion, Mary, p.1, line 20-25{2018-6-13})

“We need the support of other stakeholders, in particular, the education officers and the Ministry of Education because they are the ones to fund this Special Education. Because here in school when you need resources you are told that there is no vote head for that” (Focus group discussion, Mary, p.2, line 9-11{2018-6-13})

“We also need support from parents and they need to understand that these are their children and they need to take responsibility. If it is paying school fees, they need to pay in time so that these children can learn well. We need well-wishers, sometimes getting someone to appreciate the work we are doing motivates the teachers. So we really need support from all sectors” (Focus group discussion, Mary, p.2, line 17-20{2018-6-13})

“There are those roles that I can fulfil alone and there are those that I need support from administrators and other stakeholders. For example, as a teacher I need teaching and learning resources, which are provided by the administration and sometimes it becomes a challenge when I need a certain book and I don’t get it. The learner needs books, for example, that of Kenya Sign Language. This is not my role to provide but it is their role. But if it is to guide the learners, I can do it.” (Focus group discussion, Mary, p.1, line 20-25{2018-6-13})

“The government should change special education policies to set up functioning offices [EARC] that cater for special education but if the regular officers [not trained in special education] will continue to be in charge of special education matters education of HI still suffers. The government should appoint knowledgeable personnel in office from top to bottom to avoid a lot of issues that prevent collaboration and education. Even if at the top people understand special education matters while on the ground have no knowledge, problems will be there. Even at school those in administration [head teachers] should be knowledgeable in special education so and that you are talking the same language and you can understand each other and there will be no enmity” (Focus group discussion, Mary, p.5, line 25-32 {2018-6-13})

“Again we need more teachers from the Teachers Service Commission so that to reduce workload.” (Focus Group discussion, Mary, p. 2, line 14-15 {2018-6-13})

“Government should appoint knowledgeable personnel in office from top to bottom to avoid a lot of issues that prevent collaboration and education. Even if at the top people understand special education matters while on the ground have no knowledge, problems will be there. Even at school those in administration [head teachers] should be knowledgeable in special education so and that you are talking the same language and you can understand each other and there will be no enmity “ (Focus group discussion, Mary, p.5, line 28-32 {2018-6-13})

Joy

“This lack of collaboration has really affected our school so much. Due to these learners are not receiving the teaching-learning materials. Can you imagine our class eight are sitting for the KCPE exam, yet they have not seen or interacted with a Kenyan Sign Language textbook, yet free primary funds come every year? This tells you they don’t consider these children” (Focus group discussion, Joy, p.5, line 20-23 {2018-6-13})

“But if he [head teacher] was a special teacher who understands special education he could handle the parents in a better way because he understands what they[parents] go through” (Focus group discussion, Joy, p.3, line 31-33 {2018-6-13})

“Some stakeholders lack special needs knowledge, yet they are put to be in charge of special needs programs. For example, some of our officers are not trained in special needs so they are not even aware of what should happen like in our school HI. CSO cannot come here because even if I communicate in Kenya Sign Language he cannot understand. That is why when they come they don’t want to associate with us because they lack that knowledge. You can even try to explain to the head teacher this issues but still, he doesn’t understand the needs of these children so knowledge is important. See, even for example they don’t know how to place a child of certain disability, for example, he places an autistic/mentally challenged child to a hearing impaired school” (Focus group discussion, Joy, p.4, line 11-19 {2018-6-13})

“We need headteacher who is special needs trained in the specific area of specialization this will help sort out a lot of issues” (Focus group discussion, Joy, p.5, line 1-2 {2018-6-13})

“We should have sensitization about special education through the local radio stations, through meetings with parents, because people {West Pokot County community} don’t understand what is this special education? Who are these

children? What are their needs? That will work” (Focus group discussion, Joy, p.5, line 33-35 {2018-6-13})

Cheptoo

“I even don’t know him [Education Assessment and resource centre officer] or even his name. He just stays at the county[office} he has never come here[school]” (Focus group discussion, Cheptoo, p.3, line 20-21{2018-6-2013})

“The CSO says that these special teachers are boasting around so that they can get a promotion. They want leadership positions so if you champion the issues of these children you are mistaken. This brings a lot of enmity with the officers” (Focus group discussion, Cheptoo, p.4, line 24-27 {2018-6-13})

“For me what I have seen over the years is that the administration uses LWHI as a bait to get funds but they really don’t care about this child. The request for funds in a way that it is meant for LWHI but when the funds come they use it in other ways” (Focus group discussion, Cheptoo, p.3, line 35-37 {2018-6-13})

“So you as the teacher [HI teacher] if you say no and suggest that we use this money for the right purpose, you disagree and the relationship becomes bad. So funds are a hindrance to collaboration” (Focus group discussion, Cheptoo, p.3, line 37-39 {2018-6-13})

“For me, I can’t do everything alone, for example in my class I handle all, Early Childhood Development class, Grade 1 and 2 in one classroom. So it becomes difficult for me sometimes to teach all the subjects to all classes as well as handle the individual needs of every learner. Yet I am alone, I need assistance from others” (Focus group discussion, Cheptoo, p.1, Line 26-29 {2018-6-13})

“The parents should take steps of looking into the needs of these children[LWHI] may be for example involving County government [West Pokot County] so that these children[LWHI] are assisted” (Focus group discussion, Cheptoo, p.2, line 23-24 {2018-6-13})

“All stakeholders in the education of LWHI should learn sign language to solve other issues” (Focus group discussion, Cheptoo, p.5, line 36-37 {2018-6-13})

“I insist that even posting of teachers they should post qualified teachers for that particular area of special” (Focus group discussion, Cheptoo, p.5, line 3-4 {2018-6-13})

Kisang

“Because like here [in school], we are told that the funds that are brought to this school are only for regular[normal]learners. These learners[LWHI]are second class learners they may get or not get [the materials or funds]” (Focus group discussion, Kisang, p.1, line 37-38{2018-06-13})

