

ACCESSING INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES IN KENYA



**"WHEN YOU HAVE A CHILD
WITH A DISABILITY, POVERTY
KNOCKS ON YOUR DOOR"**

Joyce, mother to 9 year old Abigail, who has multiple impairments.

CONTENTS

1 FOREWORD	03
2 BACKGROUND TO THE DELEGATION VISIT	04
3 BACKGROUND TO KENYA AND INCLUSIVE EDUCATION	04
4 DIFFERENT MODELS OF INCLUSIVE EDUCATION	05
4.1 Inclusion in Mainstream Schools.....	05
4.2 Integrated family supported education	07
4.3 Community-Based Education.....	07
5 KEY FINDINGS.....	08
5.1 Poverty	08
5.2 The importance of qualified teachers.....	08
5.3 Educational Assessment.....	11
5.4 Secondary Education	11
6 RECOMMENDATIONS	12
7 ACKNOWLEDGMENTS	14



1 | FOREWORD

Education for all should mean just that, the opportunity for every child, no matter where he or she is born, to have access to a quality education. We know that having an education is an important route out of poverty, that it contributes to healthier and more stable populations and can lead to greater economic growth.

We undertook this visit to Kenya to learn about the barriers to receiving an education for children with disabilities, who are more likely to be out of school than any other group. In fact, of all the possible factors for exclusion, having a disability has been shown to have the strongest correlation with poor educational outcomes.

The barriers for those living with a disability are both physical and social. Obstacles include the stigma which still attaches to disability, a lack of suitable transport to enable all children to make the journey each morning to the classroom, lack of appropriate technology and assistive devices to enable access to the curriculum, and a continued lack of resources, including adequately trained teaching staff, which must be addressed.

DFID has an important opportunity to lead its global partners on these issues and has shown good progress which we wholeheartedly welcome. The UK Secretary of State for International Development, the Rt Hon Justine Greening MP, and Baroness Verma recently launched the updated DFID Disability Frame-

work and stated that this was the beginning of a longer journey to mainstream disability throughout the work of the department.

Only one out of every six children with a disability attends school in Kenya and our delegation considered not just access but also the ability to gain a quality, relevant and fairly assessed education. In our meetings with Kenyan government officials, with fellow parliamentarians and with those involved in education delivery in schools we saw a passion and a determination to address the barriers to education. We share this determination and hope the findings in our report can contribute to the process of the new Global Goals to 'leave no one behind'.

One of the families we met with, who cared for their disabled daughter, said that having a child with a disability "is when poverty knocks on your door". The determination of those we met to change this reality must be supported and harnessed to ensure that all members of Kenyan society can benefit from the development opportunities on offer as the country moves towards its vision of becoming a middle income country providing a high quality of life for all its citizens by 2030.

We would like to thank all those who met with us and made the delegation possible and offer the ongoing support of the APPG Global Education for All to continue to highlight the importance of this issue and ensure all children receive the key to unlocking their future.

Mark Williams MP



Lord Low of Dalston



Chris Heaton-Harris MP



Mike Wood MP



2 | BACKGROUND TO THE DELEGATION VISIT

In late September 2015 four Parliamentarians travelled to Kenya to take a closer look at the realities of delivering inclusive education for children with disabilities. The group was made up of Mark Williams MP, Chair of the APPG for Global Education for All, Lord Low and Chris Heaton-Harris MP, both vice-chairs of the APPG, and Mike Wood MP, a more recent but much valued member of the group.

The delegation considered the challenge to achieving quality education for all and visited various education providers in Nairobi and in Kisumu in Western Kenya between the 21st and 26th September 2015. This report was produced by the Global Campaign for Education UK in collaboration with Results UK and Leonard Cheshire Disability to highlight some of the challenges faced by children with disabilities in Kenya. The findings from the delegation visit have informed the recommendations at the end of this report for DFID and the UK government to consider in future policy and programming in Kenya.

3 | BACKGROUND TO KENYA & INCLUSIVE EDUCATION

Kenya is a country of huge potential; rich in resources and with a diversified economy there is certainly the means to reduce poverty and inequality². Despite such opportunity Kenya is one of ten DFID countries where poverty rates are rising³. Part of the DFID strategy to address this trend is to support the strengthening of education delivery in Kenya⁴.

The Kenyan government has succeeded in increasing the primary net enrolment from 75% in 2006 to 83% in 2012⁵, however with the new emphasis on leaving no-one behind in the Agenda 2030 for sustainable development there is an additional focus on those who remain the most marginalised.

In Kenya, it is estimated that only one in six disabled children attend school⁶. Those few who are able to attend school face the familiar problems of exclusion, stigmatisation, inappropriate curricula, poorly equipped schools and insufficiently trained teachers.

