

Modelling Disability Data as a Factor in Inclusive Education Reforms in Kenya

Sub-Theme: Promoting Equity and Inclusion

PCF10 Attendance: In person

Category of Submission: Paper

Number: 671

Authors: Fridah Kiambati¹, Samuel Juma², Dr. Norman Kiogora³

¹Inclusive teacher educator, Information Scientist and Coordinator of Special needs and Disability Data Centre at Kenya Institute of Special Education.

Email: fridah.gatwiri@gmail.com or fridahg@kise.ac.ke

²Senior Data Analyst and Researcher at Kenya Institute of Special education, Kenya.

Email: jumasamuel71@gmail.com

³Director, Kenya Institute of Special Education.

Email: kiogoran@kise.ac.ke

Abstract

Achievement of inclusive and equitable quality education and the journey of ensuring inclusion of children with disabilities in education reforms in Kenya has been challenged by lack of centralized data on children with disabilities. In response to this, a situation analysis study was conducted to establish the current situation of data on children and learners with special needs and disabilities. The objectives of the study were to map out the available data sources of children with special needs and disabilities; Establish the currency of the available data; determine the consistency of the available data, the accessibility of the data and to propose a model of data acquisition. The study adopted a document analysis method consisting of national survey reports, statistical booklets, annual reports, and census reports between the year 2002 to 2022 (20 years). The target population was the education sector, health sector, social protection, state, and non-state actors on disability matters. The study findings revealed that the available data is not current and is fragmented. In addition, the data is not consistent between one entity and the other and that the raw data on children with disabilities is not easy to access and retrieve. A centralized data acquisition model was proposed with a component of administrative data and empirical data.

Key words: Disability Data, Inclusive education, Special needs.

1.0 Introduction

Kenya is a lower middle income economic country on the East Coast of Africa, bordering Ethiopia, Somalia, Tanzania, Uganda, and South Sudan. The country covers an area of approximately 484,646 km² with an estimated population of over 47.6 million (KNBS, 2019). Formal education in Kenya was introduced by Christian missionaries in the late 19th century, the earliest being the school built in 1846 at Rabai in the coastal region. At the time, education was racially segregated with three tiers of differing quality: white; Asian and African. After independence, there was need to reform the education system to make education equally accessible to all persons. The main challenges facing the education sector have been issues of access, equity, quality, relevance, and efficiency in the management of educational resources.

Persons with disabilities face severe challenges in societal participation such as access to relevant education and training, healthcare, and gainful employment among others. This paper focuses primarily on education and training of learners and training with disabilities in Kenya. Special needs education in Kenya started after the second world war when the church-initiated programs to rehabilitate wounded and disabled men during war which later became education institutions. This was over 100 years after formal education was introduced in Kenya. Since then, the government of Kenya has made significant steps in ensuring access to quality and relevant education and training.

Today, education to learners and trainees with disabilities is offered through several options. First option is special schools/learning institutions for those with disabilities. This option is aimed at providing access to education and training to individuals with disabilities or learning difficulties who may not be enrolled in regular institutions. Currently, out of over 32,437 primary schools, there are 258 primary special schools in Kenya and 38 special secondary schools out of over 10,487 secondary schools. At tertiary level, there are out of over 2,301 technical and vocational training institutions, 4 are for persons with disabilities (*Karen Technical, Machakos, Sikri and St. Josepha Nyang'oma*). Second option is integrated programmes where within a regular school, a special class or special unit is established to take care of learning needs of those with disabilities. The third option is the inclusive option where learners or trainees with disabilities are enrolled within the regular learning environment and study with others.

Before 2003, the main challenge facing education of children and trainees with disabilities and special educational needs was the issue of access. After introduction of Free Primary Education (FPE), ratification of the UN Convention on the Rights of Persons with Disabilities (UNCRPD) (2006) in 2008 and Kenya becoming a signatory to the UN Sustainable Development Goals (SDGs) in 2016, the focus on inclusion has rapidly increase. Inclusive education and training have become the focus in all education and training programmes. For instance, Special needs education (SNE) is provided for in the new system (KICD, 2017).

As inclusive programming gain momentum, access is no longer the only challenge to address in education but also the issues of quality and relevance have emerged. To address these challenges, sustainable planning is key which according to McMillan and Schumacher (2010) must be informed by quality data. When any government Ministry, Department and Agencies (MDAs) or other stakeholders think of initiating an inclusive programme, the question on the number of persons with disabilities and specific needs emerge. Lack of quality data on persons with disabilities (PWDs) has led to weak monitoring of programs/projects geared towards the support of PWDs (KNBS, 2020). McMillan and Schumacher (2010) describe quality data as one which is complete, consistent, accurate and timely.

