Challenges Faced by Education Stakeholders in Inclusion of Individuals with Communication Difficulties into Education Mainstream-Sub-Saharan Africa: Case Study of Mombasa County, Kenya

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Abstract
This article sets out to answer the question "Challenges faced by education stakeholders in Inclusion of Individuals with Communication Difficulties into Education mainstream Sub-Saharan Africa". Inclusion of Children with Communication Difficulties in the education mainstream has been a great challenge in many Sub-Saharan African countries. One of the Sustainable Development Goals (SDGs) is to give all Children Living with Disability (CDWs) those having communication difficulties among them; the opportunity to participate in the least restrictive environment so they can receive as much education as possible with their non-disabled peers. Many educators in regular schools and other stakeholders face a myriad of drawbacks in the process of trying the idea of having children with Communication Difficulty in the education mainstream. This article includes the background regarding the inclusion of Individuals with Communication Difficulties, literature review regarding inclusive education and challenges that teachers face in the process of trying the idea of inclusive education. Sample size included seventy (70) teachers. Data collected was analyzed using descriptive and inferential statistics. SPSS was used in analyzing quantitative data. Results of data analysis were presented using frequency distribution tables, bar graphs, and pie charts. The study established that experience in teaching learners with communication difficulty, policy regarding inclusion of learners with Communication Difficulties and the class size of learners (population) were the main challenges facing the teachers. The study recommended reforms in the curricula, in-service training for teachers, developing a policy for inclusion for children with Communication Difficulties.

Key Words: Kenya, Mombasa, Communication Difficulty, Inclusive Education, Education stakeholders, Mainstream, Challenge

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Background

Historically in Sub-Saharan Africa, special needs education mainly catered for four categories of disabilities, namely: hearing impairment, visual impairment, mental handicap and those with motor difficulties. Education for children suffering from these disabilities is offered in special schools, special units, integrated programmes, and to some extent in regular schools. This practice left out various groups of children with special needs, such as those with Communication Difficulties. This has been due to the face that teachers in Sub-Saharan Africa have been facing myriads of drawbacks in the process of trying to include Children with Communication Difficulties. This has led to exclusion of these learners from the education mainstream within schools in Sub-Saharan Africa.

The exclusion of learners suffering from disabilities has elicited mixed reactions and negative rapport between the parents of Children with Communication Difficulty in Sub-Saharan Africa and the education institutions. Despite this exclusion, the demand for special needs education at all tiers of education in Kenya increased due to the governments in Sub-Saharan Africa commitment to Universal Primary Education (UPE) policy which was in line with the Millennium Development Goals (MDGs); Education for All. It is from this background that this article sought to establish the challenges facing education stakeholders in process of inclusion of Children with Communication Difficulty in the education mainstream in Sub-Saharan Africa.

Communication disorders occur in every population, but not all cultures are aware of what they are or how they can be treated. In Sub-Saharan Africa, little research has been conducted on speech and language disorders, yet there is a high prevalence of these disorders due to cerebral malaria and cleft palate as well as cerebral palsy, Down syndrome, and many other causes. An ethno linguistic group (people with the same culture and language) may at first be wary of speech-language pathologists and treatment if they are uninformed as to the purpose and possible results of treatment, but education has been shown to change people's perceptions (U.K. Department for International Development, 2003).

A communication problem is any disorder in language or speech. This includes problems with saying certain words (articulation)grammar vocabulary sentence structure and social skills (producing and/or understanding language), flow of speech-an impairment in the rate of rhythm and may be struggle for the person to get speech out (fluency),problems with the way a person's voice sound (voice). People can either be born with communication problems or they can acquire communication problems sometime in their lives congenital problem (person is born with a communication problem): cleft lip/palate is a birth defect due to the unborn baby's exposure to harmful drugs/medications, illnesses of the mother (infections, diabetes), cigarette smoking and other unknown causes (Bzoch, 2004). (See figure 1.1 below)

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Figure1.1Cleft Palate Source: Clefline, 2019

Organizations such as Cure International, Association for the Physically Disabled of Kenya (APDK) and Community Based Organizations like Wezesha are helping with operations to fix cleft lip and palate. Surgery can fix the way a person looks, but children with clefts often have problems producing certain speech sounds like /p/ and /b/ and they don't start talking until later than other children. They also might sound funny when they talk (hyper & hyponasality).This makes it hard for such people to be understood. These people need a speech therapist to help them learn how to speak like other people.