While many disabled children do not attend school at all, those who are enrolled in school are far more likely than their non-disabled peers to drop out. This difference can largely be attributed to the fact that disabled children do not receive the amount and type of attention that they need in order to be able to successfully complete their education. With no assessment at enrolment, or any other stage, the teacher is left unsure as to how to teach the child and what to expect. For example in the District of Nyando, the dropout rate amongst those disabled children who attend school is estimated at 75%, compared to 40% amongst their non-disabled peers⁷.

This report highlights the UK government's crucial role in leading its global partners on inclusive education. It demonstrates some of the best-practice work that DFID is funding in Kenya, and demonstrates the need for more investment for developing innovative models of inclusion to ensure that all children with disabilities are able to fully benefit from an education.

² https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/389359/Kenya.pdf - accessed December 2015

³ <https://devtracker.dfid.gov.uk/countries/KE> - accessed December 2015

⁴ ibid

⁵ <http://data.worldbank.org/indicator/SE.PRM.NENR/countries/KE-ZF-XN?display=graph> – accessed 2015

⁶ Kenya National Survey for People With Disabilities, March 2008 December

4 | DIFFERENT MODELS OF INCLUSIVE EDUCATION

For education to be inclusive it must take into account the diversity and different needs of all learners⁸. Inclusive education strategies should address the barriers faced by learners who are marginalised due to their disability, gender, socio-economic background, religion or ethnic origin among other factors. Some learners may be marginalised in more ways than one as a result of intersecting discrimination - for example girls with disabilities face several forms of discrimination based on various layers of identity that intersect to produce new forms of discrimination which are unique⁹. They are less likely to access a quality education than boys with disabilities¹⁰ and are more vulnerable to sexual abuse¹¹.

Inclusive education systems need to have enough flexibility to ensure that each individual child's learning needs are met, as this approach to education aims to adapt to the child's needs rather than expecting a child to conform to a predefined set of norms and standards. The UN Committee on the Rights of Persons with Disabilities stresses the importance of inclusion involving a process embodying changes and modifications in content, approaches, structures and strategies in education with a common vision that serves to include all students based on individual needs¹². Inclusive education is not a system of segregated schools or classes; nor is it the enrolment of children with disabilities in mainstream schools that are not prepared to make the necessary adjustments to meet the child's needs.

Taking an inclusive education approach means forming education strategies that address and remove the barriers that marginalised children, and specifically in this context, children with disabilities, will face. Ensuring that teachers are equipped with child-centred teaching methods, accessible learning materials and school environments provides children with disabilities the opportunity to fully participate in their learning¹³.

Whilst in Kenya the delegation visited three different models of inclusive education projects which are outlined below:

4.1 | INCLUSION IN MAINSTREAM SCHOOLS

Leonard Cheshire Disability (LCD) adopts an integrated model of inclusive education. This model focuses on children with and without disabilities learning together in the same mainstream school classroom, using materials appropriate to their various educational needs, and participating in similar lessons and recreation. In an inclusive school, children with disabilities do not study in separate classes; instead teaching methods, textbooks, materials, and the school environment are designed so that girls and boys with a range of abilities and disabilities – including physical, sensory, intellectual and mobility impairments – can be included in the same class.

At the same time, it is understood that sometimes children may be affected by more than one issue. A disabled child may also speak the language of a minority ethnic group, or be a refugee, or, if she is a girl, her family and society may not value girls' education. LCD believes that making schools inclusive for boys and girls with disabilities improves them for all learners, including students facing exclusion because of other challenges, or more than one issue.

Without appropriate support in schools the children would probably not attend or thrive. Regardless of the impairment, it is vital that children can receive an assessment at an Education Assessment Resource Centres so that the child is given the right support.

⁷ As reported by an Educational Assessment Resource Centre Officer in the District of Nyando, April 2013
⁸ Salamanca Statement and Framework for Action on Special Needs Education (1994) UNESCO <http://unesdoc.unesco.org/images/0009/000984/098427eo.pdf> - accessed December 2015

