

Special Needs Teachers Capacity in the Implementation of Competency Based Curriculum in Primary Schools in Kenya

Nelly C. Andiemma

Abstract

This research looks at the capacity that special needs teachers in Kenyan primary schools have towards implementation of competency based curriculum in lower primary schools. Because of the abolishment of exclusion and adoption of inclusion policy, special needs learners are enrolled in mainstream schools and therefore have to be provided with the right and adequate support for their learning to take place. This study will survey a total of 83 public primary schools in Kapsaret Sub County, Kenya to determine the level of teacher capacity in the implementation of CBC. The sample will include special needs teachers teaching in those schools numbering to 69. Data collection was done through use of questionnaire for Special Needs Education Teachers in public primary schools. Data analysis will be performed using descriptive statistics for quantitative data and thematic content analysis for qualitative data. The study found out that: SNE teachers had moderate capacities in terms of understanding the CBC curriculum and preparedness in implementing the CBC content in public primary schools in the study area. The enrolment of special needs learners was low and had not increased significantly and this was attributed to lack of adequate capacities by SNE teachers to provide required support to disabled learners. the paper recommends that SNE teachers need to be provided with specialised training on CBC implementation in inclusive setting, schools should ensure facilities and resources to support inclusive education are provided and TSC to increase special needs teachers numbers to more than one in primary schools. This article discusses findings, implications for the special education teacher preparation programmes in Kenyan teacher training institutions, and recommendations for future research.

Key words: capacity, preparedness, competency, curriculum, special needs, education

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