In Kenya, there has been an attempt by different MDAs to provide quality data on persons with disabilities for effective planning, monitoring, and evaluating the various activities, programmes and projects geared towards improving the wellbeing of Persons with disabilities. For instance, the 2007 Kenya National Survey for Persons with Disabilities (KNSPWD) was the first ever national survey that sought to provide the up-to-date disability data. The results of the KNSPWD were released jointly with the 2009 census report in the 'Analytical Report on Disability' (KNBS, 2012). According to that report, disability prevalence in Kenya was 3.5%. Organisations of people with disabilities (DPOs) criticized the report as significantly underrepresenting the number of people with disabilities (KNBS, 2019). In 2014, VSO-Kenya in collaboration with the Ministry of Education conducted a National Survey Special Education Survey and reported disability prevalence among children aged 0-21 years at 13.5%. In 2018, Kenya Institute of Special Education (KISE) conducted yet another National Survey on Children with Disabilities and Special Needs in Education reported that disability prevalence among children aged between 3 and 21 years was 11.4% (KISE, 2018). In 2019, the Kenya National Bureau of Statistics (KNBS) included the short version of Washington Group of Questions (WG) in conducting the census. The census reported that

disability prevalence in Kenya was 2.2% (0.9 million people) (KNBS, 2019). Therefore, the debate on what among the reported figures reflects the truth about the prevalence of disability still continuous among stakeholders today.

If this situation continues, formulation and implementation of inclusive education and training programmes for learners and trainees with disabilities will remain unachievable. It is against this background that the Kenya Institute of Special Education (KISE) sought to National Data Centre on Disability and Special Needs primarily to strengthen stakeholder collaboration to foster production of quality disability data in the country. The main objectives of the study were to map out the available data sources of children with special needs and disabilities; Establish the currency of the available data; determine the consistency of the available data, the accessibility of the data and to propose a model of data acquisition.

2.0 Study Methodology

This section describes the methods used to collate, synthesize, and compile evidence on disability data as a key factor in enhancing inclusive education and training. The study adopted a systematic review of published literature, government documents including policies, and evaluation reports by civil society organizations on key research questions. This study was conducted between January and March 2022.

2.1 Identifying and describing evidence.

a) Identification of potential research and policies: search strategy

Electronic databases, websites, government repositories, citation tracking, and personal contacts with key people in the education sector were used to identify relevant research, case studies and policies that were included in preparation of this study. The search criteria were structured with three key phrases: quality data, inclusive education, education reforms. The first phrase described the target population, the second described the underlying theme of interest while the third described the context within which the first two should be anchored. All the searching was carried out on Google using English language only.

b) Defining relevant research and policies: inclusion and exclusion criteria

The literature identified for the review included policy documents, empirical and theoretical research on disability data and inclusive education, peer reviewed research papers, research commentary, and selected reputable PhD work related to the research questions. A pool of such evidence was collated primarily from Kenya and a few from East Africa region and some selected countries with best education systems for comparative purposes. The inclusion criteria for relevant evidence were based on the following.

- Must have been published not earlier than 2002
- Must have significant focus of matters quality data and inclusion within the education sector.
- The argument advanced must not entirely contain secondary sources without direct reference to the actual practices of disability inclusion.
- Must take cognizance of disability inclusion as a reform agenda in education

c) Screening research and policies: applying inclusion criteria.

When databases offered the option to download search results in pdf format, these were download directly and saved into Mendeley software. Such documents were referenced in this study following the APA 7th Edition guidelines. When downloading any relevant evidence was not possible, the results were bookmarked on the web browser and the specific content were referenced by including a footnote(s) of the address of a web page (URL). Not all full-text copies could be retrieved in time for the review and synthesis; due to either difficulties in obtaining a copy, or in some cases the reference itself may not have been quite accurate.

