



**Ministry of Education**

**Sector Policy for Learners and Trainees  
with Disabilities**

**May 2018**



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## LIST OF ACRONYMS AND ABBREVIATIONS

<b>ACRWC</b>	African Charter on the Rights and Welfare of the Child
<b>AFUB</b>	African Union of the Blind
<b>AHADI</b>	Agile and Harmonized Assistance for Devolved Institutions
<b>AIDS</b>	Acquired Immuno- Deficiency Syndrome
<b>CBO</b>	Community Based Organization
<b>CITAC</b>	Curriculum, Instruction & Technological Advisory Committee
<b>DPO</b>	Disabled Persons' Organizations
<b>DRR</b>	Disaster Risk Reduction
<b>EARC</b>	Educational Assessment and Resource Centre
<b>ECDE</b>	Early Childhood Development and Education
<b>EPRP</b>	Emergency Preparedness and Response Plan
<b>FBO</b>	Faith Based Organization
<b>FPE</b>	Free Primary Education
<b>HIV</b>	Human Immuno- Deficiency Virus
<b>ICT</b>	Information and Communications Technology
<b>IEP</b>	Individualized Education Programme
<b>KICD</b>	Kenya Institute of Curriculum Development
<b>KISE</b>	Kenya Institute of Special Education
<b>KNEC</b>	Kenya National Examinations Council
<b>LCD</b>	Leonard Cheshire Disability
<b>M&amp;E</b>	Monitoring and Evaluation
<b>MDAs</b>	Ministries, Departments and Agencies
<b>MoE</b>	Ministry of Education
<b>MoH</b>	Ministry of Health
<b>NCPWD</b>	National Council for Persons with Disabilities
<b>NESP</b>	National Education Sector Plan
<b>PBO</b>	Public Benefits Organization
<b>RTI</b>	Research Triangle Institute
<b>SDG</b>	Sustainable Development Goals
<b>SNE</b>	Special Needs Education
<b>TSC</b>	Teachers Service Commission
<b>TVET</b>	Technical and Vocational Education and Training
<b>UN</b>	United Nations
<b>UNCRC</b>	United Nations Convention on the Rights of the Child



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<b>UNCRPD</b>	United Nations Convention on the Rights of Persons with Disabilities
<b>UNGA</b>	United Nations General Assembly
<b>UNICEF</b>	United Nations Children's Fund
<b>UNISDR</b>	United Nations Office for Disaster Risk Reduction
<b>USAID</b>	United States Agency for International Development
<b>VSO</b>	Voluntary Services Overseas



## DEFINITION OF KEY TERMS

**Access:** Opportunities learners and trainees are given to acquire education

**Affirmative Action:** Action or policy favouring those who tend to suffer from discrimination especially in relation to employment or education

**Assistive Device:** Any item, piece of equipment, or product system, that is used to increase, maintain, or improve independent functional capabilities of learners and trainees with disabilities by replacing or modifying a body part or body function

**Children with Disabilities:** Children who are in and out of school and have disabilities

**Community Based Rehabilitation:** Strategy within general community development for habilitation and rehabilitation, equalization of opportunities and social inclusion of all people with disabilities

**Curriculum:** Organized experiences that schools provide to help learners and trainees learn and develop. It includes the subjects taught, the content, the school environment and other organized learning enhancement activities that take place outside the classroom. KICD Act (Republic of Kenya, 2013) defines curriculum as all planned learning programmes that facilitate formal, non-formal and informal learning.

**Differentiated Curriculum:** Curriculum that is individualized to meet the diverse needs of all of the students in one class.

**Disability:** Lack or restriction of ability to perform an activity in the manner within the range considered normal within the cultural context of the human being.

**Education Assessment:** A wide variety of methods or tools used to evaluate, measure and document the academic readiness, learning progress, skill acquisition or educational needs of learners and trainees.

**Educational Assessment and Resource Centres:** Centres set up for the educational assessment of children and their placement to appropriate education services

**Extra-curricular activities:** A range of activities organized outside of the regular school day,



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curriculum or course intended to meet learners' interests. These activities can help learners become more involved in their school or community

**Functional Assessment:** Type of sensory, developmental, physical, cognitive, or academic evaluation that helps identify the ability, level of support, supervision and resources on an individual with disability needs

**Habilitation:** Is a process aimed at helping learners with disability attain, keep or improve skills and functioning for daily living. This process focuses on learning new skills.

**Home Based Education:** A strategy that employs both community-based rehabilitation and provision of education from neighbourhood schools to persons with disabilities in preparation to attend or to transition to school-based learning and to persons with severe multiple disabilities who would otherwise not attend school and thus receive education within their homes. The teacher makes regular home visits to impart teaching and learning to the learner and trainee who is at home

**Inclusion:** Philosophy which focuses on the process of adjusting home, school, and society so that all the individuals, regardless of their differences, can have the opportunity to interact, play, learn, work and experience the feeling of belonging, and experiment to develop in accordance with their potentials and difficulties

**Individualized Education Program/Plan:** Defines the individualized objectives of a learner who has a disability. The IEP is intended to help children reach educational goals more easily than they otherwise would. It describes how the learner learns, how the learner best demonstrates that learning and what teachers and service providers will do to help the learners learn more effectively

**Inclusive Education:** An approach where learners and trainees with disabilities are provided with appropriate educational interventions within regular institutions of learning with reasonable accommodations and support.

**Integration:** A process through which learners and trainees with and without disabilities are taught together to the maximum extent possible in a least restrictive environment. The learner is expected to adapt to the environment.

**Intervention Programmes:** Include assessment, placement and adaptation of the curriculum, environment and facilities to ensure that they are disability friendly and can accommodate the various categories of learners and trainees with disabilities.



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**Learner Support Assistants:** Staff that work with the teacher to give additional instructional support to a learner/trainee or group of learners/trainees in a bid to meet the lesson's learning objectives.

**Learning Institution:** Includes spaces providing education at ECDE, primary schools, secondary, TVET institutions and universities.

**Regular institution of learning:** Institution of learning that has more learners without disabilities and admits learners and trainees with disabilities.

**Rehabilitation:** Process of regaining skills lost.

**Resource Room:** A separate, remedial classroom in an inclusive school where learners and trainees with disabilities are given occasional direct, specialized instruction and academic remediation and assistance as individuals or in groups

**Resource Teacher:** A teacher trained in special needs education and is deployed to advise and assist learners and trainees with disabilities, teachers and other service providers in one or more institutions

**Self-Advocacy:** Learning how to speak up for oneself, making own decisions about one's own life, learning how to get information so that one can understand things that are of interest to them.

**Sign Language:** Visual language that uses manual signs that have structure and meaning like other languages. In this case, the primary or first language of deaf children in Kenya is the Kenyan Sign Language, which is used for instruction and communication within and outside the environment of institution of learning.

**Special institution of learning:** Institution of learning established to offer education to learners and trainees with disabilities.

**Special Needs Education Teacher:** A teacher who is trained to teach and support learners and trainees with disabilities in education.

**Special Needs Education:** Education which provides appropriate modification in curriculum delivery methods, educational resources, medium of communication or the learning environment to cater for individual differences in learning.





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**Special Units/Special Classes:** Units/classes established in either regular or special institution of learning to cater for the needs of learners and trainees with disabilities.

**Specialist Curriculum:** A curriculum that is entirely different from the regular curriculum but is meant to support implementation of the regular curriculum

**Specialized Curriculum:** A curriculum that has been adapted significantly to suit the target learner through extensive modification of the content, learning outcomes, strategies and learning resources.

**Specialized Learning Resources:** Educational materials and contents adapted to respond to specific needs of learners and trainees with disabilities.

**Support staff:** Staff that provides day-to-day non-teaching services in a learning setting to all learners and trainees

**Technical disability-related personnel:** Staff that provide technical support in and out of the classroom to learners with disabilities, for example braille transcribers, sign language interpreters and physiotherapists.

**Training:** Development of skills and knowledge that relate to specific useful competencies



## FOREWORD

The Government of Kenya is committed to the full realization of education as a basic human right for all Kenyans as re-affirmed in the Constitution (2010). Article 54 (b) gives specific right to Persons with Disabilities to access educational institutions and facilities that are integrated into society and are compatible with the interests of the person. The commitment demands a system of education that guarantees this right. It therefore implies that the education and training sector should allow all learners to transit from one level to the other. The government, therefore, intends to ensure that learners with disabilities are enabled to transit from Early Childhood Development (ECD) to primary secondary, tertiary and university levels.

The policy aligns the provision of education and training to the Constitution of Kenya 2010, the Basic Education Act (2013), as well as the Sustainable Development Goal No. 4 on Equitable, Inclusive Quality Education and lifelong learning for all. In this regard, the policy framework recognizes the importance of inclusive education by emphasizing on the need for all learners to learn together in an inclusive environment.

For effective and efficient implementation of this policy, enormous resources will be required. This will be achieved through purposive cooperation and collaboration of all stakeholders in the education and training sector. The MoE is therefore looking forward to working closely with other ministries, commissions, county governments, and agencies through a multisectoral approach to ensure full implementation of the policy. The development partners, civil society, the private sector, communities and parents will partner and support the government in realizing the objectives of this policy.

It is important to note that this policy addresses education and training for learners and trainees in all levels of education and training cutting across the early years of learning, basic education and tertiary levels. It is my expectation that all institutions of learning and training in Kenya will implement the policy.

**AMB. AMINA MOHAMMED, EGH, CAV**  
**CABINET SECRETARY**  
**MINISTRY OF EDUCATION**



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## PREFACE

The National Education Sector Plan-NESP (2013-2018) highlights the need for review of the Special Needs Education Policy (2009) so as to align the sector policy to the Kenya Vision 2030, the Constitution of Kenya, the Sustainable Development Goals (Goal No.4) as well the National Curriculum Reform.

This policy is the culmination of the review process. The policy is structured in thematic areas with inclusive education and training as an approach cutting across all themes. Evidence from research has demonstrated that when learners with special needs and disabilities learn together with their peers in an inclusive environment they all achieve and succeed together. The policy further recognizes that there are learners and trainees who may require special institutions and home-based care, depending on the severity of disability and their individual interest.

