

Barriers to Parental/Family Participation in the Education of a Child with Disabilities in Kenya

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Abstract

In Kenya, the subject of parental participation has not received much attention in terms of research, and roles of parents in their children's education are not normally well defined (Njeru, 2015). Based on observations, reports and research, parental participation remains low especially in the rural areas. This paper will discuss the barriers to parental/family involvement in the education of a child with a disability and suggest possible steps towards empowering families of children with disabilities to take active roles in their education. This paper is expected to primarily benefit policy makers, parents and everyone on the frontline of implementation of special education laws and policies. It could also provide ammunition for advocacy groups and non-governmental organizations for spurring the government and the Ministry of Education into action that is tailored towards improving the education of children with disabilities in Kenya.

Keywords: Special Needs Education, Disabilities, Inclusive Education, Community Based Programs, Special Schools & Integrated Units.

Full text: <https://files.eric.ed.gov/fulltext/EJ1184076.pdf>