2.2 Review and documentation process

a) Assessing quality of evidence and weight for the review question

This study is based on synthesis of two broad classes of evidence. The first class of 27 documents including policy documents and strategic plans for key government MDAs. The second class of 54 documents including evaluation

reports and reviews, government reports and peer-reviewed journal articles. For the first class of document, quality assessment was based on two criteria. The first criterion was the year of publication was to be not earlier than 2002 while the second criteria was that it should contain theme(s) of quality data and/or inclusion. For the second class of documents quality assessment was time and themes the first class but in addition, the document had to meet the methodological trustworthiness such as reliability and validity of the tools used, analysis methods, clarity of reporting findings and coherence between findings and conclusions made. These criteria were considered when judging the weight to place on evidence a study supplied to regarding issued of quality data, disability, inclusion, and education reforms and are referred to accordingly in the subsequent in-depth synthesis.

b) Synthesis of research and policies

Synthesis of evidence took the form of an empirical structured narrative bringing together the findings of the selected research studies and all policy documents on quality data related issues, inclusion, and education reforms. The synthesis of necessity has also had to take account of different approaches to the issue of quality data and inclusive education. Also, the count of the evidence on these themes was tracked for 2 decades (2002 - 2022) and results presented in graphical formats with elaborate narratives.

3.0 Results

3.1 General Overview of Education Practices in Kenya

Since independence, the government of Kenya through the Ministry of Education (MOE) has undertaken several education reforms through selected commissions such as the Ominde (1964), Gachathi (1976), Mackay (1981), Kamunge (1988), Koech (1999) and the Odhiambo (2011). In addition, there was a taskforce on special needs education (Kochung, 2003). One school of thought holds the view that education reforms in Kenya suggests that they are politically motivated initiatives without any underlying theory or philosophy that guides the process and provide direction (Imana, 2020; Kirchgasler, 2019). Njoya (2018) argue that education reforms in Kenya have been consistently piecemeal with challenges faced after every cycle of reforms. Njoya further contends that schools in Kenya produce graduates who are good enough to be workers, but not enough to be free human being (Njoya, 2018).

On the other hand, another school of thought holds the view that the numerous education reforms in Kenya have been attempts by the government to respond to more evolving issues towards sustainable development (Asingo, 2021; Maobe & Peng, 2020). In this study, we hold the view that whilst most education reforms are not informed by empirical research, the general aim underpinning each reform since 1964 has been to make education more accessible to all and improve its quality and relevance to all. For instance, the guiding principle in the 8+4+4 curriculum whose implementation began in 1985 following the recommendations of Mackay Commission in 1981 was 'education for self-reliance'. This curriculum was blamed for many things key among them being overemphasis on summative evaluation (examinations) and inflexibility to accommodate the specific needs of learners and trainees with disabilities. Minimal reviews of the curriculum were made in 1992, 1995 and 2002.

Recommendations of the Odhiambo commission (2013) resulted in the development of Sessional Paper No 2 of 2015, which proposed educational reforms with a bias on a competency-based curriculum (CBC). The commission further recommended establishment of a national learning assessment system; early identification and nurturing of talents; introduction of national values, national cohesion, and their integration into the curriculum; and the introduction of three learning pathways at senior school level. The Sessional Paper recommends reforming the Education and Training Sector to provide for the development of the learner's holistic potential, while producing intellectually, emotionally, and physically balanced citizens. The current curriculum reforms mission is 'nurturing every learner's potential'.

3.2 Disability Data in Kenya's Education Legal Documents

For many years in most parts of Africa, disability comes with stigma and discrimination. There are reports in most traditional African communities, children born with disabilities were sometimes killed, abandoned in the wild or at very best were chained and hidden inside secluded houses (Baffoe, 2013; Mostert, 2016; Trani et al., 2020). For those who at least lived in seclusion, being hidden by their families lacked access to basic human rights such as education and healthcare (Baffoe, 2013). As a results, these individuals remain poor and burden to society as they grow older and can no longer be kept in chains. Most of them become beggars in the streets.

Persons with disabilities have limited opportunities to participate in society unless interventions are formulated and sustainably implemented to mitigate against the individual handicaps. One such sustainable planning initiatives to empower persons with disabilities is giving them education. According to Namwambah (2020), the basic function of education is to develop, in a holistic way a well-balanced, self-functioning and responsive individual who can spur development and transform self and society.