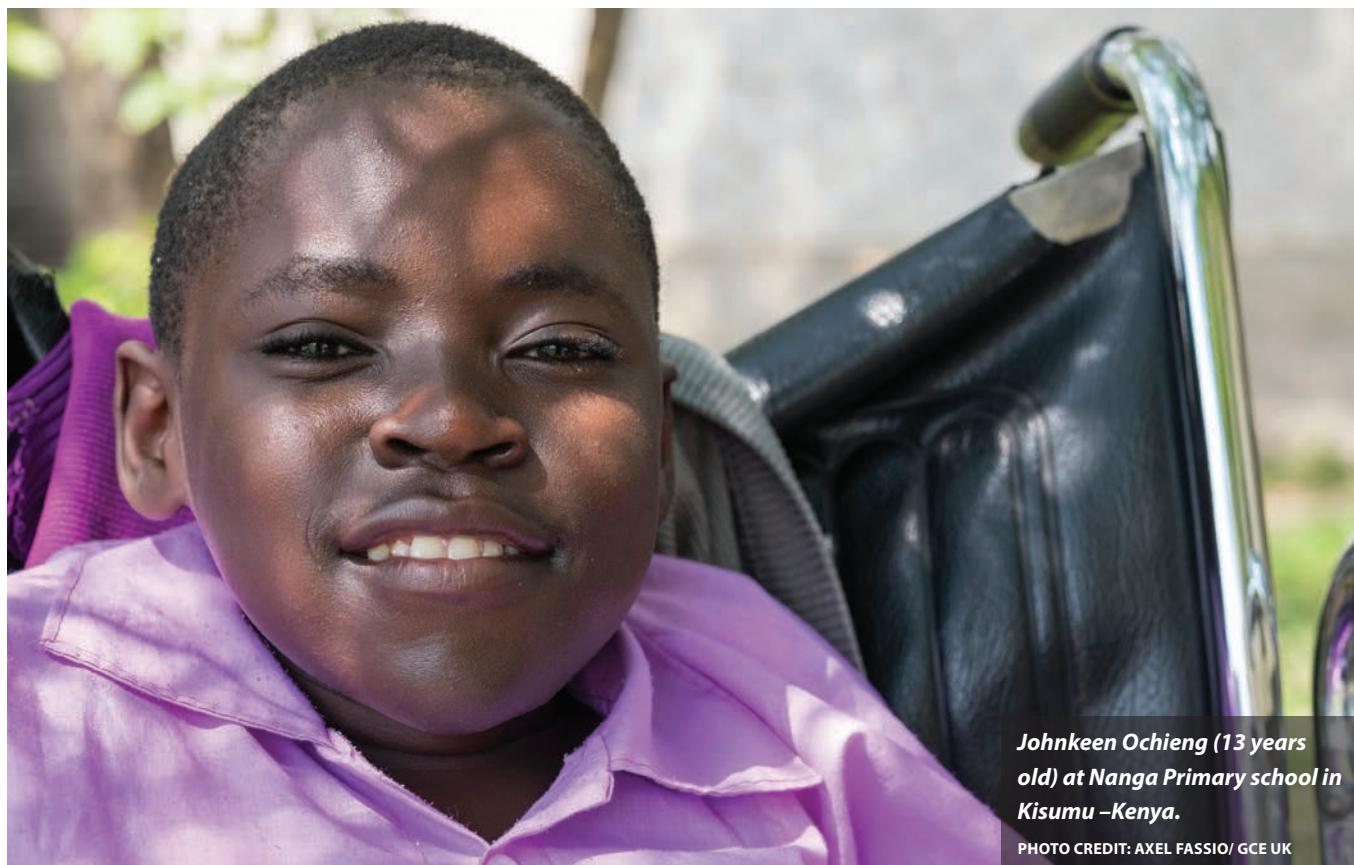
⁹ Committee on the Rights of Persons with Disabilities Draft General Comment on Article 6: Women with disabilities, CRPD/C/14/R.1, 2015, para. 8.

¹⁰ UNICEF (2013) Children and Young People with Disabilities Factsheet. http://www.unicef.org/disabilities/files/Factsheet_A5__Web_NEW.pdf - accessed December 2015

¹¹ Coe, S (2013). Outside the circle: A research initiative by Plan International into the rights of children with disabilities to education and protection in West Africa. Dakar: Plan West Africa

¹² Committee on the Rights of Persons with Disabilities, Draft General Comment No. 4, Article 24, The right to inclusive education, 2015, paras. 11-12.

JOHNEEN, A PUPIL'S STORY



Johnkeen Ochieng (13 years old) at Nanga Primary school in Kisumu –Kenya.

PHOTO CREDIT: AXEL FASSIO/ GCE UK

JOHNEEN is a thirteen year old aspiring lawyer from Kisumu in Kenya, and he has big dreams for the future. He is an ambitious young man and an inspiring role model to his younger brothers, Darren and Ian.

Johnkeen fell down badly when he was 8 years old. He needed seven operations, and has been waiting for an 8th operation for over six months. Since becoming disabled he has received support from Leonard Cheshire Disability to access support from the Education Assessment and Resource Centre where he has been able to be assessed and referred for the right medical and education support.

Through a DFID-funded LCD inclusive education programme, he thoroughly enjoys primary school. LCD has worked closely with the school and the community to ensure that schools are supported in becoming inclusive. The school building has been modified to include ramps and accessible toilet facilities, and the doorways are wide enough for his

wheelchair. Aside from the infrastructure modifications, teachers receive training and assistive educational devices are provided.