Though much progress has been achieved in the education and training of learners and with disabilities in the past years, the SNE Policy Review Data Collection Report (2016) that informed the review process pointed out that the 2009 Special Needs Education policy framework was not effectively implemented. This was attributed to a number of factors which included lack of implementation guidelines, poor dissemination and lack of an implementation and coordination framework. To address these challenges, this policy has an implementation guideline to guide the implementers. Further, the policy has a theme on advocacy and awareness which envisages an effective communication strategy for purposes of dissemination. Also, a coordination framework, from the national, county up to institutional levels has been put in place to drive implementation of the policy.

The policy stresses the importance of early identification, assessment and placement as a key component in the provision of quality and relevant education and training for learners and trainees with disabilities. To effectively undertake this, the Ministry of Education will revitalize the Education Assessment and Resource Centres (EARCs).

It is our expectation that through a multi-sectoral approach in monitoring and evaluating the implementation of this policy, all learners and trainees will be provided with opportunities to access relevant, inclusive and quality education and training to realize their optimal potential and contribute to national development and sustainable livelihoods.

**DR. BEILO R. KIPSANG, CBS**  
**PRINCIPAL SECRETARY**  
**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**  
**MINISTRY OF EDUCATION**



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## ACKNOWLEDGMENTS

The development of this policy has taken close to two years and involved a wide array of stakeholders and actors. The Ministry appreciates the efforts, energy and time invested by all parties who participated in the formulation, development and finalization of this policy.

Special thanks go to the Technical Committee led by Mr. Fredrick Haga (Deputy Director, Special Needs Education) and members drawn from MoE, TSC, KISE, KNEC, KICD and Universities. We thank the team for tirelessly working to finalize the review of this policy. The Technical Committee also had members drawn from development partners, civil society and the private sector who created time from their busy schedules to participate in various writing workshops. Stakeholders including the county government, institutional management bodies, teachers, parents, learners and trainees with disabilities, among others participated in different stages of the policy review process. We also recognize the consultants; Sitati Makhandia and Nathaniel Muthomi who greatly supported technically in the consolidation of the policy.

We recognize the contributions from all the participants during the county stakeholders and the national validation forums. Further, the Ministry appreciates the participation of key informants during the needs assessment exercise.

Special thanks to USAID (through AHADI and RTI International), UNICEF, Leonard Cheshire Disability, VSO, Sightsavers, United Disabled Persons of Kenya, Girl Child Network, Sense International among other partners for the financial and technical support during the policy review development process.

Most importantly, we thank Dr. Belio R. Kipsang, CBS, the Principal Secretary, for providing strategic leadership and appointing the Technical Committee. We recognize the contribution of Mrs. Maria Cheroni, HSC (Director Special Needs Education) and Mr. Darius Mogaka (Director Policy, Partnerships and East African Community Affairs) who provided leadership to the process. All the other directors from all state departments in the Ministry of Education gave invaluable inputs that shaped the policy.

We may not be able to mention everyone who contributed towards the development of this policy. May you all accept our appreciation.

**MR. MASESE ROBERT (OGW)**  
**DIRECTOR GENERAL**  
**STATE DEPARTMENT OF EARLY LEARNING AND BASIC EDUCATION**



## EXECUTIVE SUMMARY

This policy has been developed with an overall goal of promoting the provision of education and training for learners and trainees with disabilities. The pursuit of this goal has necessitated several critical shifts from the 2009 Special Needs Education Policy. Inclusive education is now the overarching principle of the entire policy. This policy has also been developed jointly with its implementation guidelines. This reviewed policy concurs with the person first language principle in addressing persons with disabilities, which exemplifies that the ‘person’ is more important than his or her ‘disability’. Though the policy recognizes all disabilities and special needs, it now prioritizes the coverage of learners and trainees who have hearing impairments, visual impairments, deaf-blindness, physical impairments, intellectual disabilities, specific learning disabilities, cerebral palsy, speech and language difficulties, multiple disabilities, autism and albinism.

Specifically, this policy seeks to achieve four objectives, to:

- 1) Align education and training services for learners and trainees with disabilities with the relevant national policy frameworks;
- 2) Develop a clear policy framework for the provision of inclusive education and training;
- 3) Address the existing policy and implementation gaps in the provision of education and training for learners and trainees with disabilities; and
- 4) Develop guidelines for the implementation of the policy.

To achieve these objectives, the policy has identified 16 thematic areas (policy provisions) and developed a total of 17 policy statements as follows:

### **1. Inclusive education**

Policy: Mainstream and provide for inclusive education and training at all levels of learning.

### **2. Assessment and early intervention**

Policy: Develop and implement early identification, assessment and intervention standard procedures and guidelines for learners and trainees with disabilities.

### **3. Access to quality and relevant education and training**

Policy: Enhance equal access, retention, progression and transition of all learners and trainees with disabilities at all levels of education and training.



#### **4. Quality learning environment, health and safety**

Policy: Establish barrier-free environments in all institutions of learning and training, and provide for the health, safety and physiological needs of learners and trainees with disabilities.

#### **5. Specialized learning resources, assistive devices and technology**

Policy: Provide and maintain quality specialized learning resources and assistive devices, and adopt new technologies to improve learning and training in the targeted disability categories.

#### **6. Capacity building and human resource development**

Policies:

- a) Set minimum standards to be adhered to by all institutions providing pre-service and in-service programmes and capacity building for all staff who provide and support education and training to learners and trainees with disabilities;
- b) Support the recruitment and re-deployment of the human resource in schools and TVET institutions, to ensure that skills, qualifications, competencies and attitudes are well aligned to support learners and trainees with disabilities.

#### **7. Public participation and engagement**

Policy: Promote participation and involvement of learners and trainees with disabilities and their parents/guardians in decision making in all institutions of learning.

#### **8. Advocacy and awareness creation**

Policy: Promote education and training for learners and trainees through advocacy and awareness creation in line with other relevant policies, conventions and practices.

#### **9. Equity and gender mainstreaming**

Policy: Provide equal opportunities to learners and trainees with disabilities at all levels of education.

#### **10. Curriculum**

Policy: Implement and continually review the differentiated curricula at all levels



and reform education assessments to effectively include learners and trainees with disabilities.

#### **11. Financing and sustainability**

Policy: Continuously review and increase budgetary allocation to institutions and programmes that provide education and training for learners and trainees with disabilities.

#### **12. Partnership, collaboration and coordination**

Policy: Establish, promote and coordinate partnerships and collaboration with other actors and stakeholders in provision of education, training and support services for learners and trainees with disabilities.

#### **13. Research, data management and innovation**

Policy: Establish a system and an enabling environment for research, innovation, data management relating to inclusive education for learners and trainees with disabilities.

#### **14. Inclusive Disaster Risk Reduction**

Policy: Promote inclusive disaster preparedness, response reduction and resilience in all institutions of learning.

#### **15. Mentorship, moulding and nurturing of national values**

Policy: Facilitate programmes, initiatives and activities that promote development of psychosocial competences, life skills, national values and principles for the holistic development of learners and trainees with disabilities.

#### **16. Institutional implementation framework for the sector policy**

Policy: Facilitate dissemination, resource mobilization, management, coordination, monitoring and evaluation of the policy implementation, in collaboration with partners and the relevant stakeholders.

Each policy area emerges from detailed issues and constraints. To achieve the policies, the framework has identified a total of 82 strategies. The implementation framework is then designed to operationalize the strategies. The overall framework basis on the strength of collaboration and coordination, quality assurance, and monitoring and evaluation.



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Overall, this policy document is organized in five chapters. Chapter one highlights the background, the key shifts and methodology employed in the review of the policy. Chapter two provides the contexts of education and training of learners and trainees with disabilities including the legal contexts. Chapter three details inclusive education as a stand-alone chapter that emphasizes the direction that Kenya takes, and moves on to state the policy on inclusive education. Chapter 4 states the rest of the 14 policy areas, each with its strategies. The last chapter outlines the institutional implementation framework of the policy, which details the management, coordination, quality assurance, monitoring and evaluation to ensure proper implementation of the policy.





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## CHAPTER ONE INTRODUCTION

### 1.1. Background

The Government of Kenya is committed to the provision of inclusive, relevant and equitable quality education and training opportunities to all its citizens including those with disabilities. This has been manifested through the signing and ratification of various international frameworks and the development of laws and policies geared towards fulfilling the fundamental human right to education.

It is imperative to note that in Kenya, key education stakeholders have consistently recognized the importance of education and training for persons with disabilities. The Ominde Commission (Republic of Kenya, 1964) pointed out that there was need for training teachers in special education and establishing special schools. It recommended the need to offer teacher trainees courses on how to integrate children with mild impairments in regular schools. That same year, the government appointed the committee on care and rehabilitation of the disabled, chaired by Ngala Mwendwa (Republic of Kenya, 1964a). This committee made various recommendations on rehabilitation and education of persons with disabilities in Kenya.

The National Committee on Educational Objectives (Gachathi report) (Republic of Kenya, 1976) delved into the issue of special needs education (SNE) and provided significant recommendations, for example, on early identification and placement, integration of learners into regular schools and provision of regular curriculum. Major developments emanating from this report were the establishment of pre-primary classes in special schools, assessment centres and the establishment of the Kenya Institute of Special Education (KISE). Other commissions that made significant contributions to SNE were the Presidential Working Party on Education and Manpower Training for the Next Decade and Beyond (Kamunge Commission) (Republic of Kenya, 1988), and the Commission of Inquiry into the Education System in Kenya (Koech Commission) (Republic of Kenya, 1999).

These commissions guided the management of special needs education, training of teachers on special education, development of appropriate curricula, adapting examinations to suit learners and trainees with special needs, and the inclusion of emerging areas such as education of the gifted and talented, those with specific learning difficulties and those with communication difficulties. However, there was no specific policy on special education; the government was relying on circulars until the SNE Policy Framework was developed in 2009.



The policy has been providing a legal framework that is relevant and guided the provision of special needs education in Kenya. The implementation of the policy has seen Kenya achieve many milestones including increased enrolment, training for SNE teachers, increased capitation to primary and secondary education, and establishment of more special institutions among other achievements.

Important to note is that despite the existence of this policy and subsequent provision of essential services such as assessment and early intervention, awareness, advocacy, curriculum, specialized learning resources, assistive devices and technology, learners and trainees with disabilities have not benefited a lot from them. Among the reasons for this situation are significant challenges in its implementation. This could be attributed to absence of clear policy implementation guidelines, which has been addressed during the policy review.