The government of Kenya, development partners, Non-governmental Organizations (NGOs) and Faith-Based Organizations (FBO) started playing different roles in the attempt to provide education and training to children and adults with disabilities. This paper focusses mainly on the role of government which is in the establishing and enforcing laws and legal blueprints. Before 2003, many legal instruments regarding education of children with disabilities were mainly tackling the challenge of access to schools. As earlier mentioned, in those days, children with disabilities were often hidden in homes and could rarely be seen even by neighbour. Hence, a law that would make such a child leave home and get to school served its purpose effectively. Provision of public education in Kenya takes a typical cost sharing model where the government subsidizes education for children in public schools while parents and guardians pay up the rest. Given high levels of poverty parents and guardians would prefer to still escape the law and hide a child with disability since educating such a child would still be expensive considering paying of a little school levies and catering for other related costs such as transport or caregiving.

In 2003, the government of Kenya under the leadership of a new president (Mwai Kibaki) introduced Free Primary Education (FPE). Under FPE initiative, the government made primary education not only free but also compulsory. In the same year, the government of Kenya enacted the Persons with Disabilities Act, 2003 (Revised 2012) which established the National Council for Persons with Disabilities (NCPWDs). The Rights and Privileges for Persons with Disabilities set out by the Disabilities Act, 2003, the FPE initiative coupled with advocacy and sensitization campaigns by the NGOs and FBOs a substantive number of children with disabilities being enrolled in schools.

Following the increased enrolment of children with disabilities in schools, addressing the issue of access seemed to slow down and new challenges emerged. These issues that needed to be addressed in addition to access included retention in school, quality of education, relevance of education and transition from one level of education to another. Hence the education laws and legal instruments had to shift to capture these emerging issues. As presented in Figure 1, there has been an increase not only in the number of legal instruments on education of children with disabilities, but also in scope and complexity.

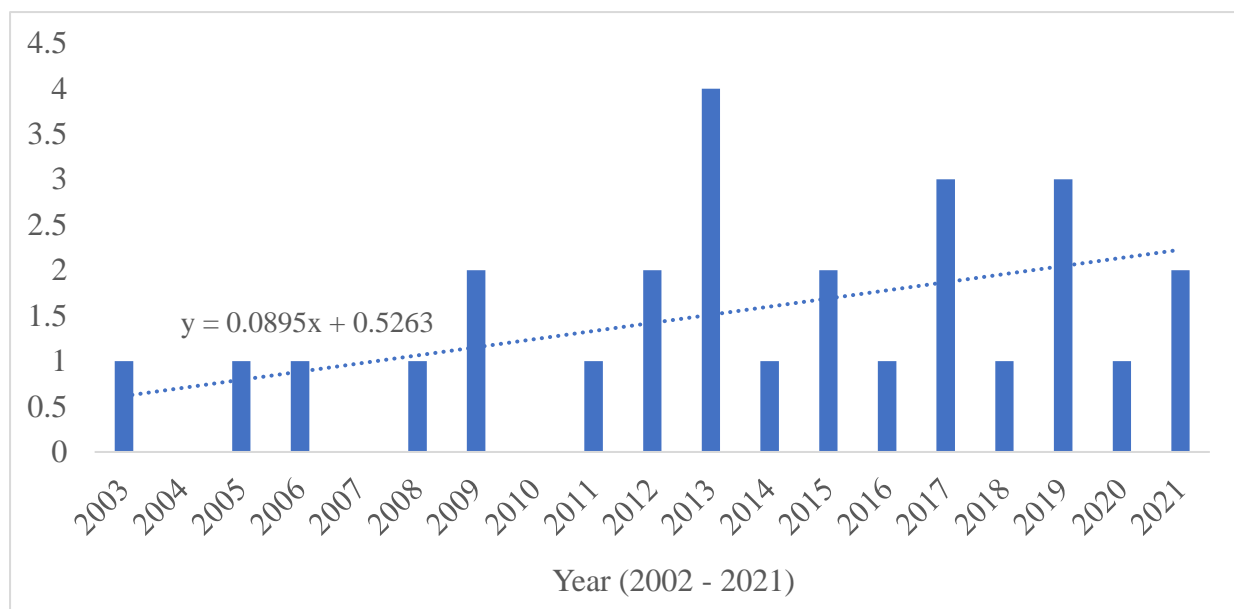


Figure 1: Number of Policies formulated in the Education Sector

The Sessional Paper No. 1 of 2005 on a policy framework for education, training and research was one of the earliest policies to identify special education is important for human capital development as it prepares those who are most likely to be dependents to become self-reliant. The policy also noted identified lack of data on children

with special needs and inadequate tools and skills in identification and assessment as the main challenges relating to access and equity in the provision of education and training to children with special needs. Other challenges include lack of clear guidelines and support to the implementation of an all-inclusive education policy.

