

**Parenting Children with Disabilities: Dilemma on Right to Education versus
Best Interest of a Child, Kenya**

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Abstract

Kenya has made great strides in implementing various legislations and policy frameworks for the attainment of the rights of children with disabilities. However, parenting a child with a disability remains daunting to many families. Parents, the primary duty bearers have the sole duty of ensuring holistic development of their children. They find themselves making decisions on behalf of their children from time to time. The legal frameworks require that those making decisions on behalf of children do so in the best interest of the child, yet the needs of a child with a disability are far more than those of a child without a disability. Parents have to maintain a balance between the educational needs of the child with a disability versus for other child/ren. It is here that the dilemma emerges, the right to education versus an inclusive education provision, since most schools are ill-prepared for children with disabilities. This paper examined the dilemma parents experience as they seek inclusive education provisions. A descriptive survey was used to examine the gaps existing within the various legal frameworks and parent's awareness of the rights to education of children with disabilities. The results reveal that the rights of the children with disabilities in Kenya are aligned to the UN Convention on the Rights of Children; the parents of children with disabilities are least informed on the rights of their children to quality education, but most importantly, are unaware of the existence of key legal frameworks. As a result, parents experience varying degrees of the dilemma when seeking inclusive education. The paper recommends an extensive study on parents' awareness of the rights of children with disabilities as duty bearers.

Key Words: Children with disabilities; legal frameworks, parents, rights to education

Introduction and Background

Over one billion people (15% of the world population) experience some form of disabilities. It is estimated that the number of children (0-14 years) living with disabilities range between 93 million and 150 million globally. Even though this is an estimate, it paints a picture of the number of children with disabilities in the world, according to the World Bank Report (World Bank, 2011). This report estimates that there are about 5.1 million children with disabilities in Africa. The majority of these children are not registered or are hidden from the public. According to the Kenya National Survey on Persons with Disabilities, 4.6% of the population in Kenya experiences some form of disability with the majority of these residing in the rural areas rather than in the urban areas (KNSPWD, 2008). Most of these children are born in very poor families, as a result, of which, 60% of them are abandoned and are in institutional care.

Children with disability in the African context continue to experience discrimination and outright violation of their rights (Munyi, 2015). Attitudes displayed by the community around children with disabilities are considered to be a bigger problem (Graham, 2014). Most parents of children with disabilities are uninformed of the causes of the disabilities and are unaware of the rights of the children. As a result, the children receive low-level care, poor education, no participation opportunities and remain isolated from the society and community. Parents know too well the agony of bearing and rearing children with disabilities. This is in the backdrop of tremendous development achieved through various international frameworks enacted to provide hope to parents with children with disabilities.

Inclusive Education

The Salamanca Declaration (1994) on inclusive education states that every child should be given a genuine chance to achieve meaningful learning in schools. However, UNICEF Report (2013) stated that an estimated 5.1 million children with disabilities in the region have their education status largely unknown. This report further stated that out of the total 1.5 million children registered with disabilities; only 14.5% attend what is referred to as special schools. This implies that the majority of disabled children (approximately 85.5%) may or do not attend school in spite of the Salamanca Declaration and Education For All (EFA).

According to the UNICEF Report (2007), there is a conflict between rights to education and provision of sustainable disability-friendly schools. The Human Rights model advocates for entitlement to an education facility that removes barriers and discrimination in the mainstream schools. As a result, parents of children with disabilities are caught up in this conflict between rights and education for all in an inclusive education setting. Parents seek school environment that will protect the children from any harm, that will meet the rights to education and that will promote the children's holistic development. This presents conflicting dilemmas to a parent.

According to Graham (2014) the lack of disability data, disaggregated by the degree and the type of disability, makes it difficult to fully understand the barriers that lead to exclusion from schools and to plan interventions targeting specific disabilities. In Kenya, the exact number of children with disabilities remains unclear (The National Policy Framework on Special Education, 2009).

In addition, the UNICEF Report (2012) attributed the perception of disability to the social barriers that prevent children access to schools in various parts of the

world. Other issues highlighted in the report were inclusive education not clearly defined policies not implemented, lack of accessible amenities such as toilet facilities, inadequate light; noisy environments that prevent children with visual or hearing impairments from learning, transport problems that prevent children with disabilities from accessing school, insufficient funding by the Government, and inflexible curriculum and exam systems combined with non-inclusive teaching methods.

