

**CHALLENGES FACING EFFECTIVE  
IMPLEMENTATION OF INCLUSIVE EDUCATION  
PROGRAMMES IN SECONDARY SCHOOLS IN MVITA  
DISTRICT, MOMBASA**

**BY**

**BONAYA SILVANO BUKO**

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## **Abstract**

The main focus of this study was to investigate challenges facing the effective implementation of Inclusive Education Programmes of Secondary Schools in Mvita District, Mombasa. Both purposive and random samplings were used to select, eight out of thirteen Public Secondary Schools in Mvita District. 69 teachers, 136 students, 33 parents and 9 administrators (Principals and Education Officials) were involved in the study. The instruments of the study included; interview schedules, and questionnaires for the four categories of respondents. Instruments validity was ascertained by a pilot study. Validity was tested through the researcher's literature study. Data was collected, coded, analyzed and results were presented in frequency and percentage tables, followed by brief descriptions. The study revealed that most educators do not show an understanding of inclusive education and are uncertain of their roles. The educators lack of knowledge, low or no experience in SNE. Inadequate training in the teaching of learners with special needs and disabilities, catapulted with high percentage of negative attitude towards inclusion of SNE into the regular classrooms. Lack of funds, facilities, equipment, appropriate infrastructure, diverse interpretation of inclusion, poor planning, monitoring and policy implementation. The researcher recommends that Secondary School teachers need quality comprehensive pre-service and in-service training in SNE. That the department of education together with the BoGs; take full responsibility for the funding, provision of facilities, equipment, infrastructure, policy making and implementation, advocacy, monitoring and evaluation of the Inclusive Education practices, organize trainings, workshops, seminars, and regular meetings to discuss progress, challenges as well as the needs of the teachers and the support staff in inclusive settings.