“We [special teachers] sometimes criticise the administration [head teacher and board of Management (BOM)] this leads to a strained relationship especially when they don’t take positively the comments being made. They usually say you talking as for who? who are you? If you become too outspoken you go through a lot[problems]. Even our relationship with other teachers[regular] is not good they say that we take ourselves to be special teachers. Generally, our relationships here is not good” (Focus group discussion, Kisang, p.3, line 6-10 {2018-6-13})

“Funds which are brought to school are also the interest the Officers so if you touch funds issues you land in trouble. This we have seen because once money is available the officers[CSO] become regular visitors to the school. So if you are troublesome you are transferred [to another station]. So the issue of funds is a thorn in the flesh” (Focus group discussion, Kisang, p.4, line 33-36 {2018-6-13})

“On the other side of CSO is even more complex because they rarely come to visit us” (Focus group discussion, Kisang, p.3, line 10-11 {2018-6-13})

“Yes, we need support from other stakeholders. As I said that because we need teaching-learning materials we need support from well-wishers so that we can get money to buy those materials. Because like here [in school], we are told that the funds that are brought to this school are only for regular[normal]learners. These learners[LWHI]are second class learners they may get or not get [the materials or funds], we need the support of others seriously. We need also support from the education officers especially the CSOs, the head teacher because if they don’t help us, for example right now we are stuck because now that the school is registered, we need a head teacher {special unit head teacher] so that the school can run smoothly but right now we don’t have a head teacher. So we need the support of the officers, the head teacher’s office [regular head teacher] and the parents, the school Board of Management(BOM) because they make policy, plan and manage resources in this school. Otherwise, we will remain static” (Focus group discussion, Kisang, p.1-2, line1-36-38,1-8{2018-6-13})

“So we need an administration that has the knowledge so that we can help and grow education of LWHI. Also in meetings, they should integrate Special needs teachers who would offer expert advice on special education matters... CSOs have been avoiding units for the HI because they have no knowledge in that area. They don’t even to listen to those issues. They only concentrate on regular learners and regular schools” (Focus group discussion, Kisang, p.4, line 36-43 {2018-6-13})

“There should be a welfare for special needs teachers that is active to address the challenges that teachers face, represent issues of special learners in the

County [West Pokot] that can help to promote an understanding of special needs issues” (Focus group discussion, Kisang, p.4, line 39-41 {2018-6-13})

Presentation of Quotations from individual Interviews

Since the interviews are too bulky I present a few quotations from each participant. The rest of the data has been kept in a well organised and retrievable form to make it easy to trace the data for reference and analysis.

The quotations are presented under the names of the individual participants as follows:

Godwin

“We have so many[LWHI] in the villages because as I have said in the Pokot culture such children are believed to be a curse in the community and their families so most of them are hidden not accessible to schools” (Individual interview, Godwin, p.1, line 10-12 {2018-6-14})

“Yeah, hearing impairment in this county it [education of LWHI] has not picked up because our people believe if you get a child who is impaired is a curse. So they are bound to be kept in homes far from other people. They are tied either in the house or kept away, not within the vicinity where you can’t see or get near them. Because they believe such children are a curse in the family” (Individual interview, Mambo, p.1, line 16-20 {2018-6-6})

“It is always mmm if you see you will think that you were[parent] cursed” (Individual interview, Esther, p.2, line 11 {2018-6-5})

“They[parents] think after all these children after are a curse they should not spend much on them” (Individual interview, Godwin, p.2, line 5-6 {2018-6-14})

“Getting them[LWHI] has not been easy because parents are not willing to bring them to school because of negative traditional beliefs” (Individual interview, Godwin, p.1, line 5-6 {2018-6-14})

“some come from very remote parts so many when they are at home during holidays they feel that life in the rural areas suits them as they look after animals the traditional way of life and they may think school is a new environment getting them away from what they are used to” (Individual interview, Godwin, p.1, line 23-26 {2018-6-14})

“It[relationship] has not been very cordial because as I said most officers are not conversant of what is expected of such pupils so it has not been easy” (Individual interview, Godwin, p.2, line 22-23 {2018-6-14})

“With teachers it has not been very easy because I am not a trained special teacher once in a while we are at loggerheads with the teachers may be they see

I am ignorant of what must be done, but being their boss I have I have managed to control them to some extent” (individual interview, Godwin, p.2, line 1-3 {2018-614})

“It[relationship] has not been very cordial because as I said most officers are not conversant of what is expected of such pupils so it has not been easy” (Individual interview, Godwin, p.2, line 22-23 {2018-6-14})

“Taking children away when school close has been a problem we have tried to contact them but most of them do not have communication facilities, they don’t have phones but we contact them through community leaders because we have phone numbers of local leaders” (Individual interview, Godwin, P.2, line 6-9 {2018-614})

“We have had limited assistance from our educational office because like I said our officers are not also specialist in the field so sometimes they lack the experience to help us assist them but we have tried to involve them where possible. Their movement to our school has not been very regular sometimes we have been inviting them, it has not been easy” Godwin, p.2, line 13-16 {2018-6-14})

“Parents have not been very easy to contribute the little fee that we require in school. They claim they are poor. They think after all these children after are a curse they should not spend much on them but coming for parent days have been very difficult” (Individual interview, Godwin, p.2, line 4-6 {2018-6-14})

“I am not a trained special teacher once in a while we are at loggerheads with the teachers may be they see I am ignorant of what must be done, but being their boss I have I have managed to control them to some extent” (individual interview, Godwin, p.2, line 1-3 {2018-614})

“well although we don’t have enough trained teachers for them in the school those who are there are sacrificing and we are enjoying staying with them” (Individual interview, Godwin, p.1, line 7-8 {2018-6-14})

“My role is to ensure children remain in school and get proper education as required by the Government, teachers go to class, source food for them, liaise with other stakeholders or leaders to ensure they get facilities they want especially the boarding facilities, trying to get beds, trying to get the food” (Individual interview, Godwin,p.1, line 29-32 {2018—14})