According to World Health Report (2012), to promote inclusive education for children with disabilities at all levels, reviewing national policies in relevant sectors is necessary to be aligned with international conventions and commitments; and inclusive of children with disabilities is important. The UNICEF Report (2013) argued that children with disabilities remain exposed to increased vulnerability. Discrimination based on disability continues to be manifested through marginalized resourcing of schools and decision-making that is exclusive in nature. Children with disabilities continue to be invisible in policy development but visible in the eyes of parents who are the duty bearers.

Many studies in Kenya reveal that hindrances to attaining rights to education are evident by closely examining the provisions in the mainstream schools. The gaps that exist include facilities that are inaccessible, national and international policies that exclude the basic needs of the children with disabilities, limited access to supportive devices, poorly trained manpower and retrogressive attitudes and behaviors towards children with disabilities. Where these hindrances exist, inclusive education cannot take place. Even though the Convention on the Rights of Children prohibits discrimination for children with disabilities, inability to enforce this clause makes children in “inclusive schools” in our setting impede their development

(survival), participation and protection needs. This is because there is a gap between realities in implementing the law, even though the intentions are good.

Children's Rights: The Legal Frameworks

With the 1959 Declaration of the Rights of the Child, Article 3 of the UN Convention on the Rights of the Child requires member states to observe the "best interests of the child as a primary consideration in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies". This implies that the executive authorities, the lawmakers, judicial bodies and private institutions are obligated to ensure that all decisions affecting children are in their best interest.

So, really, what is the "best interest" of a child in the realm of disabilities? Best interest literally speaking means that whoever is making a decision on behalf of the child with a disability in this context, demonstrates a clear understanding of both the medical and social definition of a disability. It is noteworthy that the Convention of the Rights of Children does not elaborate what "in the best interest of the child" means. It provides a normative framework for which the member states are required to make their own interpretations. For this reason, the African Charter on the Rights of Children (1999) clearly states that the best interest of the child shall be "the" primary consideration not just "a" consideration in all actions concerning the child in Article 4(1). In article 20, parents or other persons responsible for the child should always act in the best interest of the child. The African Charter clearly states in Article (13) that every child who is mentally or physically disabled has the right to special protection to ensure his or her dignity, promote his or her self-reliance and active participation in the community.

The Constitution of Kenya (2010) speaks to issues of disabilities. Under Article 53, (2) the "child's best interest is of paramount importance in every matter concerning the child". Article 54(1b, 1c, 1d and 1e) states that a child with a disability is expected under the law:-

(b) to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interest of the persons;

(c) to reasonable access to all places, public transport, and information;

(d) to use sign language, braille or other appropriate means of communication

e) to access materials and devices to overcome constraints arising from the person disability.

The Persons with Disabilities Act 2003: Rights to Education, Article 39 in sections 1,2, and 5 states that,

1) every child and person with disability has a right to admission to any institution of learning and access to an inclusive, quality and free primary and secondary education on an equal basis;

2) no child or another person with a disability shall be excluded from the education system on the basis of disability;

5) children with disabilities shall not be excluded from free and compulsory early childhood, primary or secondary education, on the basis of disability.

The Nature of Parenting Dilemmas

Kenya's National Policy Framework Special Education (2009) has very well articulated the challenges faced by children with disabilities in accessing quality education. Parents of children with disabilities know too well that educational and

social inclusion requires one to make adjustments in both attitude and environment as stipulated in the law. The majority of these parents, however, bear testimonies of how difficult it is for society to become inclusive. The parents consciously or unconsciously develop protective mechanisms in the best interest of the children, which can have both positive and negative effects in the life of the children. Such protective measures help them as individuals cope with the children's disabilities. The individual families make adjustments to support the children grow and thrive. Parents concern for their children is primarily the provision of the basic and essential needs.

In pursuant of the law, the parents begin to search for a school when the children attain school-going age. For most parents, this is a difficult time. It is important to note that parents have an idea of the kind of environment where their children's growth and development will be supported. The parents are aware of the physical, emotional, social and cognitive needs of the children. Their concern is whether these needs will be met adequately within a school environment.

