

## Inclusive Teaching and Learning: Challenges (transcript)

LYDIA: The first challenge is that we do not have sufficient or competent personnel within the education sector. You know, people who are well-founded on inclusive education principles. There are not that many. We have office, but they are not sufficient. So that they can be able to guide inclusion practises throughout this country.

Another major issue, resources. And when I think about resources, I'm not talking about just allocating funds. I'm looking at, how could we use resources that are found within our local environments, so that we are able to provide resources that would support education for learners in our schools?

I think the other challenge is where we still run a lot of special schools, and therefore, teachers who are trained in inclusive education look forward to working in special schools rather than working in what I would call inclusive schools. And when we have the teachers who are competent posted to regular schools, then they end up not practicing what they have learned. They go there and they're just doing these huge classrooms and they are teaching, and not necessarily taking care of that learner with special needs.

And lastly, most critical for me in this country, is the dying institution of the education assessment centres. The coming up of education assessment centres in the 1980s, so a lot of children with a disability access education, even if they access that education within special schools. But the fact that the institution of the EAC is dying in Kenya, then it has such a huge impact on which way we go for inclusive education. The support mechanism for inclusive education is not strong enough in this country.