Johnkeen gets to school every day with the help of his friends. Child-to-child clubs have facilitated his inclusion into the mainstream school. In these clubs children are able to learn about disability, and have the opportunity to play together and form friendships. Thanks to these groups he is able to access support from his peers, giving him independence from his parents and making the journey to school fun.

Johnkeen loves primary school, but he confided in us that he fears the transition to secondary school will be difficult due to a lack of inclusive education provisions beyond the primary level.

Johnkeen is part of the Leonard Cheshire Disability Inclusive Education project in the Kisumu District, Kenya

4.2 | INTEGRATED FAMILY-SUPPORTED EDUCATION

Deaf Child Worldwide has focused on a pioneering approach where units for teaching deaf children are set up in various schools where it secures a newly qualified deaf teacher awaiting permanent deployment by the government who works alongside the classroom teacher to offer more intensive support to the deaf children. The deaf teacher works alongside the government teacher, and ensures that deaf children attain a quality education. The seconded deaf teacher offers sign language support to the deaf children and the teacher as well as providing after-school sign language classes to other pupils and parents. This model works with the community to ensure deaf children are identified as early as possible in order for the necessary steps to be put in place to help deaf children have a good start in life. This model also places additional emphasis on a family-based approach, offering families the opportunity to learn Kenyan Sign Language. The project has been successful in providing bespoke support to improve family communications and relationships. This project is an innovative model which has been funded directly by Deaf Child Worldwide, which hopes to access further funding to scale up the project as a result of the demonstrated success.

4.3 | COMMUNITY-BASED EDUCATION

Historically, children with deafblindness and other complex disabilities have been written off as ‘uneducable’ or simply too difficult to accommodate within the education system. Sense International (SI) has utilised a model of community-based education to ensure education in a resource-constrained environment. Three special educational needs (SEN) schools in Kenya, (Maseno, Kwale and Kilimani) have been transformed into Regional Training/Resource Centres (RTRCs). A teacher from the nearest mainstream school visits the home twice weekly to work with the child and parents to learn life skills and with the goal of preparing children with deafblindness and complex disabilities for inclusion in mainstream schools. An SEN teacher from the nearest RDRC attends one of the home visits on a quarterly basis to provide technical support to the mainstream teacher in the learning/teaching process. Both teachers benefit from regular trainings by SI’s Community-based Education Officer to strengthen their skills in teaching children with deafblindness. Parents are facilitated to meet quarterly to provide peer-to-peer support as well as share ideas for joint advocacy for the rights of their children. Government officials at the national and local level are also involved in the project and take part in regular meetings to review progress.

ABIGAIL, A CHILD’S STORY

ABIGAIL, a nine year-old from Kisumu Kenya, is deafblind and has cerebral palsy. Sense International identified her in 2009 and has been working with her ever since. Through the community-based education programme, Abigail learns from her teacher Jen, a ‘master trainer’, providing education and support to Abigail and her parents, Abigail can now walk. She can also see lights, dances and enjoys drumming and interacting with other children.

Community-based education can help to develop essential life skills and to prepare children with complex needs for inclusive education in mainstream schools. Based on SI’s learning, these programmes are successful when community-based health supports are coordinated with education.

Abigail and her family benefit from the Sense International Community-based Education project in Nairobi, Kenya

5 | KEY FINDINGS

5.1 | POVERTY

Poverty is reported as both a cause and consequence of disability. People with disabilities and families with members with disabilities tend to be poorer across all areas, including housing provision, food, basic sanitation, access to healthcare and educational attainment¹⁴.

Poverty is raised as one of the main barriers to education for children with disabilities by both families and educational professionals. Children with disabilities may have extra costs associated with their learning which includes the need for educational assessment, personal support and care, assistive devices, as well as support with transport or medical costs. Despite global standards and frameworks¹⁵ to make free education available for all, children with disabilities in Kenya continue to miss out on education due to both the standard costs for all children (e.g. books, uniforms) and the disability-associated costs (e.g. mobility aids, assessments, transport).

In Kenya school fees present an all-too-often insurmountable barrier for families trying to access inclusive education for their child. Special Educational Needs schools are predominantly low-fee paying schools and whilst there is a pupil stipend for children with disabilities, children are only able to access these after being assessed in an 'Educational Assessment Resource Centre' (EARC). These EARCs are severely under-resourced, leading to gaps in meeting EARC's role to identify, assess and refer children with disabilities, moreover the additional stipend given does little to cover the cost of the fees and additional support that is required. Whilst such solutions can bolster enrolment rates by bringing down the initial cost of education, they do little to affect retention rates. Without keeping children in education there is little hope that the cycle of poverty and disability will be broken.