In the school setting, a parent in the best of interest of the child wrestles with these issues: "Where will my child sit?", "How will my child access the classroom?", "Where are the toilets located?", "Where are meals served?", "Who will change my child if they mess themselves?", "Will my child make friends?", "How will the teachers and other children interact with my child?". These concerns, are so basic yet so important to a parent. The journey to search for a school environment that will meet these concerns becomes paramount. The parent at this time is not too worried about the curriculum, but with the safety of the child physically, emotionally, socially and spiritually. The parent is confronted with the reality that schools are ill-prepared to meet the child's needs; they undergo an approach-avoidance moment. The right of the child to access an education facility, be transported with ease to school, access an

accommodating curriculum and to be included in all school activities present dilemma to the parent.

The dilemma the parent faces is cited in the Kenya's National Framework Special Education Policy (2009), which identifies several challenges that make achieving inclusive education a dream in Kenya. There is the lack of basic infrastructure and trained teachers to accommodate children's needs. This makes parents struggle with the decision of enrolling their children in school just to fulfill the legal requirement of a "child's right to education" and in avoidance of discrimination that states "no children will be denied admission on basis of disability". While the Ministry of Education's policy on inclusion has been emphasized, the reality is that children are excluded within the inclusive environment in many ways. For instance, disabled children will hardly take part in most co-curricular activities. In a classroom situation, disabled children will hardly participate because the classes have too many children and the teacher lacks skills to help children with a disability. For parents, the question that lingers in the mind is whether enrolling their children in such a school is acting in the best interest of the children.

Parent's Dilemmas in Fulfilling the Legal Requirement

In an attempt to examine parents' dilemma in fulfilling the legal requirement, it was necessary to find out if parents were aware of the existence of the clause in the law that states that "the best interest of the child is paramount and the right to education must be upheld for children with disabilities". Parents of children with disabilities desire that the dignity of their children is respected and taken seriously, but they are confronted with harsh realities. Their children are indulgently tolerated and are less valued (Korczak, 2009). Parents know too well what it means to be

stigmatized and isolated by the unforgiving cultural beliefs and attitudes and the law that is not implemented, flawed by the same Government.

The UN committee on the Rights of Children identified three conflicts that could interfere with achieving the best interest of the child. These conflicts affect the parents with children with disabilities too. A parent will need to consider the interest of the disabled child relative to the other children in the family. A parent will have to deal with balancing the wishes of the other children in the family, immediate family members, and the larger community. A parent in considering the best interest of the child with a disability will still need to bear the interest of the society in mind. For parents, achieving the correct balance can be a daunting task in ensuring that the best interest of the child is achieved in schools, the home, and the larger community. This is because a disabled child requires far much more from the parents than a child without a disability. The disabled child needs more physical, emotional, social, spiritual and intellectual support.

It is important to note that the legal frameworks are silent on the rights of the parents. This begs the question; how does a parent meet the needs of the child in the best interest when the same law does not address the parent's rights? The question that lingers is whether the legal frameworks operate in the best interest of the parent who has a child with a disability.

Parents' lack of awareness of the rights of their children impacts on their ability to identify where their children's rights are violated. In this paper, the author examined the parents' awareness of the legal framework that addresses the rights of children with disabilities and access to quality education and the dilemma of acting in the best interest of their children.

Methodology

Desktop literature analysis was carried out to examine the provisions of the legal frameworks that address the needs of children with disabilities. A survey was carried out to determine parents' awareness of the provisions of law in Kenya that address the rights of children with disabilities. Data was collected using in-depth interviews of a sample of 20 parents drawn from a Whatsapp® support group. The parent support group has over 500 members drawn from Nairobi County. Each of the members of the support group has a child aged between 2 and 33 years with Autism Spectrum Disorder

Findings and Discussion

Gaps in Attaining Various Rights for Children with Disabilities

A desktop review of the legal framework was carried out. The subsequent information is an analysis of articles that address rights to education and areas where there are gaps leading to violation of the rights of children with disabilities.

The Constitution of Kenya (2010), Part 4, Section 20 (5b) stated that in allocating resources, the State shall give priority to ensuring the widest possible enjoyment of the right or fundamental freedom having regard to prevailing circumstances, including the vulnerability of particular groups or individuals. It is evident that minimal resources are allocated to support the special unit, and parents with children with disabilities are left to bear the cost of providing an appropriate education in addition to other essential services that children require.

