

Management of Learners with Special Needs in Inclusive Education in Makueni County, Kenya

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Abstract

The purpose of this study was to investigate how learners with special needs in public primary schools were managed inclusively in Makueni County –Kenya, based on instructional strategies, learner engagement, resource materials, assessment, and physical environment. The study used concurrent mixed methods design. Purposively the study selected nine schools that had adapted inclusive education and had boarding facilities, county director of education, nine EARC officers in charge of special needs education in each sub-county, nine head teachers, teachers with/without special needs training, focus groups of learners with /without special needs and 18 support staff as respondents. Questionnaires were administered to 107 teachers who were present when data was collected, interviews, observations and documentation was done to verify how the special learners were managed. Teachers moderately used instructional strategies, assessments and engaged learners. Most schools had inadequate resources for managing learners with special needs inclusively. Physical environments in most schools were minimally adapted.

Keywords: management, inclusive, instructional strategies, engagement, assessment, resources, environment

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