5.2 | THE IMPORTANCE OF QUALIFIED TEACHERS

The role of teachers is pivotal to the success of inclusive education. Teachers need to receive the appropriate training and support to be able to deliver child-centred quality inclusive education to children with disabilities¹⁶. During the delegation visit there

was a nationwide teacher's strike which highlighted some of the challenges faced by the sector. A target of one SEN teacher in each school was set by the Kenyan Government in 2005 however, in part due to Kenya's successful implementation of universal primary education policy, a sharp increase in the number of primary students has meant that the increased number of classes has quickly outstripped the number of trainer SEN teachers. The mixed matrix of primary education provision in Kenya means it is a challenge to know what numbers of trained teachers are needed, but there is clearly a growing demand. Currently the majority of children with disabilities in Kenya have multiple disabilities¹⁷, however only 1% of teachers trained in special needs education have received specific training on how to include and work with children with multiple disabilities¹⁸. Even when teachers have received training there can be limitations to how qualified a teacher can be - one example would be teachers who have learnt sign language. If teachers receive sign language training they are often not fluent enough to teach.

Whilst the Kenyan Institute of Special Education carries out all of the SEN training the government of Kenya is currently working to deliver a new state of the art teaching methodology in early literacy called the TUSOME project¹⁹. Nearly 60,000 teachers will be benefitting from additional training and will participate in a new teacher appraisal system to improve performance in between 2015 - 2019. This project is being extended in early 2016 to include materials and teaching resources appropriate for including deaf and blind children in early literacy lessons. DFID has funded this initiative with USAID, with the government of Kenya taking responsibility for the implementation. Whilst it is a step in the right direction there remains much to be done to ensure that teachers receive adequate support and recognition for including all children with disabilities.

The government has recognised that there are not enough SEN trained teachers in Kenya to meet the growing demand, and has now introduced a stipend for teachers who go on to work in SEN schools. This financial incentive is only for teachers who practice in special needs schools rather than trained SEN teachers working with children with disabilities in mainstream schools, which has inadvertently created a situation where teachers who are trained and teaching children with disabilities in mainstream schools lose out. As a result many of the SEN trained teachers often choose to work in segregated schools rather than in the mainstream public schools, which does not help towards the goal of achieving inclusion in mainstream education.

¹⁶ Equal Right, Equal Opportunity - Inclusive Education for Learners with Disabilities (2014) Global Campaign for Education

¹⁷ National Survey on Special Needs Education in Kenya (2015) DfID Kenya, VSO

¹⁸ ibid

¹⁹ DFID press release (2015) <https://www.gov.uk/government/world-location-news/uk-helps-in-giving-kenyan-children-a-right-start-in-education> - accessed January 2016

JOYCE, A MOTHER'S STORY



Abigail (9 years old) with her mother outside their home in Nairobi – Kenya.

PHOTO CREDIT: AXEL FASSIO/ GCE UK

"WHEN YOU HAVE A CHILD WITH A DISABILITY, POVERTY KNOCKS ON YOUR DOOR"-JOYCE, ABIGAIL'S MOTHER

ABIGAIL'S MOTHER, Joyce, highlighted her frustration of enduring the stigma that continues to surround disability in Kenya. Abigail has multiple impairments, including deafblindness and Cerebral Palsy, and as a consequence Joyce has had to leave her job, and believes that the stigma surrounding disability has even affected her future employment opportunities. She told us that her friends now avoid her and other parents refuse to let their children play with Abigail.

Expensive healthcare for Abigail is another major issue. The additional health costs for Abigail, in addition to the lack of employment for Joyce, means that the family faces significant financial pressures.

Abigail is part of a Sense International community-based education project, detailed on p7. This means that Abigail is able to learn important communication skills and life skills. It also means that her parents are able to take advantage of transient paid work which helps to alleviate some of the financial burden. Ideally, children like Abigail should be enabled to participate in inclusive education programmes at mainstream schools and transition from community-based projects. This would lead to full inclusion in Abigail's education and more stable and consistent employment opportunities for Joyce.

Abigail and her family benefit from the Sense International Community-based Education project in Nairobi, Kenya

JEN, A TEACHER'S STORY

THE EXAMPLE OF TEACHER, JEN, shows how important special needs education training is for teachers of children with disabilities and what a huge difference it can make to the children and to the children's parents.

From Western Kenya, Jen attended Maseno University for her initial teacher training. Whilst there she developed a special interest in working with deaf children and then transferred to a school for deaf children a year after graduating from teachers' college.

She worked at the school for one year, and then worked in Kisumu with visually impaired children for 8 years after that. After working with a variety of children with different disabilities, Jen decided to specialise in education for deaf children.

After a short time working at Masena School for the deaf Jen trained further in deaf and inclusive education, later studying for an MA in Education, specialising in hearing impairment.