Secondly, the Constitution of Kenya (2010), Section 27(6) stated that "To give full effect to the realization of the rights guaranteed under this Article, the State shall

take legislative and other measures, including affirmative action programs and policies designed to redress any disadvantage suffered by individuals or groups because of past discrimination.” What is apparent is that parents’ rights are not articulated even though they are best placed to advocate for their children. In other words, parents’ rights are not provided for in the law. Children with disabilities are not in a position to advocate for themselves, rather, parents are their advocates and caregivers.

Thirdly, the Constitution of Kenya (2010), Section 28 stated that: “Every person has inherent dignity and the right to have that dignity respected and protected. Dignity can be upheld only when government policies are aligned to the unique needs of children with disabilities.” There is no accurate data on the number of children with disabilities, and types of disabilities. In the absence of accurate data, planning and investing in systems that can support social change and become accommodating is difficult. Even though the effort has been made in providing for an inclusive environment, mainstreaming disabilities in the light of the needs of children is yet to be achieved. Affirmative action targets adults with disabilities and all policies on mainstreaming target adults with disabilities, not the children.

Fourth, the Constitution of Kenya (2010) stated in Article 35(1) the right to access information, and in Article 43(1a) the right to the highest attainable standard of health (which includes the right to healthcare services, including reproductive health care). Parents with children with disabilities know too well that there is no systematic system of sharing information regarding their children. Where there is a lack of information, accessing the rights is impossible. Parents need to know the available support services and government responsibilities. Parenting a child with a disability can be draining physically, emotionally and spiritually.

Fifth, The Constitution of Kenya (2010), Article 54(1b) stated that, ...to access educational institutions and facilities for persons with disabilities that are integrated into society to the extent compatible with the interests of the person:

(1c) to reasonable access to all places, public transport, and information;

(1d) to use sign language, braille or other appropriate means of communication;

(1e) to access materials and devices to overcome constraints arising from the person's disability.

Even the government has made effort to ensure the above has been implemented. However, the National Policy Framework for Special Education (2009) cited lack of appropriate transport, lack of information, lack of appropriate means of communication and general lack of materials and devices to overcome constraints arising from the disability.

Sixth, The Persons with Disabilities Act (2003): Rights to Education, Article 39 in sections 1, 2, and 5 stated that:

1. every child and person with a disability has a right to admission to any institution of learning and access to an inclusive, quality and free primary and secondary education on an equal basis;

2. no child or another person with a disability shall be excluded from the education system on the basis of disability;

3. children with disabilities shall not be excluded from free and compulsory early childhood, primary or secondary education, on the basis of disability.

While this part of the law clearly indicated what the expectations are as far as the government's obligations are concerned, it falls short in outlining the rights of the parents of children with disabilities. The question is, where does a parent whose child is denied admission go for help? For children with disability, what is free and compulsory education when such a child needs other critical services to support them, access to quality education such as physiotherapy, speech therapy and other forms of support services that are provided for in the free primary education?

In addition, the Persons with Disability Act (2003), in Article 39, Sections 4, 6 and 7 (b) and 7 (c) stated that National and County Governments shall:

4) ensure that persons with disabilities have access to inclusive education, without discrimination and on an equal basis at all levels;

6) every child with disabilities has a right to equal access to play, recreation and leisure and sporting activities, including those activities in the school system;

7(b) the learning institutions under the Ministry of Education should provide individualized support measures, appropriate equipment, assistive devices, adaptive technologies and other supportive services in environments that maximize academic and social development, consistent with the goal of full inclusion of students with disabilities. Section (7c) stated that the Ministry of Education will enforce the recruitment and retention of special education teachers in all schools and institutions.

Parents are aware that the Ministry of Education has acknowledged that schools lack appropriate infrastructure and facilities to support the call for inclusion, there is a high cost of educating a child with a disability and there is a lack of teachers with skills to handle children with disabilities. Even though the Ministry of Education has policies with emphasis on "inclusive education", the law requirements have not been met and children with disabilities have remained violated. Parents are therefore

left with special education programs that cannot adequately meet the needs of the children. The question that needs to be answered is: The interpretation of “best interest” Article 3 “In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interest of the child shall be a primary consideration”. This is open to various interpretations. The “best interest” is not necessarily the primary consideration in the education setting as implied in the article.

