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THEME: ‘Re-Engineering Education for Sustainable Development

Sub-themes:
- Enhancing quality in education
- Educational reforms and governance
- Research, innovation and knowledge transfer in education
- Application of ICT in education
- Resource mobilization and utilization in education
Constraints Facing the Implementation of Inclusive Education: A Case of Selected Secondary Schools in Kericho County

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Abstract

The National Special Needs Education Policy Framework in Kenya stipulates that there shall be elimination of disparities and enhancement of equity and equality for all learners, especially through the inclusion of learners with special needs in the education system. This paper is based on a study that sought to find out the constraints facing the implementation of inclusive education in selected secondary schools. The study was guided by the following objectives: to describe personnel-related constraints facing implementation of inclusive education, and to identify constraints facing availability of resources in inclusive settings. A case study design of two selected inclusive secondary schools in Kericho County was used. Respondents included two Principals, teachers, resource teachers, and Educational Assessment Resource Centre officers. Interviews were conducted with administrators, teachers and educational assessment resource team. Two methods of data analysis were used: domain and thematic analysis. Domain analysis involved analysis of language of participants in the cultural context of their respective inclusive schools. The study concluded that inclusive education is constrained by shortage of personnel and inadequacy of specialized material resources to be used in the teaching of learners with special needs. The researcher recommends that for the learning environment to be conducive, schools must take initiative to improve on physical facilities to be sensitive to learners with SNE. In addition, policy makers should create awareness and do sensitization to remove socio-cultural attitudes and accordingly Re-Engineer Education for Sustainable Development.

Key words: Curriculum adaptation, inclusive education, disability, qualitative study, Kenya