Different parts of the brain are in charge of different functions (talking, walking, and reading). When the brain is damaged, the person may have trouble performing certain functions, including speaking like they used to. If the person's speech is affected, it may become very difficult to understand what the person is saying. However, the good news is that different parts of the brain can be taught to take over the functions of the part of the brain that was damaged. Speech therapy is a good way to teach the brain to do this. Different types of problems can cause brain damage and require speech therapy. This include cerebral malaria (mostly children) due to a certain type of malaria acquired from a mosquito bite, traumatic brain injury (adults and children)- due to accidents, head injuries, degenerative diseases like dementia and strokes (mostly old adults).

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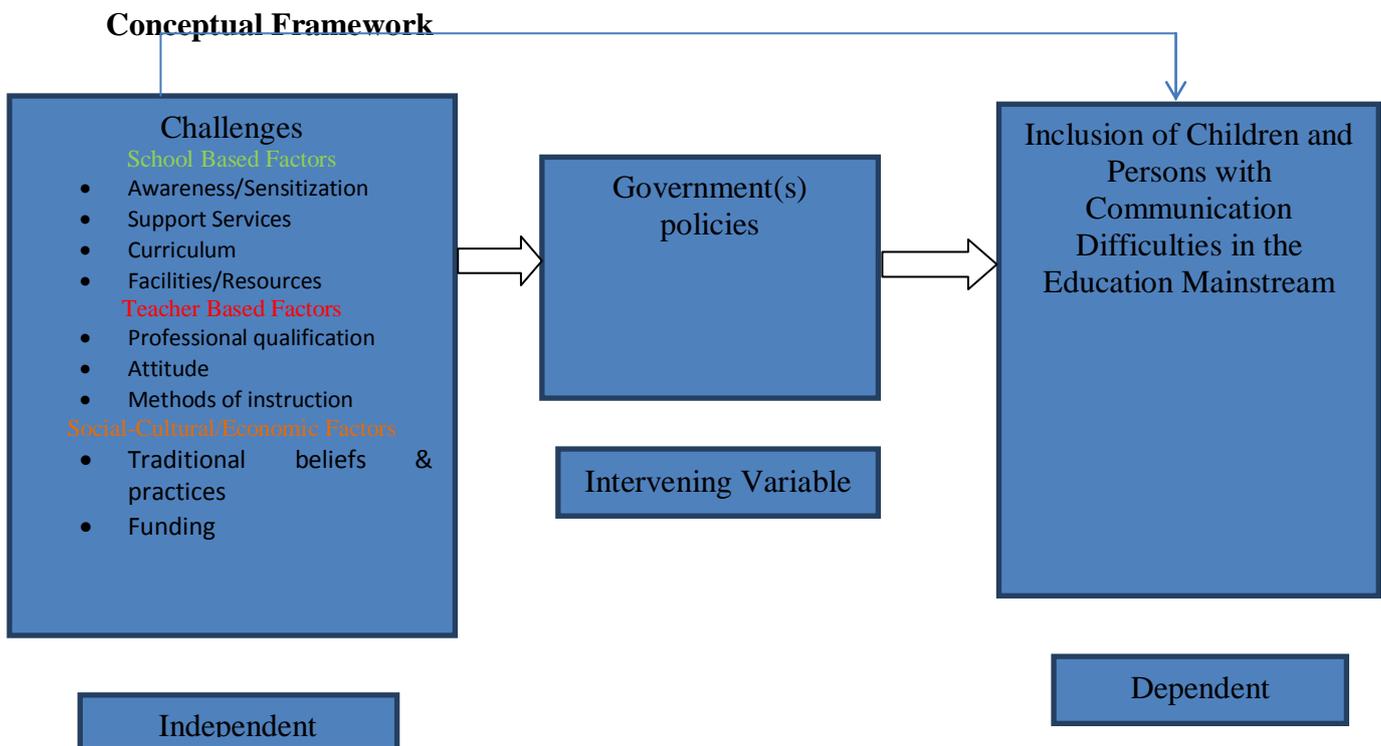
Conceptual Framework