Parents, as the duty bearers, are therefore left with the burden of finding alternative education opportunities for their children. Few parents are able to enroll their children in costly private schools. The majority of parents are therefore forced to enroll their children in the poorly equipped "special units" within mainstream schools, leading to exclusion in what is referred to as inclusive school environments. Yet other parents keep their children at home. All of these parents are acting in the best interest of their children.

In the United States of America, the Individual with Disabilities Education Act (IDEA) outlined the rights of parents of children with disabilities. It stated that parents are entitled to have their children access education that is fully funded by the Federal States (Cortiella, C. (2006). There is a comprehensive explanation of all procedures to safeguard children. Confidentiality is assured in respect to children's records. Also included are participation in identification, evaluation and placement of their children, right to receive information, right to independent educational evaluation and right to disagree, among others.

In Kenya, there is no legislation on the rights of parents with children with disabilities. As a result, parents are not empowered in the law to advocate for their children's rights. Even if it is implied in the Bill of Rights in the Constitution of

Kenya (2010), the interpretation of the law is left to individuals and institutions. In addition to the above gaps in enforcing the law, it is not clear if the parents know what is provided in the law. It is obvious that the rights of children with disabilities are well articulated in various legislations in the law, but it is not clear if parents are aware.

Parents' Awareness of the Legal Provisions on Rights of Children with Disabilities

Various legal frameworks in Kenya outline the rights of children with disabilities. These rights include right to the provision of appropriate infrastructure that meets the needs of the children with disabilities, right to the provision of qualified teachers for special needs in schools, right to curriculum modifications, right to participation and right to health care, among others. Parents' awareness of these rights will enhance the quality of their children. However, if the parents are not aware of these rights, then their dilemmas cannot be addressed adequately. A total of 20 parents drawn from parent support group of children with Autism Spectrum Disorder were asked if they were aware of the legal framework that addressed the rights of their children.

Of the 20 parents in the study, there were 18 (90%) mothers and 2 (10%) fathers, indicating that women are more involved in helping children with disability. However, there is a general awakening in fathers who struggle to accept the disability in a child and a good number are getting involved in seeking help.

The results show that only 6(28%) of the parents were aware of the constitutional rights enshrined in the Constitution of Kenya. However, these were not aware which specific legal framework addressed their children's needs specifically. A total of 14(72%) were not aware of constitutional rights of their children. This finding has serious implications since parents are the main actors in the lives of their children. They all stated that they always acted in the best interest of their children but did not know it was a legal issue.

Only 2(10%) of the parents were aware of the existence of the Disabilities Act (2003) with a number of them stating that they were unaware of the existence of this

Act. At the time of this survey, the Disabilities Act (2003) was undergoing amendments and these parents were not aware and were not involved. This has serious implications because even though ignorance to the law has no defense, parents with children with disabilities remain uninformed. Even the 2(10%) who stated that they were aware, were not sure if the parents had any rights stipulated in the Act. This finding raises a number of questions. Who is obligated to educate the parents of children with disabilities on the basic children's rights? What mechanisms are put in place to enhance the access to information by these parents?

Parents were asked to rate the schools' readiness for the inclusion of their children. The result revealed that 14(70%) of the parents felt that schools lacked the appropriate infrastructure for inclusion. These parents had their children in special units in public schools for children with Autism Spectrum Disorder. It is notable that 6(30%) of the parents in this sample had their children enrolled in private schools who indicated that these schools had appropriate infrastructure that met the needs of their children. It is important to note that these parents felt that the cost of having their children in private schools was quite high since they had also to make extra payments for other important services such as sensory integration, physiotherapy and speech therapy.

Most of the parents felt that the specific teachers in whose classes their children were enrolled into had some knowledge of Autism Spectrum Disorder. This constituted 8(40%) of the parents, with 12(60%) stating that the teachers did not have knowledge of Autism Spectrum Disorder. This finding is consistent with the Ministry of Education report (2008) that most schools lack qualified special education personnel, In addition, 12(60%) of the parents stated that due to lack of knowledge of the needs of a child with Autism Spectrum Disorder, the curriculum was rarely

modified, and where small modifications were made, this was not sustained. In this study, 8(40%) of the parents whose children were enrolled in the private schools stated that their children were exposed to curriculum content that was modified significantly and that these children were making progress in their cognitive domain. As a result, 16(80%) of the parents felt that their children were not accessing equal, free and quality education as enshrined in the constitution, with a small group 4 (20%) stating that they felt their children were accessing quality education at their cost.

