

LITTLE ROCK INCLUSIVE EARLY CHILDHOOD DEVELOPMENT



Turning Early Years SCARS TO STARS

WHY ARE WE INCLUSIVE ?

We recognizing and provide for individual differences and thus enabling those individuals obtain a good quality of life.

WHAT DO WE DO?

Little Rock is an Early Childhood care and Development Centre dedicated to provide a nurturing environment for vulnerable and disabled children in Kibra slum in Nairobi, Kenya. Little Rock is founded on the belief all children, no matter their social and economic background, are capable of dreaming and achieving great things in life, if properly nurtured. When Little Rock opened its doors on the 1st of October, 2003. 12 children attended the school. The objective was to provide Early Childhood Schooling for children aged 1-13 years.

WHERE ARE WE NOW?

- Today, the centre has already provided education to over 1264 children who attend from Monday to Saturday. Out of this children 160 are special needs children. 440 attend the Inclusive ECD program, 694 have transitioned to Primary school and 130 high school students admitted in national and government high schools. 15 are admitted to National Universities. The children are taught and trained by 30 qualified care givers.

Little Rock Video Clip

TYPES OF DISABILITIES IN LR

Disabilities	Number of Children
Cerebral Parsley	25
Autism	29
Down syndrome	15
Intellectual Disability	05
Hearing Impaired	08
Hydrocephalus	02
Cleft palate	01
Visual Impaired	01

WHAT DO WE DO?

In Little Rock we have mainstreamed all our learners with special needs (they include those with learning disability, children at risk due to poverty or bereavement, those with mild emotional and behavioral disorders, physically disabled) they are able to sit in the same class with regular children where we appreciate the uniqueness of each individual learner and embrace the principle of individual differences. We also value and respect all the learners.

HOW HAVE WE BENEFITED?

- Social interaction has been promoted.
- Discrimination and stigma has been reduced.
- Promotion of peer learning.
- We appreciate each others potential.
- Tolerance of diversity has been promoted

WHAT ARE OUR BEST PRACTICES

- Collaboration of all the stakeholders.
- Creating effective learning environment – barrier free environment
- Responding to learners diverse needs
- We provide equality of opportunity through teaching approaches

Challenges of Inclusive Education

- Lack of clarity in the inclusive education policy.
- Learners with severe disabilities find it extremely difficult to fit in to the regular school environment hence making learning difficult for them. For example CP cases
- Ratio of teachers to children in a class.
- Acute shortage of teaching and learning resources to cater for learners with disabilities in an inclusive setting.
- Some of the teachers lack training and qualification required to handle children with disability.

RECOMMENDATION

- Mainstream schools will need to consider the specific needs of children with disabilities in order to promote independence and foster learning.
- These needs are :
 1. **Access**
 - Specialized equipment such as ramps and lifts for wheelchairs should provide access for all children in the school
 - Toilet facilities should be large enough to accommodate wheelchairs .
 - Play equipment should be adjustable - e.g water trough that can be set on stands at varying levels.
 - Learning materials should also be available in audio , large print or Braille format for visually impaired children.

RECOMMENDATION

2. Training

- All staff in schools offering inclusive education must be trained on how to handle all categories of learners with disability.

Thank you