Figure 1.2 Author-Researchers, 2016

Figure 1.2 shows the problem as the unplaced children with communication difficulties in educational institutions. Such children especially those with speech and language difficulties are locked out of the education opportunities due to physical and social barriers related to school, teacher and social-cultural factors as highlighted in the figure. It is the nature or the situation of these factors in any institution of learning in the Sub-Saharan Africa that would either support or oppose inclusion of Individuals with communication difficulties in the education mainstream. Full inclusion of these persons into the mainstream is seen as the only strategy to alleviate the scourge of decimation against individuals with communication difficulties into the institutions of learning and the society at large in Sub-Saharan Africa. However, for inclusion of Persons with Communication Difficulty to progress well, possible intervention measures should be taken to eliminate the barriers. It is expected that if this is done then discrimination and segregation would be alleviated. It is therefore on this point that this article seeks to look into the suitable intervention that can be put in place for successful inclusion of individuals with communication difficulties to be realized in the Sub-Saharan Africa.

Purpose of the Study
1) To examine the policies related to inclusion of Persons Living with Disability (PLWs) in education mainstream
2) To find out the challenges faced in inclusion of Individuals with Communication Difficulties in the Education mainstream

Inclusive Education

Inclusion is seen as a process of addressing and responding to the diversity of needs of all children and persons living with disability through increasing participation in learning, culture and communities, and reducing exclusion within and from education and other sectors of development (UNESCO, 1994). It involves being included in school as well as in the community. The United Nations has made a number of influential declarations regarding inclusive education, such as the Convention against Discrimination in Education (1960), the Declaration on the Rights of Disable Persons (1975), and the Convention on the Rights of the Child (1989).

In 1990, the World Conference on Education for All was held in Jomtien, Thailand. A further conference in 2000 in Senegal gave rise to the Dakar Framework for Education for All, in which international community pledged to ensure education as aright for all people, irrespective of individual differences. Subsequently in 1994, inclusive education was put forward as a concept at the Salamanca World Conference on Special Needs Education in Spain. The Salamanca statement arguably the most significant international document in the field of special education (Ainscow and Cesar, 2006).In the Salamanca statement, inclusive education is described as a framework for action that would accommodate all children "regardless of their intellectual, social, emotional, linguistic and *communication difficulties*" (Salamanca Statement and Framework for Action, UNESCO 1994, Article 3).The statement argues that regular schools with an inclusive setting are the most effective way to fight against discriminatory attitude in order to build an inclusive society and to achieve education for all (UNESCO, 1994).Essentially, the Salamanca Conference on Special Needs Education gave approval to the notion of inclusive education (Ainscow& Cesar, 2006).

One extract from the statement is used repeatedly as a guiding principle in policy level debates:

> 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; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (p8).

It is on this base that this article seeks to delineate the challenges and strategies for inclusion of Individuals with Communication Difficulties in the education mainstream in Sub-Saharan Africa.

The UNESCO International Conference in Education was held in Geneva in 2008 and the focus of this conference was the inclusion of a more diverse range of learners, regardless of ability or characteristics as well as the promotion of respect for the needs and abilities of learners and the eliminating all forms of discrimination (UNSECO, 2009).During the subsequent years, there have been considerable efforts in many countries in Sub-Sahara to affect educational policy and practice towards inclusion of persons Living with Disability as is appropriate for that country. In order to ensure education for all, those children who have disabilities, those with *communication difficulties* included, it is increasingly asserted that modifying ordinary schools is the most effective way of doing this (Sebba and Sachdev, 1997).Thus, integrated programmes take the form of Special classes within ordinary schools.

UNESCO (2001) describes inclusion as being part of a much larger picture than just placement in the regular class within the schools. It is being included in life and participating using ones abilities in day-to-day activities as a member of the community. It is being a part

of what everyone else is and being welcomed and embraced as a member who belongs. In addition state parties shall ensure that: Persons with Disability can access an inclusive, quality and free primary education on an equal basis with others in the communities in which they live" (United Nations Convention on the rights of Persons with Disability, 2006, article 24,2b).It is based on these notions that this article seeks to delineate the challenges faced by education stakeholders in inclusion of individuals with communication difficulties into Sub-Saharan education mainstream. A Study by Council for Exceptional children (CEC) in 2003 (CEC, 2003d) in Eastern Europe indicated that most teachers agreed that one of the key areas in ensuring education for Children with Communication Difficulties was catered for was to equip the teachers with the basic knowledge and skills on handling the Children with Communication Difficulties.