The Sessional Paper No. 14 of 2012 on Education, Training and Research stipulates that SNE requires appropriate adaptation of curricula, teaching methods, educational resources, medium of communication and the learning environment to cater for individual differences in learning and adaptation/accommodation of the evaluation processes and procedures. It also recognizes special needs education as important for human capital development as it prepares those who would otherwise be dependents to be self-reliant.

The National Education Sector Plan (NESP, 2013-2018) (MoE, 2014) recommends the review of the SNE policy and the development of its implementation guidelines to give support to provision of SNE services. The backdrops and subsequent recommendations occasioned the review process of the policy, which commenced in the year 2016 and culminated into the development of the Education and Training Sector Policy for Learners and Trainees with Disabilities (2018).

## 1.2 Policy Review Process

The process to review the SNE Policy Framework (MoE, 2009) had four objectives:

1. To align education and training services for learners and trainees with disabilities with relevant frameworks such as the Vision 2030, Constitution of Kenya 2010, and the Basic Education Act 2013;
2. To develop a clear policy framework for the provision of education and training for learners and trainees with disabilities;
3. To address the existing policy and implementation gaps in the provision of education and training for learners and trainees with disabilities;
4. To develop guidelines that would guide implementation of the policy.



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### 1.3 Guiding Principles

The following 10 principles guided the policy review process:

1. Protection of the human dignity and rights of learners and trainees with disabilities.
2. Equity for all learners and trainees with disabilities through promotion of and adherence to affirmative actions for learners and trainees with disabilities.
3. Multi-stakeholder participation in providing education services for learners and trainees with disabilities.
4. Holistic realization of the full potential of learners and trainees with disabilities.
5. Inclusive education as the main approach, while recognising the role of special institutions of learning, special units/classes and home-based education programmes.
6. Professional delivery of services to learners and trainees with disabilities.
7. Equal access to all educational institutions, facilities, resources, services and opportunities by learners and trainees with disabilities.
8. Non-discrimination in access to education and training for learners and trainees with disabilities in all institutions of learning.
9. Barrier-free transition of learners and trainees with disabilities through the various educational levels as determined by their abilities.
10. Competency based curriculum and responsive learning systems and resources.

### 1.4 Vision, Mission and Policy goal

**Vision:** An inclusive and equitable quality education opportunity for all for sustainable development.

**Mission:** To provide a conducive environment in which the potential of all learners and trainees with disabilities is harnessed to equip them with skills for self-reliance and dignity.

**Policy goal:** To provide a robust sector policy framework for provision of education and training for learners and trainees with disabilities.

### 1.5 Scope

The policy will apply to (but not limited to) the following key stakeholders:

1. Public and private educational service providers of learners and trainees with disabilities
2. Development partners, CBOs, PBOs and FBOs
3. Learners and trainees with and without disabilities
4. Head, managers and institutional management bodies.



5. Ministry of Education and other relevant ministries, departments and agencies (MDAs)
6. Families and communities
7. Teachers and other staff working with, for and in support of learners and trainees with disabilities.

The policy covers the following levels of learning and training:

1. Early Childhood Development and Education (ECDE)
2. Primary, secondary, adult and continuing education
3. Non-formal education, Alternative Provision of Basic Education and Training (APBET) and vocational education and training
4. Teacher education and training institutions
5. Tertiary educational institutions, including universities.

### **1.5 Key Shifts from the 2009 Policy**

The policy has been enriched to include some critical shifts from the previous SNE Policy Framework in terms of structure and content. Inclusive education shall be the key strategy in achieving education and training for learners and trainees with disabilities. The policy review has developed the implementation guidelines and procedures that will guide the policy implementation. Other shifts include:

#### **a) Terminologies**

The reviewed policy concurs with the person first language principle in addressing persons with disabilities, which exemplifies that the ‘person’ is more important than his or her ‘disability’. Hence, in the reviewed policy, terms such as ‘impaired’, ‘handicapped’, and ‘challenged’ are not used; instead the phrase ‘learners and trainees with disabilities’ is widely used, alongside other terminologies such as ‘learners and trainees with visual impairment’ and ‘learner with autism’. The use of ‘learner’ instead of ‘child’ is because due to severity of disability or other circumstances, persons with disabilities beyond 18 years of age still need to access education, making the scope of reviewed policy wider in terms of age.

#### **b) Coverage of Needs**

In the previous SNE Policy Framework (2009), ‘special needs’ meant those with and without disabilities, but may have specific educational needs including refugee children, orphaned children, and children who are gifted and talented. However, in the reviewed policy, the scope covers only learners and trainees with disabilities including those with;



1. Hearing impairment (from hard of hearing to deafness)
2. Visual impairment (from low vision to blindness)
3. Deaf-blindness
4. Physical impairment
5. Intellectual and developmental disabilities
6. Specific learning disabilities (dyslexia, dyscalculia, dysgraphia)
7. Cerebral palsy
8. Speech and language difficulties
9. Multiple disabilities
10. Autism
11. Albinism

The policy acknowledges the other forms of special needs that are not expressly mentioned, such as the giftedness and talentedness, psychosocial disorders, and chronic illness.

#### **c) Inclusive Education**

This policy recognizes the need for Kenya to move towards inclusive education, instead of segregated education. Hence, inclusive education becomes an overarching principle, advocating for the right of every learner with disability to be enrolled in regular classroom together with his or her peers without disabilities. However, it must be noted that this shift to inclusive education recognizes the important role of other approaches such as special institutions of learning, special units in regular institutions of learning, and home-based education in providing education and training specifically for learners and trainees with severe disabilities and under vulnerable circumstances. In addition, Kenya recognizes the need to specifically maintain special schools while striving to transition towards inclusive education.

#### **d) Home Based Education**

This policy recognizes the need to have education of children with disabilities from the onset of disability, within a home setting rather than from when they enrol in an institution of learning. This is because persons with disabilities often miss incidental learning opportunities due to the disadvantage imposed by the disability such that at the school-going age, they may lack the requisite entry behaviour to allow them to fit in and continue with school learning activities alongside their peers. This may be occasioned by for example, delayed acquisition of language by children with hearing impairment. Home-based education provided by teachers from neighbourhood institutions of learning, thus prepares a child with disability for smooth transition from home to an institution of learning. Home-based education is also a teaching and learning approach for persons with



severe multiple disabilities who may not otherwise attend an institution of learning regularly due to the nature of their disability.

## 1.6 Methodology

The review process recognised the value and importance of active participation and engagement of stakeholders in strengthening the policy framework. Hence, a methodology to collect, analyse and interpret data from stakeholders was employed. Alongside secondary sources, the primary sources informed the members of the technical committee on what critical and essential information is to be included in the policy document. The technical committee carried out fieldwork to assess the situation and identify policy gaps and several meetings/workshops were held to plan for and receive feedback from the process.

Towards the end of the year 2016, a workshop to draft the policy was held. The reviewed draft policy was presented to the senior MoE officials, who provided input and approved the first draft. The amended draft was presented to the MoE directors, relevant SNE experts in the universities and TVET institutions for further input. After further review, the team embarked on developing the policy implementation guidelines. The technical committee further subjected the guidelines to review by county-level stakeholders. A validation workshop by key national stakeholders was held early in the year 2018, including the MoE and its affiliate senior officers, TSC officers, professional teachers' representatives, parents' representatives and development partners among other stakeholders. The input informed further review, editing, finalization and publishing of the policy and the development of implementation guidelines.



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## CHAPTER TWO

### CONTEXTUAL ANALYSIS

#### 2.1. Background of Education and Training of Learners and trainees with Disabilities

In Kenya, the education and training of learners and trainees with disabilities started after the end of the second world war (MoE, 2009), when the church-initiated programmes to rehabilitate wounded men with disabilities during the war and later became education institutions. The earliest recorded initiative was established by the Salvation Army Church in 1946 to rehabilitate blinded men, a programme that would later become the first school to offer formal education for children who were blind in Kenya and East Africa (AFUB, 2007).

In 1960, the same church opened a rehabilitation centre for children with physical disabilities in Thika. Like the previous programme, this later became the first school for learners with physical disabilities in Kenya. With this precedence, and the gradual departure of missionaries, the government became more active in the provision of education for learners with disabilities with a focus on visual and hearing impairments, as well as intellectual and physical disabilities.

Education and training for learners and trainees with disabilities was offered in special schools until the 1970s when units and integrated programmes were initiated (MoE, 2009). Other initiatives included the Kenya Society for the Blind (KSB), Association for the Physically Disabled of Kenya (APDK), the Kenya Society for the Mentally Handicapped (KSMH) and the Kenya Society for Deaf Children (KSDC). The government supported the efforts of these players through provision of financial, technical and human resources, as well as the development of an enabling environment to facilitate their work. Currently, the government in collaboration with other service providers manage majority of institutions providing education and training for learners and trainees with disabilities.

In the financial year 2017/2018, the Ministry of Education disbursed capitation grants to 108,221 learners enrolled in 290 special primary institutions and 2057 special units/ integrated programmes. Learners with disability received annual Free Primary Education (FPE) capitation of KES 1,420 and KES 2,300 top up for specialized assistive devices compared to the regular learners' annual capitation of KES 1,420 (MoE, 2018).

In secondary education, 4,763 learners with disability enrolled in 34 special and 77 integrated secondary institutions. The learners who enrolled in special secondary education received annual



free day secondary education capitation grants of KES 57,974 while regular learners received KES 22,244. In addition, the ministry has provided financial and material support to six Technical and Vocational Education and Training (TVET) institutions and three (3) teacher training colleges that admit trainees with disabilities. The Kenya Institute for the Blind (KIB) and the Kenya Institute for Special Education (KISE) are institutions mandated to produce instructional materials for learners and trainees with visual impairment at a subsidized price and train teachers in special needs education, respectively.

The Special Needs Education Policy Framework (2009) notes that the education of learners with disabilities has been provided in special schools, integrated schools and in special units attached to regular schools. Recently, provision has been extended to include learners and trainees in regular schools to enhance inclusive education. Provision of educational services has often been skewed towards four traditional categories including hearing impairment, visual impairment, intellectual disability and physical disability, leaving out all other areas like specific learning disabilities, autism, emotional and behavioural difficulties, severe multiple disabilities and giftedness and talentedness.

