

**AN ASSESSMENT OF THE EXTENT OF THE IMPLEMENTATION OF  
INCLUSIVE EDUCATION IN PUBLIC SECONDARY SCHOOLS IN KANDARA  
DISTRICT, MURANG'A COUNTY, KENYA**

**BY**

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## ABSTRACT

The government of Kenya has shown commitment to provision of Education for All (EFA). This policy is in line with many international conventions such as (UNCRPD) United Nations convention For the Rights of Persons with disabilities, (2006). In its commitment to the provision of (EFA) the government initiated the (FPE) 2003. Early in 2010 the government launched the Special Needs Education (SNE) policy which was crucial in recognizing Inclusive Education as an important step in allowing all children with disabilities access to education. In addition to policy making the government under the (FPE) programme is enabling the provision of additional grants to facilitate the implementation of inclusive education. The funds are provided to secure learning and sports materials, assistive devices and or modification of school structures to ensure full accessibility to learners with disabilities. The research is a quantitative descriptive design study. The study assessed the extent to which inclusive education has been implemented in Kandara District of Murang'a County. The study explored the attitudes of students and teachers towards inclusive education, assessed the level of training of teachers for the inclusive classrooms; establish the accessibility of facilities to students with special needs and also determined the resources and facilities available for the implementation of inclusive education. The study adopted a descriptive survey research design. The study targeted 54 public secondary schools in the whole district. Probability sampling was used to select a sample of 20 schools. Simple random sampling was utilized to select six teachers and five students from each school. Purposeful sampling was used to select the schools principals and the sub-County director of education to make a total of 12 respondents per school and one sub-county director of education making a total of 241 respondents in the whole district. Questionnaires and an interview schedule were used to collect data which were administered in person to the teachers and students at the schools. The study further analysed documents in the institutions mainly those required in curriculum implementation. The data collected was analysed using the SPSS version 16 of computer programme and then presented inform of frequency distribution tables, pie charts and bar graphs. The study findings revealed that though the policy on inclusive education was formulated way back there is still very little happening in the secondary schools. This finding will assist the Kandara principals, the policy makers and implementers in the county in designing educational reforms initiative which will support and strengthen school principals, managements and teachers in the implementation of inclusive education. The study recommends that the school management should facilitate provision of resources for the learners with special needs, the ministry should employ more qualified personnel with skill to handle students with special needs sand also provide training for the general classroom teachers for inclusive classrooms and the schools should also create awareness of their students with special needs.