The Early Childhood Development Service Standard Guidelines (2006) documented a Monitoring Tools for Children with Special Needs in ECD Centres. The tool was meant to capture institutional management tools, human resource capacity, curriculum implementation, institutional community relations and student welfare and development. Additionally, a general screening tool for children with special needs education was included in the guidelines. However, these tools remained largely at institutional level, hence the national data that would have been collected using these tools was not achieved. The coordination mechanisms of ECDE centres may have become complicated at the National Level after the management of the ECDE centres were devolved to the counties while the other education functions remained at the national government level.

The safety standards manual for schools in Kenya (*Page 45*) recognized that the government's commitment to integrate children with disabilities and special needs in education. As a result, the document put in place guidelines to protect children with disabilities in schools. However, the Biosafety Act, 2008 that was enacted with the aim of avoidance of risk to human health and safety, and the conservation of the environment did not consider persons with disabilities as a special group to be considered in their unique contexts.

The National Special Needs Education Policy Framework of 2009 observed that despite progress in the provision of educational services for persons with special needs and disabilities, it has also faced various challenges, the top on the list being inadequate data on children with special educational needs and disabilities. Policy noted that lack of accurate data on SNE hampers proper national planning and provision of effective services to persons with special needs and disabilities. As a result, one of the policy provisions to address these challenges was that the Ministry of Education (MOE) in collaboration with partners to establish and strengthen databank on Special Needs Education within the planning division of the MOE and the utilization of the data in planning and resource allocation for special needs.

In 2011, the Ministry of Education established the TIVET institutions guidance and counselling policy and operational guidelines, which despite mandating counsellors to focus on persons with disabilities and special education needs did not raise issues of data quality or availability of the same. It is no wonder that monitoring of its implementation is not feasible to date. Similarly, a policy framework for science, technology, and innovation of 2012 did not have any mention of learners or trainees with special needs or disabilities. Further still Universities Act, 2012 only defines "student with special needs" as one with motor, hearing or visual or other impairment. The Universities Act, 2012 stops at the poorly crafted definition and becomes silent about the "student with special needs". The Science, Technology, and Innovation Act, 2013 also did not have any mention of learners, trainees, or persons with disabilities in general. The silence about persons with disabilities in education policies beyond basic education could be blamed partly as failure by critical stakeholders in appreciating that persons with disabilities could still do well in pursuing their dream beyond basic education. Lack of comprehensive data could also be a contributing factor to this unfortunate happening where students with disabilities are not discussed in education policies beyond basic education. With this background, one cannot be surprised that the Kenya Education Sector Plan (2013-2017) on Science, Technology and Innovation did not talk about learners, trainees or even persons with disabilities in general.

The Basic Education Act, 2013 is one of the pioneer legal documents in Kenya that provides comprehensive and articulate definitions of what is currently known as special education and special needs education. According to the Act, "special needs education" includes education for gifted or talented learners as well as learners with disability and includes education which provides appropriate curriculum differentiation in terms of content, pedagogy, instructional materials, alternative media of communication or duration to address the special needs of learners and to eliminate social, mental, intellectual, physical, or environmental barriers to learners. The Act defines a "special school" as a school established for the benefit of a particular class of children who require some special form of education, treatment, or care. However, this Act does not provide for any specific details about data on learners and trainees with disabilities. Additionally, the succinct definitions provided by the Act strengthened the growth of special schools and integrated programmes which would later seem less impactful in the quest to achieve inclusion in education.

The Technical and Vocational Education and Training Act, 2013 seems to be the only post-secondary education policy in Kenya that provides for the need to design programs of instructions in training institutions to have learning framework that take care of the special needs of persons with disabilities, minorities and marginalized.

However, when it come to admission of trainees with disabilities in TVETs, the Act leaves it open letting it rely on affirmative action.

Almost all the subsequent education policies and legal documents from 2015 or later except the policy framework for nomadic education in Kenya (2015) contain substantive content on disability and/or special needs and inclusive education. These policies and key documents include the gender policy Of 2015, Basic Education Curriculum framework 2016, Education Sector Disaster management policy of 2017, Education for Sustainable Development Policy for the Education Sector 2017, National pre-primary education policy 2017, Sector Policy for Learners and Trainees with Disabilities 2018, Competency-Based Education and Training Policy Framework 2019, The Mentorship Policy 2019, Sessional Paper No. 1 of 2019 on a Policy Framework for Reforming Education and Training for Sustainable Development in Kenya, National guidelines for school re-entry in early learning and basic education 2020, physical education and sport policy for basic education and the National guidelines for alcohol and substance use prevention and management in basic education institutions 2021.

