

School participation for children with disabilities in Kenya

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Abstract

In Kenya, policies to increase access to quality education have largely focused on reducing rural/urban, gender, and income inequality. Yet, many children do not attend or fully participate in school because they have physical and mental disabilities. The goal of this paper is to examine school enrollment, attendance, and primary school completion patterns for children with disabilities in Kenya. The study used the 2007 Kenya National Survey for Persons with Disabilities. The aim of the survey, the first of its kind in Kenya, was to estimate the number of people with disabilities, their regional distribution, and their demographic and socio-economic characteristics. The study finds that children with disabilities face significant obstacles to schooling. Schools are unable to offer services to children with disabilities, hence making it difficult for them to attend school. These children are significantly less likely to enroll in school, attend school, and complete primary school.

Keywords: Kenya, school enrollment and attendance, educational attainment, disability

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