All the legal frameworks provide for the right to participate for children with disabilities. In this study, 9(45%) of the parents felt that their children were given room to participate in regular school activities in private schools, while 11(55%) stated that their children were excluded from regular school activities because the presence of autism makes it difficult for the children to integrate with other children. The general consensus was that the teachers' lack of knowledge made it difficult to have these children integrate with others. The parents stated that some of their children were excluded from school trips, sports, and drama and school leadership positions.

Parents' awareness of organizations that advocate for the rights of children with disabilities was measured. The results revealed that 14(70%) of the parents had no idea if there were/are Non-Governmental Organizations (NGOs) that advocate for the rights of children with disabilities in Kenya. The 6(30%) of the parents who stated they had an idea felt that some of NGOs were offering services to persons with disabilities in rural areas. It is notable that even though most of the participants were aware of the National Council of Person with Disabilities as an organization that advocates for the rights of persons with disabilities, only 2(10%) had visited the council for any services, even the most crucial ones such as registration of their children.

Conclusion and Recommendations

Parenting a child with a disability is a daunting task. Parents have to deal with the shock of having a disabled child. They spend a significant period of the early years of the child struggling with accepting the reality that the child has a disability. The society does not make it easier for them, in the sense that, the cultural and religious position offers no positive support to the realities of parenting a child with a disability. By the time the parents are making adjustments to these realities, the child is ready for school and all parents desire that their children will live an independent and happy life.

Searching for schools that will help the parents realize this goal is not only difficult for the parents who know the needs of their children too well, but it is also psychologically and emotionally draining. The parents find schools that are ill-prepared, lacking the very basic infrastructure; poorly trained teachers; and lack of information. The parents have to make a hard decision, whether or not to enroll the children. In the best interest of the child, the parents may enroll the children or keep the children at home a little longer waiting for the situations to improve in schools.

On the other hand, the government enacts legislations with the hope that the minority groups will not face any discrimination and will be supported to integrate with the larger society. It is for this reason that Kenya is a signatory to Article 3 of the UN Convention on the Rights of the Child which requires member states to observe the "best interests of the child as a primary consideration in all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies." In meeting this United Nations

Convention on the Rights of Children, the Kenya Government has enacted several legal frameworks to cushion children with disabilities. These include the Constitution of Kenya, the Persons with Disabilities Act, 2003 and The Children's Act 2003. In addition, the government has provided a framework that is envisaged to support all persons with disabilities including children, through the establishment of the National Council for Persons with Disabilities and other state departments.

In all these legal frameworks, the rights of parents with children with disabilities are not explicitly stated. Even though they are implied in the Bill of Rights in the Constitution of Kenya, how the parents of children with disabilities are supposed to apply them is not clear. As a result, these provisions in the law are not implemented leading to the violation of the rights of children with disabilities. This is because parents who are the duty bearers are considered as important agents of ensuring each section is fully implemented. As a result, parents' rights to parent a child with a disability are completely left out.

This study reveals that parents lack awareness on the rights of their children, a key item in all legal frameworks in Kenya. Consequently, they cannot advocate for these rights. They are helpless because these rights especially rights to accessing free and equal education is violated. Schools lack infrastructure. They have no structured assessment programs and no qualified personnel. They have very low budgetary allocations. They have inflexible curricula and they lack well-designed transitioning programs. The services offered by the National Council of Persons with Disabilities are limited to the provision of assistive devices as opposed to holistic supportive programs that empower parents as the duty bearers. As a result, parents in the best interest of the child with a disability do what they know is best for their children.

Parents interpretation of best interest of the child with a disability becomes their best interest as the duty bearer.

This paper recommends an extensive study to determine the number of children in Early Childhood Development Education schools to inform the policy on interventions. Secondly, there is need to carry out campaigns to empower parents with disabled children to enhance their ability to advocate for the rights of their children.

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