

**CHALLENGES FACED BY SPECIAL NEEDS PUPILS IN THE PROVISION OF
QUALITY EDUCATION IN INCLUSIVE PRIMARY SCHOOLS IN CENTRAL
DIVISION, ISIOLO COUNTY KENYA**

BY

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ABSTRACT

Inclusive education seeks to address the learning needs of all children, with a specific focus on those who are vulnerable to marginalization, exclusion and isolation. At the core of inclusive education is the fundamental right to education for all. The purpose of this study was to investigate challenges faced by special needs pupils in the provision of quality education in inclusive primary schools in central division, Isiolo county Kenya. Specifically the study sought to identify challenges faced in inclusive education, identify challenges faced by learners of special needs in inclusive education setting, investigate whether quality education is achieved in inclusive education and propose possible solutions to identified challenges. The study used a descriptive survey design. The target population in this study comprised of two hundred special needs children, one hundred and eighty teachers and twenty four head-teachers. Simple random sampling was used to sample the inclusive schools for the study. The study used both questionnaires and interview schedules to collect data. The data analysis was quantitative. The study established that schools in the division did not have adequate staff trained in special needs making it difficult to handle children with special needs in such a setting. It was further revealed that the school environment was not conducive to inclusive setting and had inadequate physical infrastructure, inadequate instruction material and inadequate funding to support inclusive education setting. The study also established that learners with disabilities were abused by other learners, they had problems in reading especially those who were visually impaired and others claimed that teachers were harsh on them. The current school curriculum was inadequate in reflecting the expected outcomes of learners indicating that quality education was never achieved in the inclusive education setting. The study recommends the review of the curriculum to be more flexible to meet the diverse needs of all children including those with special needs..Also promoting multi-sectoral collaboration, harmonising and boosting collaborative activities among all stakeholders. The study recommends that more comprehensive studies should be undertaken to include a larger population in order to ascertain whether or not the challenges transcends other divisions apart from Central Division in Isiolo County.