It[collaboration] is very necessary because single headedly I cannot manage to assist them as they want because they require food, teachers and many other facilities which I cannot provide as a person so stakeholders are very necessary if we are to assist them” (Individual interview, Godwin, p.2, line 18-20 {2018-6-14})

“Aam I would like to stress that we as leaders should involve other leaders and other stakeholders to come together for the benefit of the child in the community” (Individual interview (Individual interview, Godwin, p.2, line 34-35 {2018-6-14}))

“I think one of the best ways is to have frequent meetings. once in a term we have had parents’ meetings, we have tried to form a board of management that involves parents of learners with hearing impairment” (Individual interview, Godwin, p.2, line 25-27 {2018-6-14}))

“We should use our local leaders aah the women groups we have around the local leaders’ to create awareness in the county. We can also use our vernacular radios. if we get some sponsorship so that we can get some time in the air we can talk to the entire county population through the local station we have around. We can also use exposure methods like our pupils participated in games like last week they were in Nakuru .so such exposure, having frequent meetings exposing them to government policies can help us” (Individual interview, Godwin, p.2, line 27-32 {2018-6-14}))

Elias

“Aaaah, the collaboration now is not enough” (Individual interview, Elias, p.4, line 9 {2018-6-12}))

“mostly when you go out when people hear that somebody from EARC will come they are expecting someone who is coming to bring liberation especially on the side of sponsorship. You know this child becoming sick become cumbersome to them. They think you are coming to relieve them of the responsibility of taking care of that child or taking a child to a school or doing the medical intervention, so that is what they are expecting. They are not expecting you to advise them to take the child to the school, no” (Individual interview, Elias, p.4, line 9-14 {2018-6-12}))

“Most of the schools that have inclusive setting most of them are not aware of these services except those head teachers who have undergone the inclusive education training run by KISE but most of those head teachers [regular and not trained] are not here I can count the number of head teachers who have been coming to this office. It is only some of the classroom teachers that have undergone the special course that they can come. Otherwise, most people [teachers and educational officers] are still behind in this issue of special education” (Individual interview, Elias, p.3, line 24-30 {2018-6-12}))

“I [assessment officer] go outside [to the field] or the parents come here [assessment centre] and most of the parents don’t know the assessment centre instead they move down to St Francis [school for the blind] which is down here. Then from there, they are referred back here, very few I know where the assessment Centre is” (Individual interview, Elias, p.2, line 8-11 {2018-6-12}))

“The CSOs very few know unless those who have been told to be part of assessment” (Individual interview, Elias, p.2, line 15 {2018-6-12})

“Most teachers[regular] are amazed to hear that we have an assessment centre here in Kapenguria most of them very few know that there is such an office here” (Individual interview, Elias, p.2, line 20-12 {2018-6-12})

“Collaboration is very necessary so that we can dialogue with the other stakeholders especially the parents, the chiefs, the education officers and the parents who are there in the villages thy supposed to be incorporated so that they can get a bit of induction pertaining special needs” (Individual interview, Elias, p.4, line 3-6 {2018-6-12})

“The way we can boost this relationship most of the county education office can reorganize that we have an assessment centre here which is functioning so that theycreate, they put aside funds so that eeh now and then we move to schools and now call for a baraza [village meetings] where the community is now involved and they are taught and given awareness, the causes of disability, the remedy like the medical intervention and then taking the children to school. I think it can work.” (individual interview, Elias, p.4, line 16-21 {2018-6-12})

James

“I remember a situation where I was asking the parent why she has left the child to stay at home until almost the end of the end of the term. And what she answered me was that she was still struggling for others [normal children within the family] this one [LWHI] just a, by the way, the last option to her [parent]” (Individual interview, James, p.1, line 30-33 {2018-6-14})

“[Board of Management] did not have that knowledge and from the negative attitude toward the child[LWHI] it’s like a curse anyway to them [BOM]. And that is why they didn’t want the school to grow from here [within the community]” (Individual interview, James, p.3, line 16-18 {2018-6-14})

“Another thing that we have to know is that parents fear to bring these learners [LWHI] to school because they see as a burden” (individual interview, James, p.4, line 8-9 {2018-6-14})

“No I tell you there is a big problem but during the registration of the school it was like he [disability officer] did not understand why we were registering the school” (Individual interview, James, p.3, line 31-32 {2018-6-14})

“But basically most of the officers do not have a heart [concern] for that child [LWHI] (Individual interview, James, p.2, line 34 {2018-6-14})

“The worst part of it was the way the learners {LWHI} were. There was nobody who could support them(LWHI] because there was total negligence from the parent and that was the major challenge I found it here because once

they[parents]brought the child [to school] it is like here [school] is a dumping ground for them [LWHI]. They [parent] just bring them[LWHI] here {school} when you ask them about money [school fees] because the school is not registered and also the school was not receiving any Government grants [free primary education capitation] but once the child lands here {school} it is the end of it [parent not being seen in school and not being able to support the learners needs]” (Individual interview, James, p.1, line 20-27 {2018-6 14})

“No it[relationships] was bad, there was a problem I am telling you because the officers had no knowledge about this school [HI school] and the teachers were eager to get more hearing impaired learners. While the officers saw them [HI teachers] as if they were looking for leadership positions. (Individual interview, James, p.3, line 23-27 {2018-6-14})

“And we have tried our level best to get in touch [with the parent] but up to now we have not gotten him [parent]” (Individual interview, James, p.2, line 21-22 {2018-6-14})

“Then I asked her[parents] about the money [school fees]. She told me [head teacher] if the government is not ready to take this child [LWHI] just take it [LWHI] yourself as the head teacher” (Individual interview, James, p.1, line 33-35 {2018-614})

“Personally [head teacher] I did not take that course [special needs]” (Individual interview, James, p.2, line 38 {2018-6-14})

“BOM [school board of Management] had no knowledge about it [education of LWHI] and I requested them[BOM] that let us assist these children[LWHI]. There was some resistance [from the BOM] this is because they don’t know much about it [education of LWHI or special needs education]” (Individual interview, James, p.3, line 6-9 {2018-6-14})