Although the government has made progress in the provision of education and training for learners and trainees with disabilities, it is still faced with various challenges, which include:

1. Lack of comprehensive policy guidelines on inclusion at all levels of learning.
2. Lack of appropriate tools, skills and equipment for early identification and assessment.
3. Inaccessible physical infrastructure in institutions of learning and training.
4. Inadequate human resource capacity in the institutions of learning.
5. Inadequate relevant teaching and learning resources and technology for learners and trainees with disabilities.
6. Inadequate data on learners and trainees with disabilities.
7. Inappropriate identification and placement of children with disabilities.
8. Prevailing negative attitude by the community towards persons with disabilities.

## 2.2. Policy and Legal Contexts

The review process of the SNE Policy Framework (2009) in Kenya took place at a time when the international community acknowledges that education is the main driver in the attainment of the Sustainable Development Goals (SDGs). To provide quality education, the government is committed to inclusive education to ensure that all learners and trainees have equitable access to relevant and quality education. Subsequently, the government has set out to re-examine the





provision of education to all through review of existing physical facilities, curriculum, instruction materials and teacher preparation.

In international context, the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) promotes and protects the rights of every person with a disability. Article 24 of the convention states, ‘Every child with a disability has a right to education, with reasonable accommodation of his or her needs...With a view to realizing this right without discrimination and on the basis of equal opportunity, state parties shall ensure an inclusive education system at all levels and lifelong learning’. The article further states that children or adults with disabilities cannot be excluded from the education system based on disability, and that they must be given the opportunity to learn the life and social development skills they need.

In addition, Articles 23, 28 and 29 of the United Nations Convention on the Rights of the Child (UN, 1990) focus on children with disabilities and their right to education. They state, ‘Children who have any kind of disability have the right to special care and support, as well as all the rights in the convention, so that they can live full and independent lives’. Furthermore, these articles entrench the right of the child to participate in education and school settings.

Kenya has ratified the UN Agenda 2030 as articulated in SDGs, and thus adopted Goal No.4 on “inclusive and equitable quality education and promotion of life-long learning opportunities for all.” Some of the targets that the ministry is committed to achieving include:

- a) All girls and boys complete free, equitable and quality primary and secondary education;
- b) All girls and boys have access to quality early childhood development, care and pre-primary education;
- c) Equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university;
- d) Substantially, increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship among others.

The Constitution of Kenya (Republic of Kenya, 2010a) guarantees that people with any kind of disability access appropriate education and training and that all schools are able to include them. The Constitution has provisions for children’s right to free and compulsory basic education, including quality services, and to access educational institutions and facilities for all persons including those with disabilities.



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Kenya Vision 2030 commits the government to develop human capital regardless of status and disability. The social strategy makes special provisions for Kenyans with various disabilities and previously marginalized communities. The Kenya's blueprint commits to ensure that issues directly affecting persons with disabilities are adequately addressed in policies and legal frameworks, programmes and projects.

Furthermore, the Persons with Disabilities Act (RoK, 2003) provides a comprehensive legal framework which outlaws all forms of discriminative treatment of persons with disabilities such as the lack of access to education and training. It also provides for adaptation of infrastructural, socio-economic and environmental facilities to ensure a conducive environment for persons with disabilities.

The Basic Education Act (Republic of Kenya, 2013a) outlines the need to increase access, enhance retention, improve quality and relevance of education, strengthen early identification and assessment and placement to ensure equal opportunities in the provision of education for children with disabilities. For example, Section 44 (4) states that, "The Cabinet Secretary shall ensure that every special school or educational institution with learners with special needs is provided with appropriate trained teacher, non teaching staff, infrastructure, learning materials and equipment suitable for such learners." These are among the key statutes and policies guiding the development of this policy 2018.



## CHAPTER THREE

### INCLUSIVE EDUCATION

#### **Background**

Kenya recognizes the right of every learner with disability to access inclusive education, a process of creating or improving a learning system that is responsive to the needs of all learners and trainees. This specifically implies that every learner with disability needs an opportunity to learn in mainstream education environment together with his or her peers without disabilities.

Despite the presence of legislations supporting inclusive education, an alarming and significant number of learners and trainees with disabilities are out of school, while those who are in school are enrolled in around 300 special schools and units throughout the country (MoE, 2016). Dropout rates are high in regular schools due to stigmatization, inappropriate curricula, poorly equipped institutions of learning and insufficiently trained teachers.

This policy therefore calls for inclusive education for learners and trainees with disabilities to be considered as an overarching principle, recognizing the country's need to move towards including learners and trainees with disabilities into regular learning and training institutions, while learning with their peers without disabilities and receiving reasonable accommodation. With appropriate support, resources and enforcement, inclusive education increases access to education of learners and trainees with disabilities, enhances learning outcomes for all, benefits all learners and trainees and is cost-effective.

However, it must be noted that this shift to inclusive education recognizes the important role of other approaches such as special institutions of learning, special units in regular institutions of learning, and home-based education in providing education and training specifically for learners and trainees with severe disabilities and in vulnerable situations. In addition, Kenya recognizes the need to specifically maintain special schools while striving to transition towards inclusive education.

#### **Issues and Constraints to inclusion**

According to UN (2016), the barriers to an inclusive education setting are multi-faceted, which generally include attitudinal, environmental, institutional and informational barriers. In Kenya, attitudinal barriers take the form of prejudice, discrimination and stigma toward persons with disabilities. In terms of environmental barriers, schools are not all physically accessible. The transport systems are not accessible to persons with disabilities. In addition, the barriers include the curriculum being not responsive to the needs of learners and trainees with disabilities. Furthermore,



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part of the barriers is the misconception about the roles of special schools and inclusive education. Oftentimes, inclusive education is perceived as a threat to the existence of special schools and is seen as merely putting a child with a disability in a regular classroom without support and resources.

With the continued existence of special schools, the society has the tendency to perceive that learners and trainees with disabilities should only be enrolled in these special institutions and that inclusion is not a possibility. In addition, there is an imbalance of budget allocation to educating learners and trainees with disabilities due to three main factors. Firstly, it costs more to educate them; secondly, there is lack of accurate estimates on how much it costs to educate them depending on their disabilities and thirdly, the resources do not allow for optimal capitation funding.

### **Policy Objective**

Promote and enhance the provision of inclusive education and training for learners and trainees with disabilities.

### **Policy Statement**

MoE shall mainstream and provide for inclusive education and training at all levels of learning.

### **Strategies**

The Ministry of Education shall:

1. Allocate adequate resources to sustain inclusive education.
2. Undertake piloting process for inclusive education and training.
3. Establish and develop an effective communication strategy advocating for and raising awareness on inclusive education and training.
4. Implement inclusive education and training in all programmes and levels of learning.
5. Strengthen quality assurance and monitoring, for effective implementation of inclusive education.
6. Undertake research on inclusive education periodically and set up a data and evidence structure for effective knowledge, learning and improvement.



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## CHAPTER FOUR

### THEMES, OBJECTIVES, POLICY STATEMENTS AND STRATEGIES

#### 4.1. Introduction

This chapter presents thematic areas (policy provisions) that the policy will address. The chapter further details the issues and constraints facing each theme, policy objective and statements and their respective strategies. The thematic areas are:

1. Assessment and early intervention
2. Access to quality and relevant education and training
3. Quality learning environment, health and safety
4. Specialized learning resources, assistive devices and technology
5. Capacity building and human resource development
6. Public participation and engagement
7. Advocacy and awareness creation
8. Equity and gender mainstreaming
9. Curriculum
10. Financing and sustainability
11. Partnership, collaboration and coordination
12. Research, data management and innovation
13. Inclusive disaster preparedness, response and reduction
14. Mentorship, moulding and nurturing of national values

#### 4.2. Assessment and Early Intervention

##### Background

The Educational Assessment and Resource Centres (EARC) were established in 1984 to ensure early identification, assessment, intervention and placement of learners and trainees with disabilities. Parents and the community are primary in the process of identification. They are the



first contact with the child at birth and closely relate with the child during the early development processes. Development partners and other actors in the education sector play a major role in facilitating early identification, assessment and placement of learners and trainees with disabilities. The best practice to early identification is the use of a multidisciplinary team that comprises:

- i. Physiotherapists
- ii. Occupational therapists
- iii. Psychologists
- iv. Nutritionists
- v. Social workers
- vi. SNE educators with specializations to cater for various disabilities
- vii. Medical practitioners with specialization in different and relevant fields

### **Issues and constraints**

There are six issues that constrain assessment and early intervention in Kenya. First, the misconceptions about causes of disability. Quite often, a child who is born with a disability or becomes disabled after birth is culturally or religiously assumed to be a result of a curse, ‘bad blood’, an incestuous relationship, a sin committed in an incarnation or a sin committed by the child’s parents or other family members (UN, 2005). The families that hold such beliefs will most probably prefer spiritualism and witchcraft to resolve disability issues over presentation of the child to the EARCs for assessment. At the same time, lack of immunization, poor nutrition and hiding of children with disabilities in many communities aggravates the situation.

Second, most parents in Kenya lack the skills of early identification of disabilities for their children unless the disability is visible or when developmental milestones delay. Third, most of the EARCs are poorly resourced and lack the capacity to conduct functional assessment. The national survey conducted in 2017 (KISE, 2018) established that nearly a third of the county EARCs have only one officer, making it impossible to carry out all the functions of the centre. Besides, the assessors posted to the EARCs are inadequately trained in functional assessment or lack necessary facilities and equipment to assess learners and trainees with disabilities.

Fourth, lack of expertise and formal structures hamper performance of the multidisciplinary team. In some counties, the MoH and county government do not formally work with the EARCs. For instance, nutritionists and speech therapists are involved in only 15 per cent of the county EARCs (KISE, 2018). Though KICD reviewed the functional assessment tool and availed it to all EARCs in 2011, the EARCs were not trained on the use of the tool thus hindering its effective utilization.



Fifth, there is lack of an integrated data management system for early identification, assessment and placement. For instance, the slow relay of data on the assessed children and adults and where they are placed makes it impossible to align available resources. Lastly, the school admission policies do not require assessment, and hence lack support for this process. For instance, around a half of the learners in integrated units and nearly a fifth of those in special schools in the country were not assessed prior to admission (KISE, 2018),

### **Objective**

Develop strategies for assessment, early identification, and interventions for learners and trainees with disabilities.

### **Policy Statement**

MoE shall develop and implement early identification, assessment and intervention standard procedures and guidelines for learners and trainees with disabilities.

