

Attaining 100 percent transition from primary schools for learners with disabilities in Kenya: reality or fantasy?

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Abstract

Kenya has adopted a policy that will ensure that all learners transit from primary to secondary levels of education until they attain 'basic education', which is a fundamental right as recognized in the Constitution of Kenya, 2010. Historically, learners with disabilities and special needs in Kenya have had very low transition rates from primary to secondary levels, a factor which might jeopardize the government policy, unless drastic measures are undertaken to include this marginalized population into the education system. This situation then begs the question as to what new strategies the country will employ to ensure that all learners are able to acquire quality inclusive basic education regardless of their disability. This paper is a case study of Kenya, critically analyzing the considerations that are being made and the strategies put in place for all learners with disabilities to transit, in the spirit of 'leaving no one behind'. In doing this, it questions whether indeed there can be complete transition of the said group of learners under the prevailing conditions, hence addressing equity in accessing education, or whether this is a pipedream. The study focuses on the policy framework and the practical steps that are being taken to ensure 100% transition for learners with disabilities in the country. The role of technology is discussed. Observations are also made regarding potential hurdles on the road towards realizing the transition goal for the learners.

Key words: 100 percent transition, access, equity, transition, secondary education, disabilities, special needs education.

Full text:

http://oasis.col.org/bitstream/handle/11599/3384/PCF9_Papers_paper_160.pdf?sequence=1&isAllowed=y