Despite the current elaborate legal framework about learners with special educational needs and disabilities, the success of inclusive education will be anchored on evidence-based decision making. In the 21st century, quality data as described by McMillan and Schumacher (2010) (as one which is complete, consistent, accurate and timely) forms the basic unit of evidence for planning, execution, and monitoring.

3.3 Disability Data in Kenya’s Inclusive Education Research and Initiatives

According to CBM (2018) Kenya is on its way to becoming a pioneer in terms of inclusive education. This came following the launch of the Sector Policy on Learners and Trainees with Disabilities 2018. The policy has its implementation guidelines aimed at making education accessible, so that all children with disabilities can go to school. This includes providing space, resources, and training in mainstream schools so that children with and without disabilities can learn alongside each other. For many years including now, there is subtle debate among scholars, practitioners and stakeholders about which way is the best way to achieving education for all with persons with disabilities in mind: inclusive education or special education?

The 2018 Sector Policy for Learners and Trainees with Disabilities defines inclusive education as an approach according to which ‘learners and trainees with disabilities are provided with appropriate educational interventions within regular institutions of learning with reasonable accommodations and support.’ The 2012 Basic Education Act includes intellectually, mentally, physically, visually, or emotionally challenged or hearing-impaired learners; pupils with multiple disabilities; and gifted and talented pupils under the category of children with special needs (Art. 44.3). This has led into serious research on the status, challenges, and opportunities for Kenya in inclusive education and special education over the years. As presented in Figure 2, the number of published research papers on challenges of inclusive and/or special education between the year 2000 and 2021 has more than tripled.

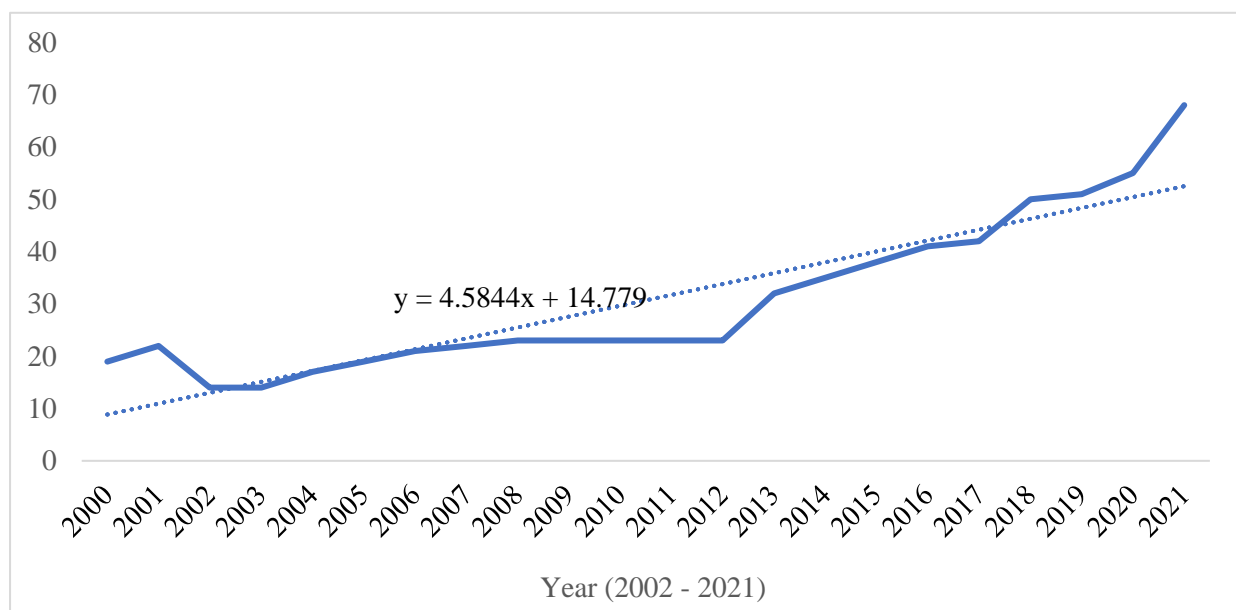


Figure 2: Number of Published Research on Challenges of Inclusive or Special Education