### **Strategies**

MoE shall:

1. Develop and review the standard procedures and guidelines for functional assessment.
2. Strengthen identification, assessment and early intervention and placement of learners and trainees with disabilities.
3. Establish and operationalize Education Assessment and Resource Centre (EARC) structures at the national, county and sub-county levels.
4. Provide adequate human resource with requisite functional assessment skills.
5. Develop and implement continuous professional development programmes for functional assessment staff.
6. Provide adequate and relevant assessment equipment and facilities.
7. Strengthen data collection, documentation, monitoring and evaluation within EARC processes for both institution based and home-based education programmes
8. Strengthen tracking and follow up modalities for learners and trainees with disabilities.
9. Establish multidisciplinary assessment team for every EARC.

## **4.3. Access to Quality and Relevant Education and Training**

### **Background**

Data from an analysis of education in disability in 49 countries revealed that primary-school-age children with disabilities are more likely to be out of school than their peers without disabilities. Similarly, adolescents of lower secondary school age with disabilities are more likely to be out of



school than adolescents without disabilities. In all countries, persons with a disability have lower literacy rates than persons without a disability. Women with disability were found often less likely to benefit from formal education than men with disability. Other factors of exclusion linked to location, poverty, and other personal and household characteristics intensify the likelihood of not getting formal education (UNESCO, 2018).

The disability estimates in Kenya vary sharply depending on the study and the instruments used. For instance, the Kenya Population and Housing Census (Republic of Kenya, 2010) established prevalence of 3.5 percent, the Kenya Integrated Household Budget Survey (KNBS, 2018) established prevalence of 2.8 percent, while the National Survey (KISE, 2018) estimated disability prevalence among persons aged 3-21 years at 11.4 percent. This same survey established that the proportions of children with disabilities not enrolled in school ranged from 11.1 percent of those with visual impairments and 14.2 percent of those with hearing impairments, to 39.9 percent of those with communication difficulties and 52.3 percent of those with self-care difficulties.

The statistical year booklet (MoE 2016) indicated that the number of learners with special needs enrolled in primary schools stood at 222,700 pupils with only 11,400 students enrolled in secondary schools. The number of girls with special needs in both primary and secondary was similar at 45 percent. In primary level, 44 percent of pupils with special needs had intellectual disabilities while 34 percent had hearing and visual impairments (17 percent HI and 17 percent VI). Another 14 percent had physical impairments while 8 percent had multiple disabilities.

At the secondary level, one out of three students with special needs had visual impairments. The physical disabilities accounted for 28 percent while hearing impairments accounted for 24 percent of total enrolment of students with special needs. Unlike in primary schools where intellectual disabilities accounted for the largest proportion of enrolment at 44 percent, it only accounted for 13 percent of the total enrolment in secondary school raising concerns on what happens to them beyond primary education. The Kenya national census of 2009 indicated that the mean years of schooling for persons with a disability is lower, 4.2 years, compared to 6.8 years for persons without a disability

### **Issues and Constraints**

Lack of guidelines to support inclusive education implementation and unreliable data on learners and trainees with disabilities in and out of school pose a major challenge to pursuing access to quality and relevant education. In addition, inappropriate infrastructure, inadequate facilities and lack of equipment for learners and trainees with disabilities enrolled in regular institutions or in





home-based education programmes remain a challenge. Families feel stigmatized for having a child with disability and are afraid to allow the child interact freely with others in the society. Analysis from four countries shows that children at higher risk of disability are far more likely to be denied a chance to go to school, with differences widening depending on the type of disability (UNESCO, 2014).

According to the SNE Policy Review Data Collection Report (2016), in Kenya, there are limited pre-primary education programmes for learners with disabilities meaning that they are not well prepared for transition to primary education. In most cases, they remain away from school for a long time and when they seek readmission, it poses a challenge in establishing proper retention statistics. Most learners and trainees are placed in boarding institutions where the parents must pay boarding fees. Due to varying factors including poverty and attitude, the sustenance of retention cannot be ensured. Transition from one level of education to the next such as primary to secondary school, vocational to job placement especially for severe cases is another constraint.

According to Global Partnership for Education, children with disabilities are less likely to start school and if they do, they are unlikely to transition to secondary school. Access to school for children with disabilities is often limited by a lack of understanding about their needs, and a lack of trained teachers, classroom support learning resources and facilities. The SNE Policy Review Data Collection Report (2016) revealed that vocational training centres are inadequate, often lack skilled staff and support services, while the existing TVET curricula offer limited skill areas inadequate to provide the wide range of capabilities required by youth with disabilities to succeed in work and life. Provision for job placement for persons with disabilities in the Persons with Disability Act 2003 has not been fully operationalized, and the transition from training to work remains problematic. At the institutions of higher learning, there are challenges with placement and incapacity of institutions to admit some learners and trainees with disabilities due to infrastructural, human resource and other barriers.

## **Objective**

Enhance access, retention, transition and completion rates to quality and relevant education of learners and trainees with disabilities at all levels including for learners and trainees who may not follow the regular curriculum.

## **Policy Statement**

MoE shall enhance equal access, retention, progression and transition of all learners and trainees with disabilities at all levels of education and training.



## Strategies

MoE shall:

1. Promote access and retention of learners and trainees with disabilities.
2. Promote progression and transition of learners and trainees with disabilities.
3. Strengthen the quality of education for learners and trainees with disabilities.
4. Provide teaching and learning resources in accessible formats, qualified teaching and support staff for home-based and institution-based learners and trainees with disabilities.
5. Develop and promote adherence to a framework on affirmative action.

### 4.4. Quality Learning Environment, Health and Safety

#### Background

The Sustainable Development Goals' target 4(a) underscores the need to build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all (UN, 2015). The UNICEF Child Friendly Schools Manual observes that child friendly school models are concerned with the health, safety, security, nutritional status and psychological well-being of every child as well as the appropriateness of the teaching methods and learning resources used for schooling. The Taskforce on Special Education (MoE, 2003) recommended that learners and trainees with disabilities be provided with a barrier-free physical and social learning environment to operate with minimal support and maximize their functional potentials.

#### Issues and Constraints

In Kenya, many regular and special institutions do not have barrier-free physical and social environments. This limits mobility, independence and compromises their safety and quality of learning. Morbidity and common ill health conditions are highly prevalent among learners and trainees including those with disabilities, especially in rural areas and urban informal settlements. The high rates of morbidity are associated with multiple infections, vitamin deficiencies, metabolic disorders and chronic health impairments. This is exacerbated by inadequate safe water and sanitation, poor standards of hygiene and environmental health (Global Health Action, 2016). Still, as observed in earlier sections, poor attitudes and the myths held against disability continue to complicate the creation of barrier-free social environments in our schools.

#### Objective

Provide safe, accessible and learner-friendly environment and enhance the health and nutrition status of learners and trainees with disabilities.



## **Policy Statement**

MoE shall establish barrier-free environments in all institutions of learning and training, and provide for the health, safety and physiological needs of learners and trainees with disabilities.

## **Strategies**

MoE shall:

1. Provide adequate resources to make all institutions of learning and training accessible to learners and trainees with disabilities.
2. Ensure compliance to safety standards and barrier free requirements for institutions of learning and training.
3. Protect learners and trainees with disabilities from any form of violence such as sexual, physical, emotional or psychological abuse within the school or training institution, at community level and home.
4. Provide adequate, clean, and safe water and sanitation.
5. Provide enriched school feeding programmes to learners and trainees at risk of malnutrition.
6. Provide basic health services to learners and trainees with disabilities.

## **4.5. Specialized Learning Resources, Assistive Devices and Technology**

### **Background**

The provision of quality education and training prepares learners and trainees with disabilities to competitively function within a highly integrated, technologically oriented for information-based global economy. The Special Education Task Force report (MoE, 2003) itemized the assistive devices and technologies required to facilitate mobility, social inclusion and learning, and went on to recommend that government provides learners and trainees with physical disabilities with basic assistive devices needed to access both the learning environment and the curriculum.

The Ministry of Education has acknowledged that there is potential in integrating new technologies to improve learning. The Ministry of ICT (2016) Policy stipulates that ICT is expected to be integrated seamlessly in teaching and learning across all levels of education. Policy formation, capacity development, digital content and ICT infrastructure are the critical pillars for integration of modern technologies to teaching and learning. New opportunities in ICT integration are found in curriculum development, new teaching and learning methodologies, and in life-long learning. Over the past few years, progress has been made in ICT integration in education.

Already, some secondary schools providing education for learners with disabilities have established computer labs that provide adapted video-based content with audio and signing for VI



and HI learners respectively. The Kenya Institute of Special Education has set up three ICT labs with capacity of about 90 users to prepare teachers for ICT integration. At the same time, TVET institutions providing training to youth with disabilities have established laboratories, which support integration of ICT in training courses.

To reduce the cost of adopting technologies and increase affordability of assistive devices, article 35 of the Persons with Disabilities Act (2003) provides tax, demurrage, port charges, value added tax and any other government levy exemptions for materials, articles and equipment to be used by individuals with disabilities, institutions and organizations of and for persons with disabilities to keep their costs at reasonable minimum.

### **Issues and Constraints**

The regular school is designed to accommodate regular learners following the regular curriculum. Subsequently, most of the learning materials in the market are not adapted, becoming a challenge in accessing appropriate and specialized teaching and learning materials for learners and trainees with disabilities. This further limits the teacher in employing a variety of contents and teaching and learning activities for effective curriculum delivery. Nationally, we have only eight EARC county workshops, which are inadequate to provide services for all learners and trainees with disabilities.

The high cost of specialized technology for learners and trainees with disabilities remains a hindrance to the government's goal to provide education for all in line with the global goal of universal primary education (Muhombe et al, 2015). Though the government gives top up capitation to cater for specialized teaching and learning materials and other assistive devices for all learners with disabilities in primary and secondary schools, this is far too inadequate for the purchase of sufficient teaching and learning materials in all institutions of learning.

At the same time, capacities for technology adoption in our schools and training institutions are low. The capacities of teachers and learning support assistants should be strengthened on needs assessment and maintenance of specialized equipment and technological devices.

### **Objective**

Provide learners and trainees with disabilities in all institutions of learning and training with quality specialized learning resources, assistive devices and technologies responsive to various categories of disabilities.



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## **Policy Statement**

MoE shall provide and maintain quality specialized learning resources and assistive devices, and adopt new technologies to improve learning and training in the targeted disability categories.