The Dakar Framework of Action (2000), expresses the International community's collective commitment to pursue a broad based strategy for ensuring that the basic learning needs of every child, are met within a generation and sustained thereafter (UNESCO, 2001).In the Zimbabwean context, inclusion involves the identification and minimization or elimination of barriers to People Living with Disability (PLWDs) participation in traditional settings (that is, schools, homes, communities, and workplaces) and the maximization of resources to support learning and participation (Mpofu, 2007).It was based on this view that this paper seeks to identify challenges faced by education stakeholders in inclusion Individuals with Communication Difficulties in Sub-Saharan Africa into the education mainstream.

The 2010 Kenya Constitution commits the government to making sure that people with any sort of disability can access relevant education and training and that all schools are able to include children with disability. The Constitution of Kenya has provisions for children's right to free and compulsory basic education, including quality services, and to access educational institutions and facilities for all persons including those with disabilities. According to the Constitution, there should be adequate participation and representation of minorities and marginalized groups in all spheres of life, *Article 43(1) of the Kenyan Constitution* states that every person has the right to education, *Article 53(1) b* states that every child has the right to free and compulsory basic education and *Article 54(1) b* states that a person with any disability is entitled to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person. It is based on this assertion that this article seeks to find the need to include Persons with Communication Difficulties in the education mainstream in Sub-Saharan Africa.

Challenges Facing Inclusion of Persons with Communication Difficulties in the Education Mainstream

Moodley (2002) says that in order for the learners to be active participants in the learning and teaching process, institutions must ensure that teaching and learning materials are used as well as made available to all the learners with special needs according to their needs. UNESCO (2004c) points out that the learners must be provided with learning materials in formats that meet their individual needs. In an inclusive setting, learners would require other resources over and above what is provided by the school. These include resources to enhance mobility and communication such as wheel chairs, positioning devices, optical and non-optical devices and hearing devices (Randiki, 2002). Ogot (2004a) advised that, the available resources should be placed at a central place, where several schools could access them.

Negative attitudes usually arise from ignorance and fear of the unknown. Scruggs and Mastropieri studied teacher perceptions of mainstreaming and inclusion. They summarized results of 28 surveys of teacher attitudes towards including students with disabilities in their classrooms, conducted between 1958 and 1995. They found out that nearly two-thirds of general education classroom teachers supported the concept of inclusion (Mastropieri and Scruggs, 2000).

However when asked whether they were willing to teach students with disabilities in their own classes, majority were reluctant or unwilling to do so. Majority felt that they did not have sufficient time, appropriate training, other materials and resources to enable them work successfully with children with disabilities (Mastropieri and Scruggs, 2000). It seems therefore that though the teachers may be willing to accept the Children Living with Disabilities (CLWDs) in their classes, other factors may influence their attitude negatively or positively. A study by Wilezenski (1992) in Australia on teachers" attitude towards inclusive education as cited by Mushoriwa (2001) showed that the teachers were more positive on learners whose programmes focused on social inclusion than those requiring physical changes in their school or classroom.

In Sub-Saharan Africa and some parts of the world, People Living with Communication Difficulties were considered socially and physically less capable, hence they were not easily accepted as useful members of the community. Some communities still hold the belief that such disabilities occur as a result of curses, witchcraft, and even regard some disabilities as contagious (Randiki, 2002). Consequently People with Communication Difficulties in Sub-Saharan Africa are isolated, neglected, rejected and their needs are not adequately catered for by their families and communities. This greatly affects their educational provision. The community is less involved in the affairs of People with Communication Difficulty for they counted them as being of no benefit to them.

Moodley (2002) says that, when teachers are trained and have the skills to handle the children with special needs, they normally gain courage in their work. Awareness on various disabilities makes them have positive attitudes towards the learners. Teachers can experience greater job satisfaction and a higher sense of accomplishment when ALL children are succeeding in school to the best of their abilities (UNESCO, 2004d). Teaching thus becomes a joy, not a chore. A study by Njoroge (1991) found out that those teachers with special training favoured mainstreaming more than those without. There is need for training teachers in special needs education and in-servicing the others for them to be able to handle learners with special needs professionally. Through pre-service training and in-service training, they would gain skills and competence and develop positive attitude which is critical for practice of inclusive education (UNESCO, 2004d; 2003, 2001).It is on this basis that this article will seek to look into the teacher based in the process of including children with communication difficulties into the education mainstream.

