

Special Education in Kenya

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Abstract

Access to basic education for all students is an essential goal for many countries around the world. Also, as worldwide calls for providing inclusive education continue to intensify, access to basic education for many students with disabilities in Kenya remains a pervasive challenge. Large class sizes, inadequate funding, limited teacher training, cultural perceptions, and lack of disability awareness exacerbate this challenge. In 2009, the Kenyan government put forth a national Special Needs Education policy framework that provides comprehensive strategies and policies to improve services for people with disabilities. Creating advocacy and awareness, revamping the curriculum, incorporating technology, providing teacher training, and improving data collection are some of the recommendations included in the policy framework to enhance special education services and facilitate inclusive practices.

Keywords: Disabilities, Inclusion, Kenya, Policy, Special Education

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