

Issues in Special Education in Canada and Kenya

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Abstract

In their attempts to provide educational services to their citizens with exceptionalities, Kenya and Canada continue to experience debates on how to ensure equity and universality in special education provision while at the same time respecting the rights of the students. In Canada, such debates have included litigation, inclusion, and transition from school to workforce. In Kenya, controversies surround identification and intervention policies, attitudes towards children with disabilities, and legislation. This study discusses how both countries have responded to these issues, and recommends that the curriculum provisions of special education in Kenya and Canada be restructured to enhance a more effective transition of youth with disabilities. As well, regular training and retraining of special education professionals and enactment of enabling legislations in Kenya are recommended.

Key words: Exceptionality, disability, special education, policy, Canada, Kenya

Full text:

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