

**Universal Primary Education: A case of Autism integrated program at city primary school, Nairobi County**

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***Abstract***

Millennium Development Goals are universally accepted as the international commitment to sustainable development and poverty reduction. This paper focuses on Universal Primary Education as one of the millennium development Goals in relation to education of learners with disabilities; specifically Autism. This is because even in countries close to achieving universal primary education, children with disabilities are usually excluded because retaining these children in the primary cycle and providing them with a decent education is demanding. It is against this background that this study sought to investigate the contribution of Autism integrated program at city primary in achieving universal primary education and its future beyond 2015. This research study used a case study approach where both snowball and convenient purposive samplings were used to select participants for the study. The data was collected using interview guides and focus discussion guides. The findings revealed that the enrolment in the Autism integrated programme at city primary has had upward trend from 9 learners in 2003 to 135 presently. These learners are exposed to educational interventions such as vocational classes where learners are taught bead work, rabbit keeping, farming, and chicken rearing amongst others. The study also established factors such as; government policies, education level of parents, trained teachers as enabling factors to its continued success whereas lack of guidelines and text books, insufficient personnel, high school fees and lack of certification were identified as disabling factors. However the study established that if the government assists in subsidising fees, providing books and guidelines this program will be far ahead in promoting universal primary education and reduction of poverty.