“To be sincere this area [special needs] is challenging to most people especially to officers .it is l like they don’t know. Because when you ask an officer that we want to register it [the school] it takes some time for him or her to understand what you are saying [question asked on special needs issue]. This something that is a challenge because some are like they[CSOs] don’t know” (Individual interview, James, p.2, line 27-31 {2018-6-14})

“While the officers saw them [HI teachers] as if they were looking for leadership positions. That is the problem but later on, when I [head teacher] I explained to them they understood. What I want to say, I don’t want to boast but I have tried my level best and I have brought them [CSOs]to understand that teachers [HI teachers] were not looking for positions but they were after the good of the child [LWHI]” (Individual interview, James, p.3, line 23-29 {2018-6-14})

“but later on when I [head teacher] I explained to them they understood”
(Individual interview, James, p.3, line 26 {2018-6-14})

“I want to thank the teachers [hearing impaired teachers (HI)] who are there. They [H.I teachers] usually struggle once the child is not there [in school] they go an extra mile even going to those areas [home] looking for the child [LWHI] to come back [to school] again” (Individual interview, James, p.1, line 36-38 {2018-6-14})

“I have brought them [CSOs] to understand that teachers [HI teachers] were not looking for positions but they were after the good of the child [LWHI]”
(Individual interview, James, p.3, line 28-29 {2018-6-14})

“But a few teachers who have undergone that training [Special Needs teacher training] themselves I want to say they have assisted me [to understand issues of special needs]” (Individual interview, James, p.2, line 34-37 {2018-6-14})

“These are teachers delegate what is wrong? What you do after you have delegated is only to oversee. When am here [in the office] I ask madam[teacher] how is there[classroom].in fact, through that, you have consultative meetings. If there is a mess call the top leaders first discuss, let them understand what they[teachers] are here for a purpose.in fact, teachers are happy and I am happy” (Individual interview, James, p.4, line 18-22 {2018-6-14})

“For this area [education of LWHI] to succeed we must bring the are Assistant Chief [local government administrator] on board.in fact, I want to narrow down to the village elders those are people if they can be brought on board we can succeed. The assistant chief can come together with the Board of Management (BOM)in fact he is an ex-official during BOM meeting. During those meeting, we [head teacher] can educate them to know that these children[LWHI] are the same as other normal children” (Individual interview, James, p.4, line 1-6 {2018-6-14})

“I went back to the West Pokot county Assembly and used the Members of the County Assembly(MCA). When I was there I met the person in charge of education we went into the County Assembly and there he pronounced that there is a school {for HI} here {in West Pokot County}. I want to say as we are speaking more children are coming to {to school} now.They {community through MCA are getting to know now that there is a school catering for LWHI. we went for games{athletics}for special needs and that is where we advertised, we marketed the school {for Hi}. When we were at Chepareria {interior place} parents {community} were wondering you mean we have a hearing impaired school in this county? {West Pokot}. That is the time we received three learners {HI} from Chepareria.” (Individual interview, James, p.2, line 4-7 {2018-6-14})

“But if they [parents] are told that they have their percentage allocation from the government grants. That is the area they [parents] have not known but for the few years I have been here [in school] I have tried to educate them and a few have come with cheques [bursary allocation] this means they have come to their [parents] rights for their children. If we bring the area chief, he can still deliver the same to the public and parents will understand that there is money and parents can demand from their leaders” (Individual interview, James, p.4, line 9-14 {2018-6-14})

“When we were at Chepareria {interior place} parents {community} were wondering you mean we have a hearing impaired school in this county? {West Pokot}. That is the time we received three learners {HI} from Chepareria.” (Individual interview, James, p.2, line 4-7 {2018-6-14})

Mambo

“The challenge is that when they [LWHI] are brought to school, they [parents] leave them [LWHI] for the school and say; we have brought them, they are yours. So, they do not follow it up to return them to school when the school closes until we go and look for them. It looks as if it is a bother to them, it's a challenge to these families. Sometimes when they have given you such a child, they believe it is the sole responsibility of the government to take over he or she grows into maturity. Mmmm” (Individual interview, Mambo, p.2-3, 23-25, 1-5 {2018-6-6})

“Yeah, because these people [parents] have not come forward” (Individual interview, Mambo, p.2, line 10 {2018-6-6})

“Sometimes when they have given you such a child, they believe it is the sole responsibility of the government to take over he or she grows into maturity. Mmmm” (Individual interview, Mambo, p.2, 23-25 {2018-6-6})

“Very necessary, very necessary because if you don't collaborate well you would not get these children because they are hidden. If you open the mind of the community, encourage the teachers to go to the village to look for those one's collaboration is good because the people can cooperate” (Individual interview, Mambo, p.4, line 19-22 {2018-6-6})

“That's why even in Board of Management there is a chance for somebody with disability being nominated to be one of the board members so that to sensitize to the board that we are their people with disability they tend to listen to them nowadays” (Individual interview, Mambo, p.5, line 11-13 {2018-6-6})

“Yeah, the relationship is actually cordial nowadays unlike those days when they were hiding those children” (Individual interview, Mambo, p.2, line 23 {2018-6-6})

“Well, it is actually to have the government must change its policies and approach disabilities so as reinforce and supported it better. The disabilities group needs to be recognized” (Individual interview, Mambo, p.5, line 19-20 {2018-6-6})

“EARC needs to be reinforced by facilitating them to transport, facilitating them with the machines for assessment, facilitating them to move to various distances, yes, if they don’t move they stay in the office they cannot get the change but if they move to barazas, to where the meetings are at least sending the signal that we are there and we want such a change” (Individual interview, Mambo, p.5-6, line22-23, 1-3 {2018-6-6})

“Sensitization is required. There were some plans to move to various communities for sensitization, calling meetings in schools for sensitization, visiting the barazas for sensitization would be healthy” (Individual interview, Mambo, p.5, line 15-17 {2018-6-6})

Nehemiah

“When it comes to the children with hearing and impairment nobody bothers about them because people [community and professionals] only tend to think about those children who are ok, the normal ones but these ones they are overlooked”(Individual interview, Nehemiah, p.2, line 1-4 {2018-6-6})