## **Strategies**

MoE shall:

1. Facilitate the production, procurement, and distribution of specialized learning resources, assistive devices, and learning technologies.
2. Facilitate the maintenance of specialized learning resources, assistive devices, and technology through quality storage, repairs, replacement, upgrading, and capacity building of relevant staff.
3. Facilitate the access to tax waivers on specialized learning resources, assistive devices, and technologies for all learners and trainees with disabilities.

## **4.6. Capacity Building and Human Resource Development**

### **Background**

The attainment of quality education for learners and trainees with disabilities is largely dependent on the provision of specialized human, institutional and community capacity development. The National Education Sector Plan (MoE, 2014) emphasizes the need for capacity building of teachers, trainers, caregivers, parents, educational managers, learning support assistants and technical disability-related personnel, such as sign language interpreters, sighted guides, refractionists, braille transcribers, readers, physiotherapists, occupational therapists, counsellors, orientation and mobility trainers and ICT experts at all levels of education for learners and trainees with disabilities.

To this end, the government is committed to recruit and deploy human resource with requisite knowledge and skills in special needs education. In addition, the government has increased financial support for capacity development activities and strengthened various capacity building agencies.

### **Issues and Constraints**

Inadequacy of staff with requisite skills to support education and training for learners and trainees with disabilities is a major challenge. At the same time, deployment of staff has not always matched the individual's skills and competences. For instance, the most recent national survey (KISE, 2018) established that 13 percent of the head teachers of special primary schools and 77 percent of the head teachers of integrated primary schools did not have specialized training in



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special needs education. These proportions are even lower for secondary schools. Worse still, the survey established that there were some teachers in special schools for hearing impairment who lacked competency in Kenya Sign Language, while others in specialized schools for visual impairments lacked competency in braille.

Besides, unmet staff development needs and low motivation affects service delivery for learners and trainees with disabilities.

Despite the long history of teacher training at the various levels, there is evidence to suggest that most of the TVET trainers may be lacking knowledge on training in disability (Githaga, 2014).

## **Objective**

Facilitate provision of quality professional development of staff working with learners and trainees with disabilities and enhance provision of learning support services.

## **Policy Statements**

MoE shall:

1. Set minimum standards to be adhered to by all institutions providing pre-service and in-service programmes and capacity building for all staff who provide and support education and training to learners and trainees with disabilities.
2. Support the recruitment and re-deployment of the human resource in schools and TVET institutions, to ensure that skills, qualifications, competencies and attitudes are well aligned to support learners and trainees with disabilities.

## **Strategies**

MoE shall:

1. Develop and enforce standards in all institutions offering training on support services for learners and trainees with disabilities at pre-service and in-service levels.
2. Promote qualification, competencies and attitudes in supporting learners and trainees with disabilities
3. Build the capacity of educators, educational managers and learning support assistants
4. Review the norms of teacher: pupil, trainer: trainee and lecturer: student ratio to inform staffing.



## **4.7. Public Participation and Engagement**

### **Background**

The Constitution of Kenya (2010) makes public participation one of our country's values and principles of governance. It further calls for human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) calls for state parties to respect inherent dignity, and independence of persons with disabilities with full and effective participation and inclusion in society. The African Charter on the Rights and Welfare of the Child (ACRWC) ACRWC and the United Nations Convention on the Rights of the Child (UNCRC) call for state parties to recognize that a child with disability should enjoy a full and decent life, in conditions that ensure dignity, promote self-reliance and facilitate active participation in the community in a manner consistent with the evolving capacities of the child.

Education and training, bears a special responsibility for the development of civic competency and civic responsibility for all learners and trainees. That responsibility is fulfilled through formal, non-formal and informal education from the early years and continuing through the entire education process.

### **Issues and Constraints**

Learners and trainees with disabilities are oftentimes excluded from decision making on matters that affect their wellbeing. Though studies have established relatively high levels of participation among persons with disabilities: 59 percent consulted in family decisions, 75 percent attending family events and so on, participation varies sharply with the person's level of education (NCAPD, 2008). Participation is also higher among persons in urban than rural areas, and among men than women.

In Kenya, the participation of learners and trainees with disabilities is constrained mainly by social, language and physical barriers. The negative attitudes towards disability, especially the commonly held view that persons with disabilities are not as sharp, bright as others, is arguably the leading barrier to participation, even within learning institutions. Again, though the constitution entrenches Kenya Sign Language and Braille as among the key languages, we still have very few users of these languages, creating serious barriers to participation.

### **Objective**

Ensure participation and involvement of learners and trainees with disabilities and their families in decision-making and implementation on matters pertaining to their education and training.



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## **Policy Statement**

MoE shall promote participation and involvement of learners and trainees with disabilities and their parents/guardians in decision making in all institutions of learning.

## **Strategies**

MoE shall:

1. Facilitate representation and participation of learners and trainees with disabilities and their families in all institutions including in student councils, clubs and associations.
2. Provide appropriate communication channels in all institutions of learning.
3. Organize inclusive, relevant and needs-based co-curricular and recreational activities for learners and trainees with and without disabilities.

### **4.8. Advocacy and Awareness Creation**

Studies such as Mutua and Dimitrov (2001); Teferra (1993) and MacDonald and Butera (2010) have suggested that one key driver to the low visibility of disability issues is the poor understanding of it by the community. They further point out that marginalization is largely founded on misconceptions and mistaken beliefs, cultural practices and attitudes, which have led to prejudice, stigmatization and discrimination. Hence, it is recommended that to move the rights of those with disabilities forward, systematic advocacy and awareness creation mechanisms must be in place across all institutions in the community.

Many institutions are critical in developing public knowledge on issues of disability. Family, religious institutions, civil society, the media and community groups if well harnessed, can be useful in advocacy for persons with disabilities.

## **Issues and Constraints**

Inadequate awareness about issues surrounding learners and trainees with disabilities by service providers, policy makers and the community at large is a common problem. There is low level of advocacy and lobbying for the rights of persons with disabilities by parents, communities and disability organizations. Issues relating to disability are not prominent in public meetings and the media. In some cases, local communities are not aware of education programmes for learners and trainees with disabilities and related services within their localities. MoE, TSC and other public service officers are not fully sensitized. There is also lack of awareness creation and sensitization among the public.





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Lack of accurate data related to learners and trainees with disabilities hampers proper national planning and provision of effective services to persons with disabilities. Certain agencies and institutions have made effort to create awareness, sensitize communities, lobby and advocate for policy development and review. However, they face challenges in terms of coordinating their services. Thus, most learners and trainees with disabilities have limited access to education and training, their general learning outcomes remain low and transitions from education and training to work extremely constrained.

### **Objective**

Establish a framework for advocacy and awareness creation regarding the right to education and training for learners and trainees with disabilities.

### **Policy Statement**

MoE shall promote education and training for learners and trainees through advocacy and awareness creation in line with other relevant policies, conventions and practices.

### **Strategies**

MoE shall:

1. Undertake continuous advocacy, awareness creation and campaigns on education and training for learners and trainees with disabilities.
2. Promote self-advocacy for learners and trainees with disabilities and their families.
3. Develop and distribute information, education and communication (IEC) materials on the right to education, training and related services for learners and trainees with disabilities.
4. Integrate monitoring and evaluation at all levels of advocacy and awareness creation processes.

## **4.9. Equity and Gender Mainstreaming**

### **Background**

One of the national values and principles of governance under the Constitution of Kenya is equity. The Constitution of Kenya (Art.53.1. b) provides that every child has the right to free and compulsory basic education. Additionally, article 54 1 (b) states that a person with any disability is entitled 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. Equity in provision of quality, relevant education and training and equitable distribution of resources is the right to all citizens.



Learners and trainees with disabilities face multiple forms of discrimination based on gender, nature and severity of disability, resources allocation, distribution and regional disparities. Low transition rates of learners and trainees especially girls have been a great restriction to Kenya in achieving gender equity in education. The result of the low transition rates has led to the decline in the proportion of females enrolled in institutions of higher learning and more significantly in tertiary institutions such as universities and middle level colleges. The situation is worse for girls with disabilities. Ensuring equity in education will eventually close the widening gap in access to education and resource distribution. This ensures that persons with disabilities actively participate in economic activities and nation building.

### **Issues and Constraints**

The society in general is slowly changing its perception positively towards persons with disabilities. However, the perception is still negative in some areas depending on the levels of community awareness as well as extent of inclination to harmful cultural beliefs (MacDonald & Butera 2010). The situation is worse for female learners and trainees with disabilities, who face a double disadvantage – gender and disability. A number of challenges prevail that contribute to lack of equity in provision of education services for learners and trainees with disabilities. There is unavailability of accurate disaggregated data by gender, disability, region and schools' distribution. More emphasis has been made on the traditional categories of disabilities such as visual impairment, hearing impairment, intellectual disability, and physical disability, excluding other disabilities such as autism, deaf blindness and specific learning disabilities amongst others.

Findings of the SNE Policy Review Data Collection Report (2016) reveal that high dropout rate of learners and trainees with disabilities is attributed to a number of factors, which include incontinence for some learners and trainees with cerebral palsy and poor management of menstrual health. Sanitary napkins are unaffordable for most of the learners and trainees, and schools do not provide for such. The learners and trainees may find it difficult to cope in a classroom setting and may drop out of school. Lastly, learners and trainees with disabilities are not provided with sexual health education opportunities since there is a silent assumption that they do not need it.

The boy child with a disability is often exposed to child labour and other cultural practices that infringe on their right to education. Regional disparities further contribute to the marginalization of children with disabilities. For instance, interventions such as mobile schools in arid areas are not adapted to serve learners and trainees with disabilities. Despite the government's effort, undifferentiated funding and resourcing limit provision of services to deserving disability groups.



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## **Objective**

Enhance equity, gender and disability mainstreaming at all levels of education and training.

## **Policy Statement**

MoE shall provide equal opportunities to learners and trainees with disabilities at all levels of education and training.

## **Strategies**

MoE shall:

1. Create awareness and sensitize all stakeholders on equity, gender and disability mainstreaming concerns.
2. Establish an effective strategy for implementation of existing legal frameworks on equity, gender and disability mainstreaming.
3. Equitably promote education and training opportunities for all categories of learners and trainees with disabilities at all levels.