After reviewing 54 of the rigorously conducted and published research on the challenges facing realization of inclusive and/or special needs education in Kenya, it was found that common themes emerged. Despite significant differences in the time of study and publication, target population, geographical location (local context within Kenya) and general methodological variations, six key barriers showed up more often than others. These include inadequate teacher capacity (Adoyo & Odeny, 2015; Kochung, 2011; Mwangi, 2013), lack of robust policies to support inclusion (Forlin, 2013; Wapling, 2016), poverty and financing of special education (Mumbi, 2011), negative attitude towards inclusive practices (Odongo & Davidson, 2016), lack of appropriate infrastructure (Srivastava et al., 2015), and lack of reliable data on children with special needs (Kiru, 2019). The frequency with which each of these barriers were mentioned in different research papers across the years was compiled and presented in Figure 3.

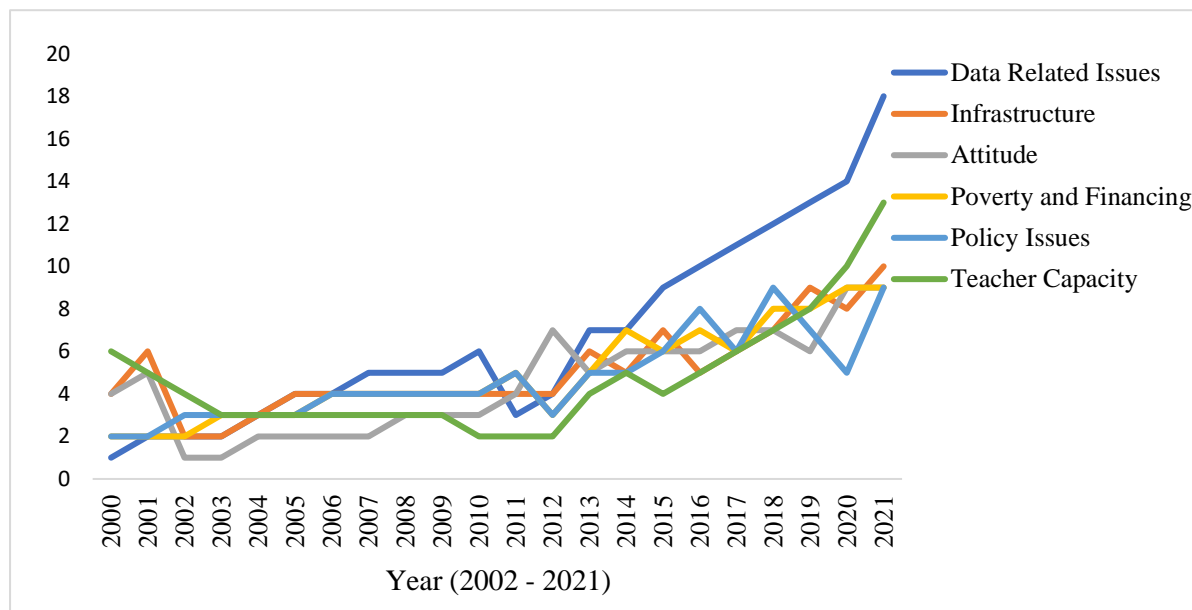


Figure 3: Major Challenges Identified as affecting Inclusive Education

From Figure 3, there were minor variations among barriers to inclusive and/or special education were cited by different researchers between the year 2000 and 2010. However, from 2011 up to 2021, the frequency with which researchers cited lack of data as challenges to inclusion increased exponentially. One plausible reason for this is the roll out of CBC whose success is measured on personalized attention or individual-based approach. Out of this clarion call from the academic about limited data on children with disabilities, the Taskforce on Enhancing Access, Relevance, Transition, Equity and Quality for Effective Curriculum Reforms Implementation (2020) recommended that the Ministry of Education (MOE) to conduct an audit of all special needs education institutions and establish a Data Centre to function as a national reference on matters disability statistics.

4.0 Conclusions

From the systematic review of critical literature from government reports, legal documents, peer reviewed academic work, case studies, independent reviews by development partners and benchmarks from countries with resilient education systems, it can be concluded that achieving inclusive education is multifaceted issue that the law cannot remedy. A country can have world-class inclusive education policies yet fail to achieve inclusion due to limited planning, execution, and monitoring. To achieve disability inclusion in education or other sectors such as healthcare and provision of livelihood opportunities, quality data that is complete, consistent, accurate and timely is an irreducible minimum. Based on the findings of this study therefore, there is need to strengthen stakeholder collaboration to foster capture and production of quality disability data in the country. This can be done through institutionalizing national disability data centre with the sole mandate of collating, compiling, and disseminating disability data to the public.