“To the children with hearing and impairment, nobody bothers about them because people [community and professionals] only tend to think about those children who are ok, the normal ones but these ones they are overlooked” (Individual interview, Nehemiah, p.2, line 2-4 {2018-6-6})

“And to the parents to them is a good riddance when they release children to go to school” (Individual interview, Nehemiah, p.1, line 15-24 {2018-6-6})

“And of course the support what they should be given to them and sometimes it ends up in primary school forgetting a special unit” (Individual interview, Nehemiah, p.2, line 10-11 {2018-6-6})

“Because there are times support could be given it is now diverted to other issues in the school not in the whole school now not necessarily the special unit” (Individual interview, Nehemiah, p.3, line 15-17{2018-6-6})

“So that if anything as an office, sometimes we have been forced to look for food and support them, which we request them from the county commissioner office and they give us food which we also give the children. The area MP also try to put up a dormitory for them[LWHI] ” (Individual interview, Nehemiah, p.1, line 19-23 {2018-6-6})

“Collaboration is very important, infact, if people collaborated, most of those kids we are talking about now could not be there coming up because if it

involves of everybody or if everybody come up and said , it doesn't matter where we are but if there is these of hearing and impairment they are somewhere, any other person be it the parents, officer, be it head teachers or teachers wherever they are we can get them they can be brought to them to school I do not think we would have any problem, that is why am saying collaboration is very important for all of us” (Individual interview, Nehemiah, p.2, line 25-30 {2018-6-6})

“Think this need for special unit to be handled by a teacher who has gone through special education but if you take someone who has not gone through it sometimes don't teach skills the way they are, because there are don't understand more so you know these are kids who need special care and those people who are not specially trained sometimes they do not take the way they are” (Individual interview, Nehemiah, p.3, line 1-5

“There should be generally being sensitization. There should have an open forum where parents are educated on this issues so that now they are aware and they know that even kids who have a hearing impairment can also be people of substance in their future life. They can do what others can do” (Individual interview, Nehemiah, p.3, line 21-24 {2018-6-6})

Millicent

We head teachers are not working so closely with the special needs teachers (Individual interview, Millicent, p.2, line 5 {2018-6-5})

“eeethese parents have not taken these children[LWHI] like those other children[regular}. So they feel these children are a burden to them so when they bring them to school they see that they have gotten rid of the problem. These children are a problem for them. So you find even during closing days. They take the other children without challenges without disabilities to school first. So the ones[LWHI] are brought after the others have gone to school. So they still have that negative attitude because they feel these children can't even be anything in the future. So school is where to dump them and leave them there” (Individual interview, Millicent, p.1, line 14-20 {2018-6-5})

“We don't have a good relationship in the first place I was given these children[LWHI] as the deputy headteacher, so they are in my hands. So these teachers [HI] because they learnt sign language and me I don't know so they perceive that I don't know anything concerning these children and they despise me and they see that I don't deserve to be with these children” (Individual interview, Millicent, p.2, line 7-10 {2018-6-5})

“The biggest problem is that the interaction is not very good because now I am in charge of these children and you find them [HI teachers] leaving the children with me. So most of the time I am with them. I don't know the language; I have not learnt the hearing impaired sign language. So we are not working so closely” (Individual interview, Millicent, p.2, line 2-5 {2018-6-5})

"We call for meetings parents don't attend" (Individual interview, Millicent, p.1, line 13 {2018-6-5})

"I think most of them[CSO] do not know about this hearing impaired, these children with challenges. So they don't come frequently" (Individual interview, Millicent, p.1, line 23-24 {2018-6-5})

"Since this collaboration has not been there, then really we have not seen its [education of LWHI] fruits. Because parents have not cooperated with us but of course for the few (Individual interview, Millicent, p.3, line 3-4 {2018-6-5})

"These children are brought to school by parents and they abandon them here. So they leave these children in my hands so they disappear we try to contact them maybe a child gets sick you cannot get them. You try to contact you cannot get them" (individual interview, Millicent, p.1, line 6-8 {2018-6-5})

"They are not available in fact they don't even take the phone. We have tried to use the provincial administration to maybe look for them but it has been in vain" (Individual interview, Millicent, p.2, line 30-31 {2018-6-5})

"So there are many problems even giving them the necessary things they need personal effects most of them don't give the children. So the challenge I have is many providing the personal effects for this children because parents don't provide to them" (Individual interview, Millicent, p.1, line 8-11 {2018-6-5})

"mmmmh You know I am not an H.I teacher they are the ones who have undergone these courses... because now I am in charge of these children and you find them [HI teachers] leaving the children with me. So most of the time I am with them. I don't know the language; I have not learnt the hearing impaired sign language" (Individual interview, Millicent, p.2, line 1 {2018-6-5})

"Because if you collaborate with the parents, the children are at home will be brought to school and we shall have a higher enrolment and now without their cooperation, many will remain in the villages without learning and then these other ones who have come to school without their collaboration will find it very difficult. Because when they fall sick they are not there they are not ready to assist them I giving them personal effects which are needed by these children." (Individual interview, Millicent, p.2, line 19-24 {2018-6-5})

"I think we should be having a frequent consultation, among the stakeholder's frequent communication." (Individual interview, Millicent, p.3, line 18-19 {2018-6-5})

"We need frequent meetings, maybe the provincial administration to assist as many chiefs and the assistant chiefs. Again the people need to be sensitized on the importance of education, they should also see that these children are children like others" (Individual interview, Millicent, p.3, line 9-11 {2018-6-5})

“Yes, we must be having regular meetings with them, visits they should be coming to school to visit us and to see the challenges that we are encountering” (Individual interview, Millicent, p.3, line 13-14 {2018-6-5})

“Take us [head teachers] for workshops for example when we don’t relate well with the teachers they must give us workshops and so on” (Individual interview, Millicent, p.3, line 14-16 {2018-6-5})