Jen's passion for teaching is clear and her favourite thing

about it is the clear achievements and results she sees working with the children on a day-to-day basis. Children come to visit her at home in their free time and one boy she taught got a scholarship to Malaysia to study. She also works with Abigail, a student who is deafblind and has cerebral palsy.

Jen has known Abigail for three years and, because of the specific training she has received, is helping Abigail reach her full potential and her parents to understand Abigail's disability and how they can best contribute to Abigail's continued development.

Jen is a devoted, passionate and motivated teacher. Through her training she has been able to help many children and demonstrates the integral role teachers play in the success of inclusive education.

Jen is a teacher who is participating in the Sense International project. Abigail and her family are discussed in the section on Community-Based Education



Abigail (9 years old) with her support teacher at home in Nairobi- Kenya.

PHOTO CREDIT: AXEL FASSIO/ GCE UK

5.3 | EDUCATIONAL ASSESSMENT

Ensuring that children with disabilities are properly assessed early on is key to ensuring access to quality education. Each child will have different needs, and therefore being assessed by a multi-disciplinary team will lead to a better understanding of what adjustments need to be made to fully support that child through an education cycle.

The Educational Assessment Resource Centres (EARCs) are provided by the Government to support the educational assessment of children in Kenya. They are currently based at District level and receive a limited level of funding or resourcing. Whilst the staff salaries are funded by the Teachers Service Commission, they receive little or no further funding from the Ministry of Education to conduct activities. The EARC Officers tend to be from a teaching or occupational health background and are responsible for carrying out the individual assessments to identify levels of impairment and make the required recommendations to support children with their education. This can be through referrals to other health care professionals such as physiotherapists or speech therapists, provision of assistive devices and/or registration for social support. EARC Officers will also draw up an individual education plan for each child which will detail key learning milestones and specify the support required.

In practice this assessment is limited, mainly due to the ability of a district EARC to support local communities from a centralised location, the limited resources and number of staff, lack of outreach support and adequate budget provision to follow up on assessments to ensure that adequate support has been provided. Often the onus has been on teachers and social workers to refer parents to the EARCs, however this doesn't always lead to parents accessing this function. Parents often have other responsibilities including employment, travel costs can be prohibitive and there remains a fear of the stigma associated with disability.

5.4 | SECONDARY EDUCATION

Due to various international commitments, such as the Agenda 2030 Sustainable Development Goals and various human rights treaties, all States must work towards progressively introducing free available and accessible secondary education to all. The push for universal primary education over the last fifteen years has in some ways distracted governments from focusing on the need to prioritise secondary education. Governments face tough challenges in prioritising limited resources for education at all levels. Nevertheless, Kenya is a middle income country and therefore, secondary education provision should be a priority.

Secondary school is still out of reach for many; the costs associated with secondary school remain a barrier for many students, but in particular for the most marginalised²⁰. The Kenyan Government has not yet made a commitment to free secondary education in the way it has with primary education. This is further compounded by the distance to secondary schools which is an issue for many learners in Kenya²¹, and of course is an additional barrier for those children for who may have additional accessibility requirements. Many secondary schools lack inclusive infrastructure and the teachers are not trained in inclusive pedagogy. The delegation met students who openly voiced their concern about what would happen after they finished their primary education. It is not clear how the government or donors are going to address this issue on a wider scale.

²⁰ Glennester, R et al (2011) *Access and Quality in the Kenyan Education System: A Review of the Progress, Challenges and Potential Solutions*

²¹ ibid

6 | RECOMMENDATIONS

The APPG Global Education for All and GCE UK recommend the following actions by the UK Government and DFID to support the Government of Kenya in ensuring that children with disabilities are able to access a quality education in line with Sustainable Development Goal 4 and the leave no-one behind agenda:

- ◆ **DFID should continue their work towards implementing the recommendations from the Global Campaign for Education's Send All My Friends to School²² report to ensure that all country level work is disability-inclusive.**

The main recommendations from this are:

- ◆ **Embed and prioritise disability into DFID's education planning, policies and programmes especially in Kenya**
- ◆ **DFID should be a global champion of education for children with disabilities**
- ◆ **Strengthen DFID's research and evidence gathering capacity on education for children with disabilities**
- ◆ **The Kenyan government must expand teachers' stipends for all Special Educational Needs teachers in Kenya.** The Kenyan Institute for Special Education (KISE) is a government-funded teacher training facility which specialises in special education. KISE also acts as a hub of best practice and innovation – directly delivering braille and sign language classes, hosting Kenya's most resourced EARC and researching new models of inclusion. With a clear insight into the sector we support their recommendation to increase the numbers of teachers that are able to deliver the appropriate pedagogy and work with children with disabilities. Our recommendation is that all teachers trained in special needs education should receive the stipend which is currently extended solely to teachers within in segregated schools; it currently does not reach the teachers who teach children with disabilities in mainstream school and who practice inclusive education.

