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**THE CHALLENGES FACING THE IMPLEMENTATION OF INCLUSION
POLICY IN SPECIAL NEEDS EDUCATION IN THE NORTH RIFT REGION,
KENYA**

BY

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ABSTRACT

The study investigated the challenges facing implementation of inclusion in special needs education in the North Rift Region, Kenya. To achieve this the study sought to: find out the interpretation of purpose and clarity of special needs education, determine the policy dilemmas surrounding the implementation of inclusion in Special Needs Education, assess the relationships that exists between teachers and learners with special needs, assess the level of support by education managers towards the implementation of inclusive education and to establish the level of social participation in an inclusive environment. Survey research design was used. The study utilized both qualitative and quantitative methodologies with exploratory strategies being adopted. The target population comprised of teachers and education managers from 23 districts in North Rift Region. Simple random sampling was used to select the eight districts. Purposive sampling was used to select the key informants of the study. A sample size of 400 respondents (teachers) was used. Data collected was both quantitative and qualitative. Quantitative data was analyzed with the assistance of statistical package for social scientists and output presented in pie charts, graphs and frequency tables. Qualitative data was analyzed by building typologies and taxonomies as well as generation of concepts and themes that led to data reduction, data display as well as conclusion drawing and verification. The study found out that lack of adequate materials/resources for inclusive education, lack of adequate support from educational managers for inclusive education, lack of clarity about inclusive education curriculum and negative attitudes of education managers towards programme implementation were major challenges affecting the implementation of inclusive education. The study recommends that there is need for the government of Kenya through the ministry of education to employ more trained special education teachers in order to curb teacher shortage in this field and that there is need for the ministry of education through special education department to put in place clear policy and legal issues as pertains special needs education. Also Review of implementation focus should emphasize on bottom up approach, school based interventions dovetailed with regular education programs following inclusive education strategies which are based on stakeholder participation and community mobilization, mobilization of NGOs, private and government resources. Regular reviews should be based on performance indicators specified in the implementation program.