Teachers existing knowledge is not always sufficient for inclusive teaching. Many Teachers have claimed that inclusion policies forced them to enter areas they were unsure about or not interested in (Ali, Mustapha and Jelas, 2006).On the other hand, the appropriate educational background of teachers does have a positive impact on inclusive teaching (Meng, 2008).Moreover, teachers may think that the students with communication difficulty may hinder the progress of the whole regular class that "normal" students cannot retain the education who are able to handle. They may merely focus on the specially needed students' works but ignored other students who only did the works on their own (Mutungi and Nderitu, 2014).Further, research indicates that adequately trained professionals are required for

students with special needs (Eleweke and Rodda, 2002).This imply that those with communication difficulties included. It was on this premise that this article sought to find the teacher based factors as a challenge for inclusion of Children with communication difficulty in educational institutions.

According to the government of Uganda, The high cost of instructional materials of Children with Disability (those with communication disorders included) further makes the access to all-inclusive education services a challenge as they complete unfavorably with those of "normal" children (Najjingo,2009). For instance on average educational and instructional materials for a child with visual impairment for primary school could include Perkins braille, cubes for arithmetic cubartithm board games, thermos form machine, binding and spiral machine. On the other hand, the communication devices for children with communication difficulty may include, head pointers, sign language interpreters and hearing aids. The government of Lesotho however, differs from Uganda where the minimal additional resources have been identified for Children with Disability (Eeenet, 2019)

Methodology

The research used descriptive survey design. White (2005) states that descriptive design is used to obtain pertinent and precise information concerning the current study and where possible draw valid conclusions from facts discovered. The study employed descriptive survey design to establish opinions and knowledge about the challenges faced by education institutions in Sub-Saharan Africa in process of including Children with Communication Difficulties into the Education mainstream. The study used the design to select respondents that describe the entire group. The design enabled the researcher to gather large-scale data in order to answer questions concerning the current status of the behaviour management of learners with cognitive disability.

Best and Kahn (2006) define research population as a group of individuals who have some characteristics in common that are of interest to the researcher. The target population from which the actual sample was obtained was three hundred fifty teachers (350) however due to limited time for the study purposive and simple random sampling were used to select the teachers who participated in the study. Therefore for every five (5) teachers, one (1) was purposively selected therefore a sample size of Seventy Five (70) respondent were picked for the study.

In order to collect the data the study used a questionnaire which was administered to education stakeholders (Teachers).The data obtained in this study were scored, edited and coded and entered into the computer for analysis using a Statistical Packages for Social Sciences (SPSS) version 20.0.This research yielded quantitative data. Quantitative data was analysed using various measures of statistics such as measures of central tendency and dispersion. Therefore, simple descriptive statistics such as the frequency counts, bar graphs, pie charts and percentages was used to analyse these data using content analysis based on analysis of meaning and implications emanating from respondents' information and documented data. The results were then presented using frequency distribution tables, bar graphs and pie charts.

Data Analysis, Presentation and Interpretation

The findings of this study are presented thematically with themes developed from the research question.

The study administered the research instrument to the respondents and the response rate is shown in the data table 1.1

Table 1.1

Response Rate

Instrument Category	Frequency	*Response*	%	*Non-Respons*	%
Questionnaire	**80**	**60**	**75**	**20**	**25**

