

**INTERVENTION MEASURES OF SPECIAL NEEDS EDUCATION POLICY
PROVISION ON INCLUSIVE EDUCATION IN REGULAR PRIMARY SCHOOLS IN
LOITOKITOK DISTRICT, KENYA**

JOHN.N. PURDUL

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ABSTRACT

Education for children with disabilities in Kenya is still being largely provided in segregated settings, mainly boarding special schools and special units which lead to their segregation from their other counterparts. This segregation isolates them from the day-to-day experiences and interactions with their normal peers within their communities where one day they will come to live as adults. Successful inclusion of pupils with special educational needs into regular schools requires many changes within and outside the school. Many children with special needs continue to live in hostile, bleak environments, where their safety and security is compromised and their future jeopardized. They are disempowered and marginalized, have no opportunity for advancement and largely remain voiceless as a result of inbuilt social, cultural, economic prejudices, violence and abuse. Their rights are usually violated since existing legislation suffers slow implementation since many of the recommendations made by education commissions are yet to be fully implemented. Inclusive education is therefore an issue of education for the integration and acceptance of all children, and the best provision of services to all children. The study sought to expound on possible intervention measures that need to be put in place so as to address the Inclusive Education policy provision as contained in the SNE policy framework (2009). The study therefore, took a broader look on the issue of actualizing the implementation of Inclusive Education by trying find out the real situation in our primary schools whether or not they are ready to accommodate learners with special needs and disabilities in them. Additionally, the research study gave scrutiny to some of these gaps that impede the implementation of SNE policy in Kenya and proposed some suggestions to them. The study established that, our regular primary schools are not prepared to accommodate learners with special needs and disabilities into them due to various reasons such as lack of clear policy guidelines, lack of SNE trained teachers, lack of funds and learning resources among others. Consequently, the study showed that most of our EARCs are ill-equipped to carry out assessment and intervention for learners with special needs. The study further revealed that, societal attitudes and discrimination led to serious barriers to Inclusive Education. These barriers can be addressed through proper development of education and legal policies that enhance Inclusive Education. The descriptive survey design was employed for collection of data, with descriptive statistics being used in analyzing the data in the form of frequency, counting, mean and percentages. The target population was 80 primary schools, 80 head teachers, 534 teachers, 5 EARC coordinators and 3 education officers. The sample size consisted of 15 regular primary schools, 15 head teachers, 120 teachers, 3 EARC coordinators and 3 education officers. The study was limited to the use of questionnaires for data collection.