References

- Adoyo, P. O., & Odeny, M. L. (2015). Emergent inclusive education practice in Kenya, challenges and suggestions.
- Asingo, P. O. (2021). Institutions and Policy Reforms in Kenya: From State to Regime Focus. In *Governing Kenya* (pp. 221-238). Palgrave Macmillan, Cham.
- Baffoe, M. (2013). Stigma, discrimination & marginalization: Gateways to oppression of persons with disabilities in Ghana, West Africa. *Journal of Educational and Social Research*, 3(1), 187-187.
- Forlin, C. (2013). Changing paradigms and future directions for implementing inclusive education in developing countries. *Asian Journal of Inclusive Education*, 1(2), 19-31.
- Gachathi (1976). National Commission on educational objectives and policies, Nairobi: Government Printer
- Imana, D. K. (2020). The politics of education reforms in Kenya: Critical assessment of the education system from 1963-2020. *Jurnalul Practicilor Comunitare Pozitive*, 20(2), 11-30.
- Kamunge (1988). The Presidential working party on education and manpower for the next decade and beyond, Nairobi: Government Printer
- Kirchgasler, C. (2019). Haunted Data: The Colonial Residues of Transnational School Reforms in Kenya. In *The Educational Intelligent Economy: BIG DATA, Artificial Intelligence, Machine Learning and the Internet of Things in Education*. Emerald Publishing Limited.
- Kiru, E. W. (2019). Special education in Kenya. *Intervention in School and Clinic*, 54(3), 181-188.
- Kochung Report (2003). A Report on the Task Force on Special Needs Education. Nairobi: Government Printers.
- Kochung, E. J. (2011). Role of higher education in promoting inclusive education: Kenyan perspective. *Journal of Emerging Trends in Educational Research and Policy Studies*, 2(3), 144-149.
- Koech Report (1999). Totally Integrated Quality Education and Training. Nairobi: Government Printers
- Mackay (1981). Presidential working party on the establishment of the second university, Nairobi: Government Printer
- Maobe, A., & Peng, L. (2020). Higher Education Reforms in Kenya: Options and Development. Available at SSRN 3524744.
- McMillan, J. H., & Schumacher, S. (2010). Research in Education: Evidence-Based Inquiry, MyEducationLab Series. Pearson.
- Mostert, M. P. (2016). Stigma as Barrier to the Implementation of the Convention on the Rights of Persons with Disabilities in Africa. *Afr. Disability Rts. YB*, 4, 3.
- Mumbi, M. E. (2011). Challenges facing the implementation of inclusive education in public primary schools in Nyeritown, Nyeri county, Kenya. *research project, Kenyatta University, unpublished*.
- Mwangi, L. (2013). *Special Needs Education (SNE) in Kenyan public primary schools: exploring government policy and teachers' understandings* (Doctoral dissertation, Brunel University School of Sport and Education PhD Theses).
- Namwambah, T. D. (2020). Principles of Rational Pedagogy: An Insight on Kenya's Competence Based Curriculum (CBC).

- Njoya, W. (2018). School Reforms in Kenya: "enough to be workers, but not enough to be free human beings". *Ufahamu: Journal of the African Activist Association (Online)*, 40(2), 145-VII.
- Odongo, G., & Davidson, R. (2016). Examining the Attitudes and Concerns of the Kenyan Teachers toward the Inclusion of Children with Disabilities in the General Education Classroom: A Mixed Methods Study. *International journal of Special education*, 31(2), n2.
- Ominde Report, (1964). Kenya Education Commission. Nairobi: Government Printers
- Srivastava, M., De Boer, A., & Pijl, S. J. (2015). Inclusive education in developing countries: A closer look at its implementation in the last 10 years. *Educational Review*, 67(2), 179-195.
- Trani, J. F., Moodley, J., Anand, P., Graham, L., & Maw, M. T. T. (2020). Stigma of persons with disabilities in South Africa: Uncovering pathways from discrimination to depression and low self-esteem. *Social Science & Medicine*, 265, 113449.
- Wapling, L. (2016). Inclusive education and children with disabilities: Quality education for all in low and middle income countries. *A systematic literature review of education systems in low-and middle income countries commissioned by CBM*.