Data in table 1.1 depicts that the research was popular in that 60 (75%) of the respondent returned the questionnaires. Therefore 75% was a good response and quite representative. The research further reveals that 20 (25%) of the questionnaire were unanswered.
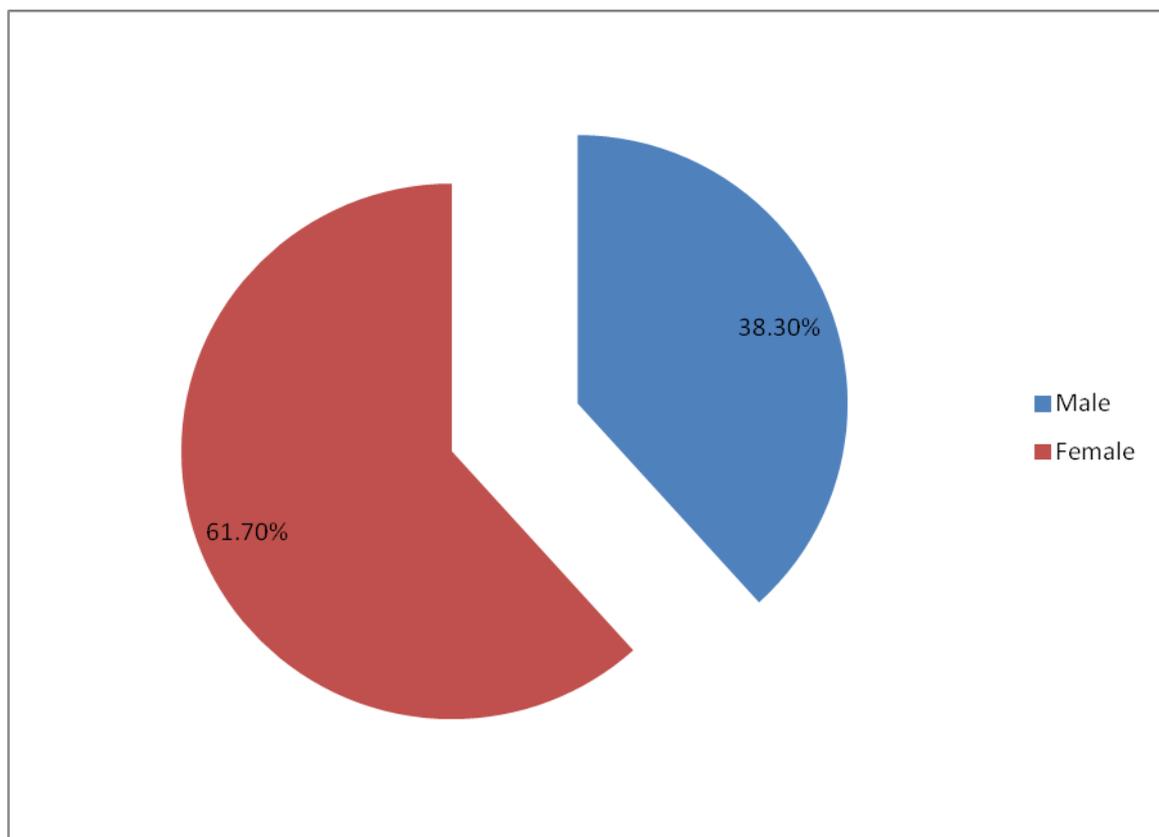

Gender

Figure 1.3

Data were collected from 60 teachers' representative of the education stakeholders. Findings show that majority of the teacher respondents 37 (61.7%) were female while 23 (38.3%) were male. The findings were presented in Figure 1.3.A significant finding reflect that more females represent the teaching fraternity than their male counter parts. This is contrary to the constitutional requirements on employment acts of various governments in the Sub-Saharan