Patricia

“They[administration] didn’t have the language to communicate with the parent. whenever a parent came they would tell the parent if there is no money go with your child” (Individual interview, Patricia, p.2, line 9-11 {2018-6-13})

“Whenever a parent came they would tell the parent if there is no money go with your child. Their interest is only money, not the child” (Individual interview, Patricia, p.3, line 10-11 {2018-6-13})

“When we were managing the children things were good, but they [head teacher and board of management] said no, we need to take care of the children. These learners are ours [head teacher] and you[teachers] are not supposed to take care of them. Go to class, work and go home” (Individual interview, Patricia, p.2, line 3-6 {2018-6-13})

“After we had received funds from Constituency Development Fund for building the Dormitory. So they wanted ways to use the money for their own ways. So we gave the learners to the administration, I became just a teacher” (Individual interview, Patricia, p.2, line 6-9 {2018-6-13})

“I started to tell them and show them that we have a teacher who is deaf. She has completed Std 8 [primary grade 8], form 4 and went for vocational training. now when they see her they say, you see so it is possible” (Individual interview, Patricia, p.5, line 28-30 {2018-6-13})

“Through the media such as using Kalya F. M. [local radio station], we can share information to parents and community. During public functions, we take out children to perform there and we talk to them. Using Chiefs barazas we can do sensitization” (Individual interview, Patricia, p.6, line 7-10 {2018-6-13})

Limasia

“The parent goes away so it forces the teachers to borrow the food from the county commissioner office to be taken to school so that they are at school” (Individual interview, Limasia, p.2, line 37-38 {2018-6-13})

“The parent brings the child [to school] and because he is overburdened with educating other children and he does not understand how to care for this child,

he brings the child to school and dumps the child there. and runs away” (individual interview, Limasia, p.2, line 32-35 {2018-6-13})

“I came also to realize when the stakeholders lack the knowledge they will fail” (Individual interview, Limasia, p.3, line 7-8 {2018-6-13})

“There is a need to borrow a leaf from other stakeholders, you cannot make it alone” (individual interview, Limasia, p.1, line 23-24 {2018-6-13})

“You need to work with others stakeholders to achieve all goals” (Individual interview, Limasia, p.1, line 28-29 {2018-6-13})

“The move towards collaboration makes special education successful because you cannot work alone. We need to involve other partners like some CBOs, like Rehab Missions. They have worked for a long time but because of lack of collaboration they haven’t achieved much but I am seeing with collaboration we can achieve more” (Individual interview, Limasia, p.3, line 16-19 {2018-6-13})

We decided to form a committee that is not drawn from the county government alone but from both national and county government. So from that committee, we shall solve all the problems. All the issues of disability in education (individual interview with County Disability Officer Limasia, p.3, line 23-26 {2018

“I told the governor we are suffering a lot on sign language. So he accepted to give us four county workers to go for sign language course training. Next year he promised to give us ten from other areas across the county so that they can work with us” (individual interview, Limasia, p.4, line 6-9 {2018-6-13})

“So I used another method of using the local language through the local radio station because I saw that they will be able to understand better because using the national language will be difficult because of illiteracy levels in the villages. My main aim was to change their[community] attitude and behaviour towards disability” (individual interview, Limasia p.2 line 28-30 {2018-6-13})

“Another program we use is making use of parents’ disability group. To me, I created a ward [administration area] structure where I have a representative in every ward to make sure all groups are registered with the social services and the national council for disability. So I visit those groups and I sensitize them all on issues of disability” (individual interview, Limasia, p.4, line 1-4 {2018-6-13})

Mukwana

“In our survey [by World vision] we found a serious problem that there was a disconnect among the stakeholders’ and the county EARC” (individual interview Mukwana, p.2 line 20-21 {2018-7-10})

“eeh parents have a prevalence they have a problem because they take much care of the regular children but for these ones [LWHI] they[parents] look for somewhere to dump them. Even if someone was willing to take them to school they may even not come to see them. They may not even come to collect them” (Individual interview, Mukwana, p.2, line 1-3 {2018-7-10})

“Sometimes the head teachers are serious obstacle especially when the unit has grown and now wants to be an independent school they don’t accept that. Many teachers believe that the unit should have its own accounts that run the affairs of LWHI instead of depending on the main school” (Individual interview, Mukwana, p.3, line 10-13 {2018-7-10})

“parents are out there [in the village] as an individual” (individual interview Mukwana, p.2, line 11{2018-7 -10})

“In our survey [by World vision] we found a serious problem that there was a disconnect among the stakeholders’ and the county EARC” (individual interview Mukwana, p.2 line 20-21{2018-7-10})

“There is no coordination everybody is in his /her world.” (individual interview Mukwana, p.2 line 26-28{2018-7-10})

“My experience is that aah we have the people who know and the people who don’t know. Those who don’t know don’t want to know that they don’t know. Here [West Pokot County] we have the teachers who know what is supposed to happen they are trained in that field and then there is a head teacher who does not know and is not accepting to learn from the teachers. So what should happen the head teacher should come down go together with the teachers where he does not understand he will be assisted. So we have that static behaviour among the administrators. The CSOs and others are not concerned they have shifted their responsibility to the EARC such that they are not informed when it comes to special education issues they are not aware. They go to inspect the schools but they cannot go to the unit because they say it is the responsibility of the EARC and the EARC does not come” (Individual interview, Mukwana, p.3 line 22-31 {2018-7-10})

“That is where we have a serious problem many head teachers would like to have a unit so that they can get money probably for their own gain but not to serve the child” (Individual interview, Mukwana, p.3, line 8-9 {2018-7-10})

“Whenever funds are available for development the head teacher and the unit teachers usually disagree because teachers want to use the money for the intended purpose but the head teacher wants for another purpose” (Individual interview, Mukwana, p.3, line 13-15 {2018-7-10})

“We need someone or a group or forum that can bring this person together so that we can sensitize the community” (Individual interview, Mukwana, p.2, line 11-12 {2018-7-10})