- ◆ **The Kenyan Government needs to implement and support a range of inclusive education models to meet the needs of children with disabilities and base these models on best practice.** Based on the diversity of programme models that were covered in this visit, it is clear that one size does not fit all children with disabilities. As evidenced in the report, some children are ready to be included in mainstream schools, while others require a transition through community-based education. Some schools require additional specialised supports, such as deaf units, and others require access to a qualified, trained SEN teacher. The Kenyan government and donors need to work with civil society organisations, parents' groups, DPOs, local communities and education providers to find out what works in practice and to include this learning into government planning and resource allocation, ensuring that the voices of learners with disabilities are included in decisions regarding inclusive education planning.
- ◆ **The Kenyan Government should prioritise teacher training in line with the Government's Kenya 2030 vision, and include innovative ways to bridge the financing gap for SEN teacher training.** There is currently one major institution providing teacher training, KISE, which trains between 2,000-3,000 teachers per year. It costs 64,000 KES (approximately £441 GBP) at the moment to train a teacher in special needs education but the government currently only contributes 3,000 KES (£21 GBP).
- ◆ **The Kenyan Government must ensure that assistive devices are made available to all children with disabilities.** **Assistive devices currently remain too expensive for most Children with Disabilities.** This is partly caused by a low market demand driving costs up due, in part, to them having to be imported. Assistive devices are crucial for disabled children to be able to learn in an inclusive environment, and are currently a central reason for children with disabilities not accessing education²³. Building these costs into long-term national and regional budgets will ensure that procurement costs are better absorbed within the overall fund allocation to inclusive education.

²² Send All My Friends to School (2014) Global Campaign for Education; <http://www.sendmyfriend.org/wp-content/uploads/2014/06/GCE-UK-report-Send-ALL-My-Friends-to-School-2014.pdf> (accessed December 2015)

²³ National Survey on Special Needs Education in Kenya (2015) DfID Kenya, VSO

◆ **More investment in the Education Assessment and Resource Centres must be made so that they are better resourced with both equipment and staff.** Rehabilitation professionals and EARC officers must have the opportunity to increase their knowledge so they are better able to identify disabilities. These professionals play a pivotal role in determining the outcomes for children with disabilities, and therefore training institutions must be given the necessary resources to deliver quality pre- and in-service training. Transport to perform outreach assessments should be provided and facilitate the opportunity for EARC staff to act as community liaisons- garnering support in the local communities for inclusive education and working to address the stigma associated with disability at the community level. Currently there are 47 district level EARCs, and one national centre based in Nairobi. All should be better equipped to ensure that all children are able to access support. The unequal distribution of resources for disability services across Kenya compounds the difficulties in implementing policies, however there are no clear resources set aside in government budgets for this purpose so the centres lack many of the specialist staff and equipment they need. National and district budgets should make clear allocations for support to assessment centres.

◆ **The primary school system in Kenya must focus on child-centred learning.** The curriculum and education system should be flexible and able to be adapted for children with disabilities. The education system, including the curricula, assessment and pedagogical approach should be adapted to fully meet learner's needs²⁴; engaging them fully in their own learning and development.

◆ **Provision of secondary education in Kenya must be free and inclusive.** The new Sustainable Development Goal 4 broadens the scope of education to now include secondary education, and cost remains one of the greatest barriers to secondary education for children with disabilities. There must be adequate resources and planning for the provision of free, quality inclusive education for children and young

people with disabilities. Young people with disabilities should have equal opportunities to all levels of education, and access to upper secondary and tertiary education should also be considered in all education sector planning. Skills development to improve employment opportunities for disabled young people should be offered by all secondary education providers in order to support the economic independence of people with disabilities whilst directly addressing the cycle of poverty and disability.

◆ **The Kenyan Government must ensure that transport to schools must be accessible to all children.** Physically getting to school can be one of the major challenges for children with disabilities. The distance to and from school can be prohibitive, and the cost of using public transport can be beyond the means of many families²⁵. By ensuring that all schools are able to deliver inclusive education, children will be able to attend their local school, and are more likely to be able to reach school with the support of family and friends living nearby. Schools which are further away may require the use of public transport. Not only is the cost a barrier for children with disabilities using public transport but parents we spoke to also raised concerns over the safety of their child travelling alone to school. Local education authorities must assess the local context, and provide accessible and safe school transport solutions.