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Africa which state that there is need for an equal gender representation in all the sectors of the economy.
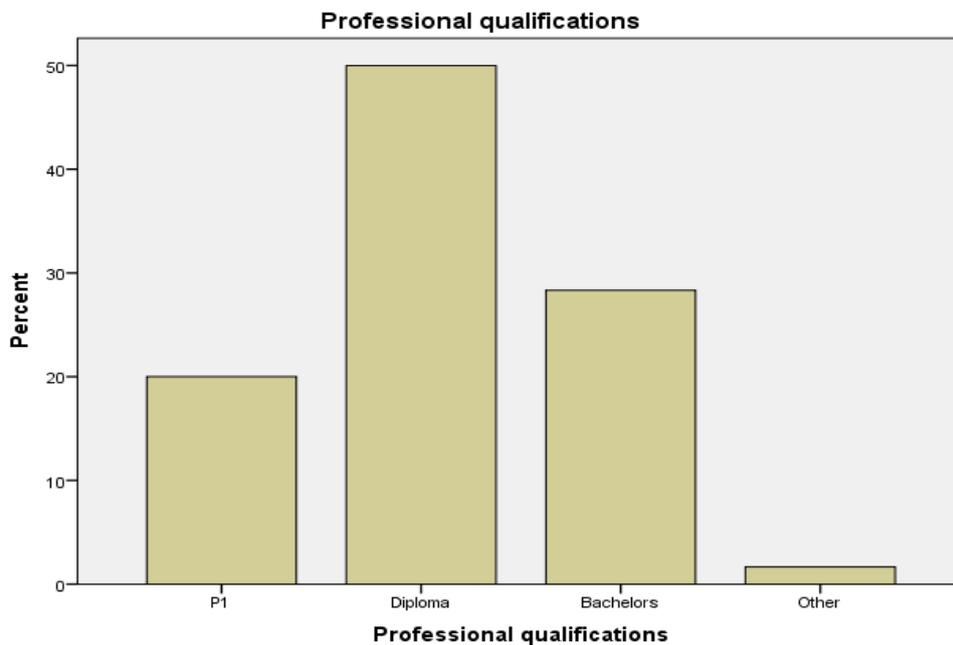
Figure 1.4
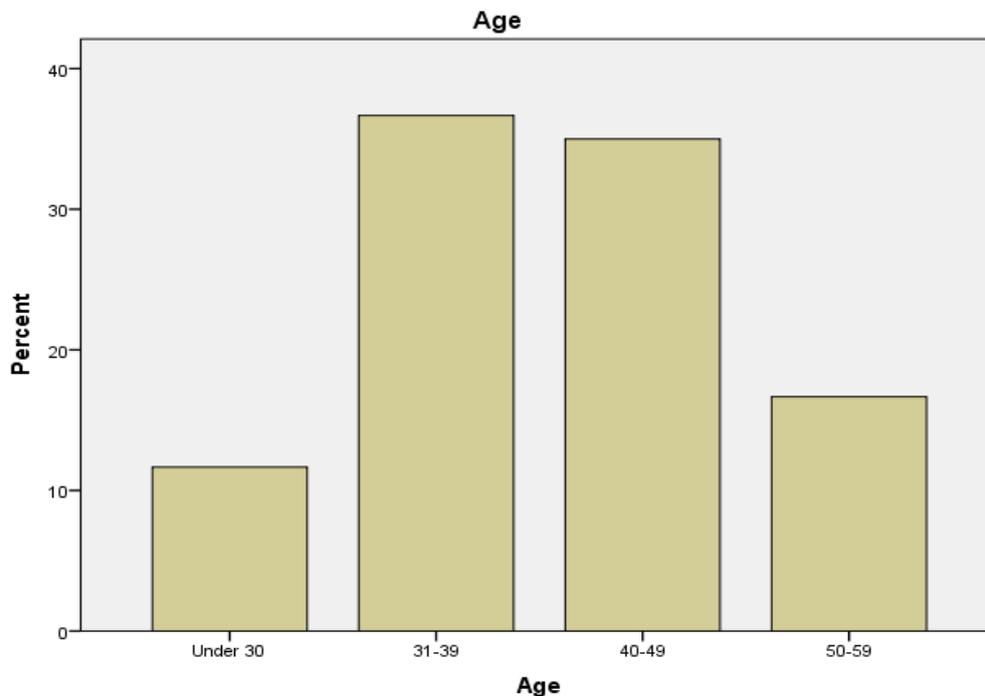
The age ranged from below 30 to above 60. Almost equal numbers of teacher respondents were aged 31-39, 22 (36.7%) and 40-49, 21 (35.0%) respectively. Respondents below 30 were in the minority. The findings were presented in Figure 1.4.The age reflect a cohort of respondent who have been in the education sector for quite a number of years and thus having adequate information concerning issues pertaining to education.

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Figure 1.5

Half the teacher respondents 30 (50.0%) held Diploma qualifications, 17 (28.3%) had bachelor's qualifications while 12 (20.0%) were P1 teachers. A minority 1 (1.7%) held other qualifications. This was presented in Figure 1.5.

The study also found out that 27 (45%) of the teacher respondents had a teaching experience of 11-20 while only one (1.7%) had a teaching experience of 31-40. The findings were presented in figure 1.6.This reflected that the respondent were in a position to respond to the questions in the study regarding inclusion of learners with communication difficulties in the mainstream and thus in a position to response to questions related to the study.

Figure 1.6

Additionally, majority of teacher respondents 52 (86.7%) reported that they had pupils with communication difficulties in their institutions while a majority 46 (76.7%) reported that they had undergone in-service training of managing learners with special needs in inclusive

schools. Therefore, the findings unveiled those learners with communication difficulties are found in educational institutions. In addition, majority of the teachers had undergone not had any in-service training pertaining communication difficulties. This implied that it was a challenge for them in trying to accommodate them and do some modifications for them in regard to their academic work.