## **4.10. Curriculum**

### **Background**

The Kenyan curriculum plays an essential role of providing quality, relevant, holistic and inclusive education to all learners and trainees. The Kenya Institute of Curriculum Development (KICD), in an endeavour to address the unique curriculum needs of learners with disabilities, has adapted the regular curriculum to suit the needs of some categories of learners with disabilities, including those with hearing, visual and physical impairments. Additionally, specialized and specialist curricula have been developed to cater for learners and trainees who may not access the regular curriculum due to their disabilities. Learners in this category include those with severe intellectual and developmental disabilities, autism and deaf blindness. SNE teacher training curriculum has also been developed and implemented, thus providing specialized teachers to implement the adapted and specialized curriculum.

Despite this effort, it is apparent that a differentiated curriculum that meets the diverse needs of all learners and trainees with disabilities needs to be developed and implemented. Curriculum support materials to guide the implementation of a differentiated curriculum are either unavailable or inadequate. This is a major impediment to the implementation of a differentiated curriculum. The regular teacher training curriculum does not adequately address the needs of learners and trainees with disabilities, which is a major gap in the implementation of inclusive education.



Assessment in education remains rigid and mainly focuses on learners and trainees without disabilities thus disadvantaging those who may require differentiated modes of assessment. The on-going curriculum reform proposes a shift which will provide a curriculum that defines the minimum standards of achievement for every level to ensure that the learner is properly guided and given the opportunity to acquire the necessary competences to progress to the subsequent level.

### **Issues and Constraints**

Education and training for learners and trainees with disabilities has been hindered by inaccessible curriculum, low capacities among teachers and instructors to implement differentiated and individualized curricula and rigid methods of evaluating the curriculum. While curriculum differentiation has been a widely-acknowledged practice in Kenya, its implementation is hampered by inappropriate curriculum support. A further constraint is that TVET curricula are not adapted to include trainees with disabilities, yet technical and vocational training is acknowledged as one quick win in facilitating young persons with disabilities to access employment and decent livelihood (Baart & Maarse, 2017).

Even with the ongoing adaptation of curricula in basic education, regular teachers have not been prepared to implement a differentiated curriculum in inclusive settings. For instance, the recent national survey (KISE, 2018) established that only 47 percent of the teachers in special schools and 23 percent in integrated units felt very competent in implementing individualized education plans.

The other constraint relates to assessment. While our national assessments focus only on the cognitive domain of learning (ignoring psychomotor and affective domains), our examinations continue to pose substantial barriers to learners and trainees with disabilities due to administration and grading processes that do not account for disability (UNESCO, 2014). This yields low performance among learners and trainees with disabilities and constrains their transition from one level of education and training to another, and to the world of work. This often leads to prolonged stay in school, high dropout rates and high unemployment.

### **Objective**

Implement differentiated curricula and competency based-assessments that adequately meet the diverse needs of learners and trainees with disabilities.

### **Policy Statement**

MoE shall implement and continually review the differentiated curricula at all levels and reform education assessments to effectively include learners and trainees with disabilities.



## Strategies

1. Conduct regular research to establish emerging curriculum needs of learners and trainees with disabilities.
2. Provide differentiated curricula, intervention programmes and curriculum support materials to suit the diverse needs of learners with disabilities.
3. Conduct regular orientation of teachers and field officers on the implementation of the differentiated curriculum for learners and trainees with disabilities.
4. Provide curricula for teachers, trainers, EARC staff and learning support assistants.
5. Provide sensitization and empowerment programmes for parents, care givers and significant others of learners and trainees with disabilities.
6. Review assessment standards and strengthen adapted assessment for learners and trainees with disabilities at all levels
7. Promote quality and standards in the implementation of differentiated curriculum for learners and trainees with disabilities.
8. Facilitate inclusive participation of learners and trainees with disabilities in co-curricular activities.
9. Promote the use of alternative modes of communication suitable for learners and trainees with disabilities such as sign language, braille and augmentative alternative communication.

## 4.11. Financing and Sustainability

### Background

Resource mobilization is imperative to access quality and relevant education and training to learners and trainees with disabilities. Learners and trainees with disabilities require specialized human resources, infrastructure, teaching and learning materials for quality education and training. In general, there are direct such as (expenditure on health, equipment and support) and indirect costs such as (foregone earnings etc.) associated with disability, and these vary with severity of disability and household type among other factors (Mitra et al 2017). The findings of the SNE Policy Review Data Collection Report (MoE, 2016) confirmed that learners and trainees with disabilities require more and specialized material resources for their education and training than their peers without disabilities. Material resources are needed at both the individual and institutional levels. The nature and type of materials required depend on the type and severity of disability.

The physical environment where learners and trainees with disabilities operate should be accessible to them and be disability friendly. There is great need for adequate allocation of resources to institutions of learning to improve on infrastructure and provide individual learners and trainees



with disabilities with basic learning resources and assistive devices. This calls for sustainable resource mobilization and allocation in line with the budgetary provisions and frameworks of the respective learning programmes.

### **Issues and constraints**

The government provides capitation grants, bursaries and educational loans for all learners and trainees whose data has been received by the government. Learners and trainees with disabilities are provided with top ups to cater for specialized needs. However, the government capitation per learner is inadequate while considering the diversity and severity of needs of individual learners and trainees with disabilities. There is inaccurate data to inform the computation and allocation of resources per learner and each disability category. Some of the instructional materials and assistive devices are not readily and locally available, and when sourced externally, they are subjected to taxation.

Societal attitudes and low expectations of learners and trainees with disabilities contribute to the minimal institutional level stakeholder engagement. Parents of learners and trainees with severe and multiple disabilities are more vulnerable to poverty since they spend their meagre resources towards management of their children's condition than on their education and training. Many parents cannot afford assistive and functional devices needed by learners and trainees with disabilities, as they are expensive and out of reach. Interventions in the provision of resources for learners and trainees with disabilities from other stakeholders are not well coordinated, thus resulting to duplication of interventions. A number of special schools have poor accountability mechanisms with some institutions receiving funds from multiple sources; government, parents, donors and other well-wishers. Some of these funds are not accounted for in a transparent manner. In addition, the funds for EARCs' operations are channelled through the CDE's account, thus increasing bureaucracy and posing challenge to both efficiency and accountability (MoE, 2016).

### **Objective**

Ensure equitable budgetary allocation and enhance resource mobilization towards higher and sustainable financing of education and training for children and youth with disabilities.

### **Policy statements**

MoE shall continuously review and increase budgetary allocation to institutions and programmes that provide education and training for learners and trainees with disabilities.



## Strategies

MoE shall:

1. Determine the unit cost of education and training for each learner and trainee with disability.
2. Mobilize and allocate adequate resources for provision of education and training for learners and trainees with disabilities.
3. Implement affirmative action in provision of health and social services, bursaries, education loans and scholarships to learners and trainees with disabilities at all levels.
4. Strengthen governance and accountability mechanisms in all public and private institutions providing services to learners and trainees with disabilities.
5. Establish and promote public-private partnerships in funding education and training for learners and trainees with disabilities.

### 4.12. Partnership, Collaboration and Coordination

#### Background

The MoE is the main duty bearer in provision of education and training on behalf of the government. However, it is obliged to work with other actors to fulfil this mandate. The government is working through MDAs in partnership with various actors in the provision of education services for learners and trainees with disabilities. Actors and stakeholders need to be guided by a comprehensive policy framework to ensure effective coordination and implementation of SNE programmes. An integrated approach is necessary for various government ministries and actors for improved service delivery of education and training for learners and trainees with disabilities. PBOs, CBOs, FBOs, the private sector, bilateral and multi-lateral organizations form a core group of partners with whom the government collaborates in the implementation of SNE. According to MoE (2013), development partners finance about 0.73 percent of government's education budget. These actors provide education and training services for learners and trainees with disabilities directly or indirectly through financial and non-financial investment in education and training. It is an important policy option for the government to collaborate with private providers of education and training to reduce gaps in financing.

#### Issues and Constraints

There is a long history of partnership and collaboration in education and training in disabilities in Kenya, dating back to the pre-independence era. While collaboration with development partners, private sector and civil society is relatively well developed, collaboration with parents and communities is highly under-exploited. The SNE Policy Review Data Collection Report (MoE,



2016) established duplication of services arising from weak coordination mechanisms, the low capacity of the MoE and relevant departments to coordinate education providers.

### **Objective**

Establish, strengthen and coordinate partnership and collaboration amongst various agencies and partners in provision of education and training for learners and trainees with disabilities.

### **Policy Statement**

The MoE shall establish, promote and coordinate partnerships and collaboration with other actors and stakeholders in provision of education, training and support services for learners and trainees with disabilities.

### **Strategies**

MoE shall:

1. Promote effective coordination of actors involved in provision of education, training and support services for learners and trainees with disabilities.
2. Promote joint planning, monitoring and reporting of projects for mutual accountability by MoE and the various actors.

## **4.13. Research, Data Management and Innovation**

### **Background**

The Ministry of Education recognizes the importance of research in promoting quality learning and training. Through research, data and pieces of evidence are collected and analysed to inform decisions and provide recommendations for improvement of practice. Research also inspires innovation, a critical component in addressing problems surrounding education and training.

The Ministry of Education strives to conduct qualitative and quantitative research periodically in collaboration with relevant stakeholders. The conduct of the 2017 National Survey on Children with Disabilities and Special Needs (KISE, 2018) for example, provides an analysis on how children with disabilities in Kenya access education and training. It is the intention of the Ministry to utilize the findings of the said study to improve the provision of education and training for learners and trainees with disabilities.

One critical platform to collect and to manage the data of learners with disabilities in the country is the National Education Management Information System (NEMIS). This platform periodically collects data on the number of learners with disabilities enrolled in different levels of education, as well as specific types of disabilities.





The Ministry of Education leverages on the power of innovation to address some of the challenges of the education sector in general. The Digital Attendance, for example, aims to collect in real time the data of learners' enrolment and retention in schools. However, unlike the NEMIS, this platform has not included the element of disability in its tools yet.

### **Issues and Constraints**

While it is true that a number of initiatives have been in place to promote research and innovation for learners with disabilities in the country, the Ministry of Education recognizes the challenges it faces. First is the reigning global tension and the choice between the two models: the traditional classification of disability, or the International Classification of Functioning (UNICEF, 2015). The two approaches take differing stance as to how data on disability should be collected. Second, a number of pieces of literature stress that there has been a funding gap for research in the country. This consequently limits the opportunities of experts and stakeholders to conduct research.

