

## **Role of Inclusive Education in Promoting Sustainable Development in Kenya**

**Wanjiku Musili**

### **Abstract**

Education is a right for all children as recognised by several international instruments including the Universal Declaration of Human Rights, adopted in 1948. However, disability is one of the major barriers that hinder children from achieving their educational goals, creating the largest single group of children who remain out of school since they have been excluded from general education system. Kenya just like other countries in the world adopted inclusive education policy in 2008 as a way of achieving the millennium development goals through education for all. Inclusive education has been found to be the most ideal approach to achieve quality education for children with special needs. Inclusive, learner friendly environments are important in education for they lead to sustainable developments that are much needed in Kenya. It is against this backdrop that this paper seeks to establish the role of inclusive education in promoting sustainable development in Kenya by examining the extent to which implementation of inclusive education in Kenya has improved access to education and promoted life-long learning opportunities to children with disabilities. It will also establish the extent to which inclusive education has improved access to opportunities of children with disabilities in order to attain meaningful employment that will help them out of poverty. The secondary data was obtained from government reports, published journals, textbooks, and other documented research reports. The data was analysed through quantitative and qualitative techniques. This paper is expected to give insight and enlighten various stakeholders who are mandated with the implementation of inclusive education in Kenya. It will also trigger debate that can inform policy formulation in this area. The paper will also add value to the existing body of knowledge on the area of inclusive education and sustainable development.

**Fulltext link:** [https://journals.co.za/doi/epdf/10.10520/ejc-sl\\_jeteraps-v11-n5-a2](https://journals.co.za/doi/epdf/10.10520/ejc-sl_jeteraps-v11-n5-a2)