“Collaboration contributes a lot to the education of LWHI especially in the various aspects of the disability, like infrastructural development, very few schools know where to get the funds” (Individual interview, Mukwana, p.3, line 1-3 {2018-7-10})

“ehh SNE student have many needs if we collaborate all the problems we are facing will be sorted out. Not one person can do everything for SNE. We have many stakeholders one can do infrastructure another can do service. All these will make SNE a success” (Individual interview, Mukwana, p.4, line 3-5 {2018-7-10})

“First we need to identify the players so that we bring everybody on board and work with everybody. We are able to disseminate information so that everybody knows what should happen in SNE. Everybody knows to where for what” (Individual interview, Mukwana, p.4, line 7-9 {2018-7-10})

“So what needs to happen is sensitization to put these people together to show them that disability issues need everybody responsibility from the parents, the teachers, NGOs, CSOs and everybody else so that this issue can be easy on implementation” (Individual interview, Mukwana, p.3, line 31-34 {2018-7-10})

“We need a workshop where we can share information and build a better working relationship. We can also boost this collaboration by sensitizing through media and have parents forming associations for parents of LWHI which they can use to share information and problems” (Individual interview, Mukwana, p.4, line 11-14 {2018-7-10})

Esther

“Those that have their children in school they too have problems .one would consider if he has money he will take the child to school if he doesn't the child stays at home because I have other children also. Sometimes because of these challenges we[parents] even don't see the benefit of educating these children because if those who are supposed to help us chase our way and look at us as if we are a problem then we let them[LWHI] stay” (Individual interview, Esther, p.3, line 5-9 {2018-6-5})

“There is a lot of challenges because this child is not the same as other children” (Individual interview, Esther, p.1, line 27 {2018-6-5})

“If those who are supposed to help us[parent] chase our way and look at us as if we are a problem then we let them{LWHI} stay, until the time when the government remembers us. We need people who can really show us and give us

hope that really if we educate these children there is a future for them” (Individual interview, Esther, p.3, line 8-11{2018-6-5})

The person who could have helped me[parent] for example the time that when he[LWHI] had gone to school could be teachers and the disability officers but since this I had this child, I have not seen any officer helping me” (Individual interview, Esther, p.2, line 5-7 {2018-6-5})

“It’s very hard because you can go to them [education officers] and they tell you to go away with your child”because it is not easy for you to be accepted when you go somewhere you may need some assistance but they tell you we are not concerned with such children” (Individual interview, Esther, p.2, line 5-7 {2018-6-5})

“The headteacher is not much concerned with issues of the deaf. They are separated from the rest. The issues are usually different” (Individual interview, Esther, p.2, line 17-18{2018-6-5})

“The relationship is there but because we don’t visit there regularly the relationship is not strong because we not regularly invited” (Individual interview, Esther, p.2, line 25-26 {2018-6-5})

“But since this, I had this child, I have not seen any officer helping me. I have challenges of money, I don’t have school fees, sometimes he is sent home for fees and I don’t have” (Individual interview, Esther, p.2, line 6-8 {2018-6-5})

“We are not invited for example when my child was at school A, we were not being called as parents of the deaf so that we discuss issues of how our children are progressing. So this is a great challenge because we are not involved” (Individual interview, Esther, p.2, line 20-22 {2018-6-5})

“We don’t visit there regularly the relationship is not strong because we not regularly invited” (Individual interview, Esther, p.2, line 25-26 {2018-6-5})

“I would encourage the teachers and officers to be close to the parents of LWHI so that we can love these children just like the other children. Because it like these children have been isolated from the other regular children they need to also feel like the normal children” (Individual interview, Esther, p.3, line 13-14 {2018-6-5})

“Yes, because if I don’t know the direction to take, I have a child with a disability, I don’t have resources? No one is guiding you on what to do concerning where the child should go or be assisted? It kills the morale of parents” (Individual interview, Esther, p.4, line 1-3 {2018-6-5})

“They should invite us frequently for meetings so that we can Know each other and learn from one another” (Individual interview, Esther, p.3, line 17-18 {2018-6-5})

Boniface

“people[community] would use or see them[LWHI] as people who can only work but no schooling” (Individual interview, Boniface, p.1, line 19-20 }2018-6-6})

“OK, teachers have been of great help because one, they give you that positive spirit that educating this child is possible. They will console you that these children are not far off that they cannot assist. They will encourage you that these children are very important not as people would think formerly. Then teachers really work hard because they have the children at heart.” (Individual interview, Boniface, p.1-2, line 29-30,1-3 {2018-6-5})

“I have seen that the teacher should be the eye opener of the parents and the children, and if we are blocked somewhere [particular level of administration] with somebody [teacher or education officer] who don’t know matters of disabilities and who doesn’t want to help, then he becomes a barrier for education” (Individual interview, Boniface, p.3, line 27-30 {2018-6-5})

“Yeah, sometimes as I said when you talk of units [special classes inside in the school] you know they are inside a normal school. Now people [school administrators] concentrate much on the normal school and have little time for these people [LWHI] who are disabled. They [head teacher and Board of Management(administrators)] feel these children don’t have much, so they [LWHI] are there only in school to bring in money for rest of the school to continue but not much with their education” (Individual interview, Boniface, p.2-3, line 33-34,1-2 {2018-6-5})

“NO! no! I had never met a teacher somewhere or an officer but through the church yes, actually, through the church that we came to know that there is a school of such kind” (Individual interview, Boniface, p.1, line 26-27 {2018-6-5})

“so they [LWHI] are there only in school to bring in money for the rest of the school to continue but not much with education. So it made us [parents] not to understand each other [with head teachers]” (Individual interview, Boniface, p.3, line 1-3{2018-6-5})

“So it made us [parents] not to understand each other [with administrators] because teachers[administrators] could feel you not ehhh ... when you take a child minus money it means you are not most of the time they don’t want to value the child. So they value the other side of normal ones [regular learners]” (Individual interview, Boniface, p.2-3, line 33-34,1-6 {2018-6-5})