Challenges in Inclusion of Children with communication Difficulties in the Education Mainstream

The overall goal of this study was to investigate challenges faced by education stakeholders (teachers) in inclusion of Children with Communication Difficulties in education mainstream. Respondents were asked to indicate their level of agreement with a number of statements describing challenges classified into School Based Factors, Teacher Based Factors, Social-cultural and Economic factors. Instructors' in various educational institutions responses were then compressed into 3 categories; generally disagree, undecided and generally agree for ease of interpretation. The findings were presented in Table 1.2

Findings from Table 1.2 show that Tradition beliefs and perception regarding children living with communication difficulty 29 (48.3%) was the least cited challenge among teachers dealing with inappropriate behaviours of pupils with cognitive disabilities. Significant finding however, was teachers' experience in managing learners with communication difficulty 54 (90%).This finding concurs with the findings and declaration of UNESCO (2004d) which found out that through pre-service training and in-service training, instructors would gain skills and competence and develop positive attitude which is critical for practice of inclusive education for Person Living with Disability, policy on inclusion of children with Communication Difficulty 53 (88.3%) and class size having learners 50 (83.4%) were the major challenges in management of inappropriate behaviours of pupils with cognitive disabilities. More than half of the teachers reported that parents had negative attitudes towards teachers teaching Children with Communication Difficulties in the inclusive schools. Furthermore, 42 (70%) thought that the method of instruction was a challenge in trying to accommodate the children with communication difficulties in the inclusive schools. Economic based factor was supported by 37 (61.6%) of the respondents who viewed that financial support was a challenge in the process of including children with communication difficulty in the education mainstream. This finding contradicts that of Najjingo, 2009 who found out that majority of the education stakeholders were of the view that the high cost of instructional resources was a key factor in the inclusion of Children with Disability in the education mainstream.

Table 1.2
Challenges in Inclusion of Children with Communication Difficulty

Factor	Responses					
	Generally disagree		Undecided		Generally agree	
	f	%	f	%	f	%
School Based challenges						
Experience teaching	6	10.0	0	0	54	90.0
Teachers Attitude	4	6.7	16	26.7	40	66.6
Lack of guidelines	10	16.6	3	5.0	47	78.4
Support from MoE	10	16.6	6	10.0	44	73.3
Awareness	10	16.6	3	5.0	47	78.4
Policy on Communication Difficulty	4	6.7	3	5.0	53	88.3
Teacher Based challenges						
Parents' attitude towards teachers teaching learners with CD	5	8.3	10	16.7	45	75.0
Learners' class population	7	17.7	3	5.0	50	83.4
Methods of Instruction	9	15.0	9	15.0	42	70.0
Social-Cultural& Economic challenges						
Traditional Beliefs	19	31.7	12	20.0	29	48.3
Funding	10	16.6	13	21.6	37	61.6

Recommendations
Policy Recommendations (Education Stakeholder)
All Sub-Saharan Africa Educational Curricula Developers should review the curricula for Their Teachers Training Colleges and add more content (units) in the syllabi regarding inclusion and management of children with communication difficulties in the education mainstreamThe Sub-Saharan Governments through their various ministries of Education provide clear guidelines for inclusion of children with communication difficulties on their number to be accommodated into the education institutions (instructor-pupil ratio).This will help the problem of congestion of learners with communication difficulties and thus ease their management Practitioners of Speech and Language in Sub-Saharan Africa should organize various workshops, seminars, and conferences pertaining to modern specialized programmes for learners with communication difficulties in education institutions.A transformational approach should be implemented to make sure that all stakeholders in the educational institutions (teachers, pupils, parents, school management, and speech and language practitioners) are fully involved in setting and reviewing policy guideline on inclusion and management of learners with communication difficulties in the education mainstream in Sub-Saharan Africa.

Conclusion

This article presented an overview of the legal and policy basis of inclusive education from the international arena to the Sub-Saharan Africa experience. It has elucidated that the international community and national governments have put in place legal and policy guidelines to govern the provision of inclusive education for Persons Living with Special Needs those with communication difficulties among them. However, the grand legal frameworks and policies seem to be faced by a myriad of challenges such as inadequate budgetary support, negative attitudes and slow pace of enactment of relevant laws to guide provision of inclusion of children communication difficulties in the education mainstream in Sub-Saharan Africa.

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