◆ **The Kenya Government must engage with political and community leaders to address the continued stigma faced by children with disabilities.** The Kenya Disability Parliamentary Caucus (KEDIPA) and political leaders should work with disability advocacy groups to move this agenda forward. In Kisumu, it was demonstrated how the support of one governor could act as a catalyst in securing the essential support for the programmes operating in that district. Community led groups such as parent associations, father to father groups and child to child clubs are essential to breaking down misconceptions and myths surrounding disability issues, and reversing the associated stigma.

7 | ACKNOWLEDGMENTS

This parliamentary delegation to Kenya was organised by RESULTS UK with the support of the Commonwealth Parliamentary Association. The delegation was also supported by the co-chair of the Global Campaign for Education UK (GCE UK) policy group, who works at Leonard Cheshire Disability.

This report was written by Aletheia Bligh Flower, Leonard Cheshire Disability on behalf of the Global Campaign for Education and the APPG on Global Education for All with input and support from Anna Geldard, RESULTS UK.

Many thanks to those who provided comments and feedback: Tony Baker, Lucy Dresher, Bailey Grey, Sarah Palmer, Heather Saunders, Marion Steff, Suzanne Lagan, Julia McGeown, Ruby Morgan-Bennett and Callum Northcote.

The APPG on Global Education for All and GCE UK extend their thanks to those who welcomed the delegation in Kenya, and gave up their time to discuss inclusive education in Kenya and who made the visit so enjoyable: Dr Christian Turner; Sandra Barton and all the staff at DFID Kenya; Dr Ben Piper; Hon Shakeel Shabbir MP; Mr Jack Ranuguma, Governor of Kisumu; Dr. Richard Belio Kipsang Principle Secretary, Education; Isaac Mwaura MP and the Kenyan Disability Parliamentary Caucus; Hon. Sabina Chege MP and the Parliamentary Committee on Education; George Awalla and staff at VSO Offices Nairobi; the Elimu Yetu Coalition; Staff at the Action Network for the Disabled (ANDY); Stevie Kent and Edwin Osundwa at Sense International Kenya; Sarah Palmer and staff at Deaf Child Worldwide; Orpa Ogot and Benson Mbuthia and staff at Leonard Cheshire Disability; Elkanah Kipsang Lagatt and the staff at the Kenya Institute of Special Education; Staff and students at the Baba Ddrogo primary school; Staff and students at the Utu Wema school; Staff and students at the JEHACE school; Staff and students at the Nanga Primary School.

COMMONWEALTH PARLIAMENTARY ASSOCIATION (CPA)

The CPA connects, develops, promotes and supports Parliamentarians and their staff to identify benchmarks of good governance and the implementation of the enduring values of the Commonwealth. CPA activities focus on the Commonwealth's commitment to its fundamental political values, including the alleviation of poverty and fundamental human rights.

<http://www.cpahq.org/cpahq>

THE ALL-PARTY PARLIAMENTARY GROUP ON GLOBAL EDUCATION FOR ALL

The APPG Global Education is a group of UK parliamentarians from both Houses and all parties, who have come together to support strong UK action on achieving the Education for All goals.

<http://www.appg-educationforall.org.uk/>

RESULTS UK

RESULTS UK is a non-profit advocacy organisation that aims to generate the public and political will to end poverty. We have a track record of expertise and success in education, microfinance and global health issues. RESULTS UK currently hosts the secretariat for the APPG on Global Education for All.

www.results.org.uk

LEONARD CHESHIRE DISABILITY

Leonard Cheshire Disability works for a society in which every person is equally valued. LCD believes that disabled people should have the opportunity and support to live independently, to contribute economically and to participate fully in society. LCD delivers inclusive education and livelihoods programmes in 12 countries across Africa and Asia.

www.leonardcheshire.org



***Utu Wema low cost Primary
School in Embakasi,
Nairobi - Kenya.***

PHOTO CREDIT: AXEL FASSIO/ GCE UK

GLOBAL CAMPAIGN FOR EDUCATION UK

The Global Campaign for Education (GCE) is a global organisation working to ensure quality education for all children, with members in over 100 countries. In the UK the campaign seeks to increase community awareness of the state of education internationally and generate the political will necessary to ensure the UK plays an active and effective part in efforts to secure education for all. Over twenty charities and teaching unions work together as the GCE UK coalition, delivering the Send My Friend to School campaign and undertaking parliamentary and advocacy work.

www.sendmyfriend.org

www.campaignforeducation.org

GCE UK INCLUDES:

ActionAid

Action on Disability

ATL

CAFOD

Christian Aid

Comic Relief

Deaf Child Worldwide

Handicap International

International Rescue Committee

Leonard Cheshire Disability

Literacy Working Group

NASUWT

NUT

Oxfam GB

Plan UK

Results UK

Save the Children

Sense International

Sightsavers

The Steve Sinnott Foundation

UCU

War Child

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Global Education for All

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