“The top leaders [head teachers and Board of Management] could not understand apart from the people[teachers] dealing with the children[HI], they understand what it [education of LWHI] is, but the top management because it is a Unit [special classes inside a regular school] they have little knowledge for dealing with them [LWHI] is different. You see these are two people, the managers who don’t know anything about the deaf and those who know about it. That is where we have problems is” (Individual interview, Boniface, p.2, line 8-12 {2018-6-5})

The administration at school A, they only see something like the flow of cash. They see these deaf children as something to bring in money but not the service and education” (Individual interview, Boniface, p.2, line 15-16 {2018-6-5})

So it made us [parents] not to understand each other [with administrators] because teachers[administrators] could feel you not ehhh ... when you take a child minus money it means you are not most of the time they don’t want to value the child. So they value the other side of normal ones [regular learners]” (Individual interview, Boniface, p.2-3, line 33-34,1-6 {2018-6-5})

“Yeah, we do, sometimes they need fees, they communicate. Sometimes we visit them without being communicated to see the progress of the child and even to talk to them about the behaviour of the children” (Individual interview, Boniface, p.2, line 23-25 {2018-6-5})

“Also when schools close we are also called to take children and before we take we have a meeting and also sometimes during opening we take children there” (Individual interview, Boniface, p.2, line 19-20 {2018-6-5})

“I often do attend parents’ meetings. Sometimes I just visit them to see what is going on, to pay fees, also when closing we are also called to take the children [LWHI] and before we take them we have a meeting and also sometimes during opening when we take children there[school]” (Individual interview, Boniface, p.2, line 18-20 {2018-6-5})

“Oh no, but when we visit the school for example during parents meeting they do come and speak to or talk to us, advise us of how to take care of this person with a disability” (Individual interview, Boniface, p.3, line 11-12 {2018-6-5})

“When we went to school B [another school] I think everybody is in the system and everybody understands and welcomes the ideas and finally they are collaborating and they are doing a good job” (Individual interview, Boniface, p.2, line 13-14 {2018-6-5})

“If the collaboration is not there, you see as the child to learn is the parent, teacher and a child. So if one of them is not collaborating well then there is a cutoff, this then means education will not flow. We can withdraw the children or

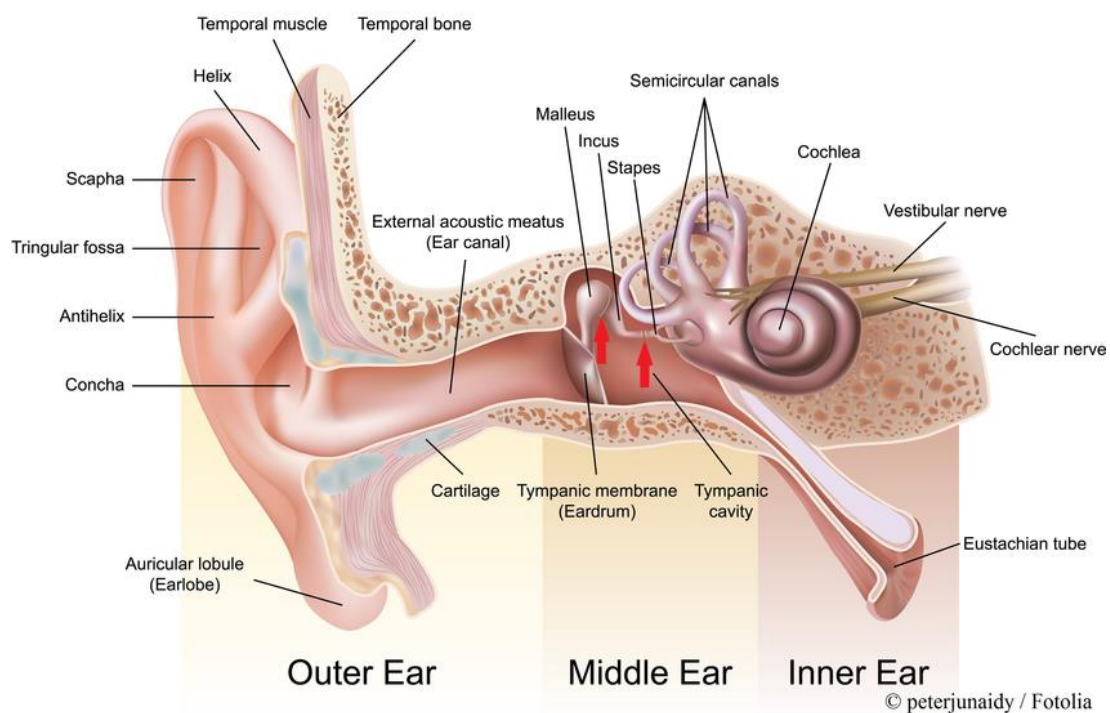
remain with them at home because lack of collaborating with the teachers. So we need it” (Individual interview, Boniface, p.4, line 4-7 {2018-6-5})

“Like teachers and parents I have come to like and they appreciate and we met somewhere and we said we should form a group for the parents with children with such a disability. So that we can have the networking, knowing each other, knowing the problem of the children, how to solve them. So I think that one is how to solve them we get to know each other to get knowledge from one another” (Individual interview, Boniface, p.3, line 19-23 {2018-6-5})

“I think eeeh first of all, we need to have trained teachers to lead teachers who know what this disability is and teachers who have interest. I have seen that the teacher should be the eye opener of the parents and the children, and if we are blocked somewhere with somebody [teacher or education officer] who don’t know matters of disabilities and who doesn’t want to help then he becomes a barrier for education. So me, I feel that eeeh a teacher should be trained in it [special education] and teacher should go and reach the parents so that they can work as one team. Sometimes parents are ignorant they don’t know and nobody expects that one day you will have a deaf child. So you feel, you remain in the state of denial, you need someone to come up and remove you from it. So, teachers should be trained in how to deal with parents and how to deal with children” (Individual interview, Boniface, p.3, line 26-34 {2018-6-5})

APPENDIX XIV: HUMAN EAR

Anatomy of the Ear



APPENDIX XV: MAP OF WEST POKOT COUNTY