Third, the Ministry of Education in its education analyses and reports acknowledges the fact that there is poor implementation of research findings in the country. One reason is the limited platforms or opportunities to share and discuss findings on the disability evidences. Finally, a significant number of stakeholder conduct research on the education for learners and trainees with disabilities. However, the challenge lies in ensuring that there is a system that promotes collaboration between the Ministry of Education and other stakeholders in evidence-based decision making.

### **Objective**

Conduct research and strengthen data management to inform policy, encourage innovation and facilitate implementation of inclusive education for learners and trainees with disabilities.

### **Policy Statement**

MoE shall establish a system and an enabling environment for research, innovation, and data management relating to inclusive education for learners and trainees with disabilities.

### **Strategies**

MoE shall:

1. Mobilize resources to fund research in inclusive education at all levels.
2. Establish an effective data management system linked to NEMIS and other relevant education datasets.
3. Entrench a culture of evidence-based decision making to improve services to learners and trainees with disabilities.
4. Incentivize innovation for and among learners and trainees with disabilities.



#### **4.14. Inclusive Disaster Risk Reduction**

##### **Background**

Individuals with disabilities may be greatly affected by disasters. Those with physical disabilities can be at risk when evacuating if assistance is not available. Individuals with cognitive impairments may struggle with understanding instructions that must be followed in the event a disaster occurs. Those with visual and hearing impairments may have difficulty communicating during emergency, exposing them to greater risk (Peek & Stough, 2010).

The 2013 UN global survey on living with disability and disasters (UNISDR, 2014) illustrates how persons with disability die, or are injured in disproportionate numbers in disasters. Only 20 percent could evacuate immediately without difficulty in the event of a sudden disaster event, the remainder could only do so with a degree of difficulty and 6 percent would not be able to do so at all. If given sufficient time, the percentage of those who could evacuate with no difficulty rises from 20 percent to 38 percent but 58 percent felt that they would still have either some, or a lot of, difficulty while 4 percent would still not be able to evacuate. Subsequently, UNCRPD calls for state parties to take all necessary measures to ensure the protection and safety of persons with disabilities in situations of risk, including situations of armed conflict, humanitarian emergencies and the occurrence of natural disasters.

A significant number of vulnerable learners and trainees face challenges in accessing quality education and training due to both natural and manmade disasters. In Kenya, on average, drought affects an estimated 250,000 school-age learners and 8,000 teachers annually to varying severity levels (OCHA, 2011). Learning programmes have often been disrupted in a number of institutions of learning when disaster strikes. In response to this vulnerability, the Education Sector Emergency Preparedness and Response Plan (2010) was developed. This was intended to mainstream Disaster Risk Reduction (DRR) in institutions of learning and sensitize learners, trainees and teachers about disaster in institutions of learning. The government has put in place interventions to counter disaster occurrence, for instance Rapid Disaster Intervention Team from the Forces, National Youth Service, Fire Brigade and the private actors (OCHA, 2011).

##### **Issues and Constraints**

DRR is not mainstreamed in the Kenyan education system. Learning is often affected by natural and manmade disasters. The Emergency Preparedness and Response Plan (EPRP) was never launched and therefore not operationalized in all institutions of learning. This has slowed down the implementation of emergency response initiatives, leading to haphazard and weak coordination of efforts among line ministries and NGOs in disaster management. Most of the initiatives are



reactive rather than proactive, resulting in delayed responses to emergencies with minimum impact (NESP 2013-2018).

In the absence of clear policy in DRR, MoE lacks opportunities to disseminate information and capacity development among policy and curriculum implementers. In addition, there is limited capacity of education cluster coordination including emergency assessment, monitoring and information management systems. There are limited efforts and concerns to address issues concerning learners and trainees with disabilities in emergencies as well as psychosocial support and strategies for those affected by both natural, manmade disasters and emergencies. Lack of resources to mitigate the effect of disasters lead to prolonged disruptions of educational programmes in disaster prone areas. The school infrastructure is inaccessible to learners and trainees with disabilities because the necessary structural designs do not adhere to policy guidelines on construction of institutions of learning as guided by Disaster Management and Safety Manual. There is therefore need to come up with DRR policies that are responsive to disability.

### **Objective**

Establish coordinated inclusive disaster management efforts in collaboration with other key players regarding disaster preparedness, mitigation, and response for learners and trainees with disabilities.

### **Policy Statement**

MOE shall promote inclusive disaster preparedness, response reduction and resilience in all institutions of learning.

### **Strategies**

MoE shall:

1. Strengthen inclusive disaster preparedness, mitigation, and response at all institutional levels.
2. Sensitize and build capacities of the institutional communities on disaster preparedness, mitigation, and response.
3. Participate in national and county Disaster Risk Reduction (DRR) coordination for effective response to disasters and emergencies.
4. Develop a safety manual on DRR for learners and trainees with disabilities.
5. Equip the education and training institutions for DRR.
6. Allocate resources for rapid response during disaster and emergency disruptions in institutions of learning.



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7. Promote education and training in emergencies in institutions of learning and training for learners and trainees with disabilities.

## **4.15. Mentorship, Moulding and Nurturing of National Values**

### **Background**

Learners with disabilities, like any other learner, are faced with numerous personal challenges that require them to make life-defining decisions early in their lives. Increasingly, young people with disabilities have to handle issues dealing with career choices, sexuality, peer pressure, drug and substance abuse, harmful traditional practices and negative media influence among others. At the same time, they are expected to make sense of broader political and social changes.

It is in that reason that the Government of Kenya is committed to empowering learners with disabilities for them to effectively deal with the mentioned issues. In terms of policy, one of the targets of the Sustainable Development Goal number 4 is to ensure that all learners acquire the knowledge and skills needed to promote among others gender equality, a culture of peace and nonviolence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development (UNGA, 2015). In addition, Article 10 of the Constitution of Kenya (2010) stipulates the national values and principles that need to be inculcated into all Kenyans. The Basic Education Curriculum Framework (2017) adopts a value-based education approach to nurture values in learners.

### **Issues and Constraints**

The Ministry of Education offers education guidance and counselling services to learners with learning difficulties, emotional and behavioral disorders. However, few actors have the capacity to adequately provide psycho-social support and mentorship to these learners in all institutions of basic education.

While the role of mentorship in promoting and delivering quality education services cannot be overemphasized, it is noted that the concept is yet to be mainstreamed in the education sector to include learners with special needs and disabilities. General observations indicate that few mentorship programmes that exist either target or meet the specific needs of learners with disabilities. While most of the needs are similar to those of their peers without disabilities, specific modifications are required for mentorship programmes to be considered inclusive.

Inclusive mentorship programmes aim at helping learners with disabilities, their families and



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life assistants to deal with the negative psychosocial effects of disability such as discrimination, negative self-image, low self-esteem, stigma, marginalization, abuse and concealment.

### **Objective**

Facilitate development of life skills, national values and principles for the holistic development through mentorship and moulding of learners and trainees with disabilities.

### **Policy Statement**

MoE shall facilitate programmes, initiatives and activities that promote development of psychosocial competences, life skills, national values and principles for the holistic development of learners and trainees with disabilities.

### **Strategies**

MoE shall:

1. Establish a framework for mentorship programmes for learners and trainees with disabilities in institutions of learning at all levels.
2. Support learners and trainees with disabilities living with HIV and AIDS and other chronic conditions and illnesses.
3. Develop life skills and nurture values among learners and trainees with disabilities
4. Mentor learners and trainees with disabilities for career pathways and social integration.
5. Sensitize institutions of learning and communities on harmonious co-existence.
6. Promote leisure and recreation activities for learners and trainees with disabilities.



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## CHAPTER FIVE

# INSTITUTIONAL IMPLEMENTATION FRAMEWORK FOR THE SECTOR POLICY

### 5.1 Background

A multi-sectoral and interdisciplinary strategy is imperative for successful implementation of this policy. The MoE will collaborate with other relevant MDAs, county governments, development partners, FBOs, parents and other stakeholders for the effective implementation of this policy. Various government agencies shall implement this policy through having designated desks to handle matters on the provision of education and training services for learners and trainees with disabilities.

### 5.2 Policy Implementation

The implementation of this policy is contextualized in three key result areas namely: management and coordination, quality assurance and monitoring and evaluation.

An implementation guideline has been developed that further provides the details of implementation of the strategies. The directorate responsible for education for learners and trainees with disabilities is mandated to coordinate the provision of education services for learners and trainees with disabilities across the sector. Specifically, the mandate of the directorate is to:

1. Enhance access, retention, transition, equity, quality and relevance of education and training for all learners and trainees with disabilities.
2. Promote disability inclusion and mainstreaming across all education institutions.
3. Coordinate the administration and management of processes related to special needs education including the formulation and development of procedures, monitoring the implementation and review of this policy.
4. Coordinate the preparation of budgets and disbursements of capitation grants and other related grants for learners and trainees with disabilities.

### 5.3 Management and Coordination

For successful implementation of this policy, MoE will work in collaboration and consultation with MDAs, county governments, development partners and FBOs among others. Therefore, there is need to develop a coordinating framework that will bring together the players who provide services to learners and trainees with disabilities. A multi-sectoral approach will be used to achieve this. The coordination framework will be to ensure proper coordination and effective integration of diverse education services for learners and trainees with disabilities and programmes by various



line ministries, county governments, partners and other stakeholders at the national and county levels including the institutions of learning. To create coherence and synergy, national and county education and training coordination structures will be established to coordinate, supervise, monitor and evaluate all education and training for learners and trainees with disabilities. The composition of this coordination group will include representatives of key stakeholders in inclusive education, professionals, parents' representatives and organizations for and of persons with disabilities.

#### **5.4 Quality Assurance**

MoE has the mandate to ensure that quality and standards in education are adhered to including monitoring and evaluation of all programmes in education institutions and ome based education programmes providing education to learners and trainees with disabilities. However, the capacity to assess and quality assurance standards in inclusive education are inadequate at all levels. For instance, from the baseline survey findings (MoE, 2016), it was observed that most of the Quality Assurance and Standards Officers (QASO) were not assessing the special schools and the special units. EARC officers mainly handled this responsibility. The QASOs pointed out that their capacity to assess implementation of curriculum in SNE was inadequate.

The Teachers Service Commission (TSC) on the other hand deploys curriculum support officers to oversee curriculum implementation. The Commission also deploys teachers in specialized areas to meet the minimum supply for both special education institutions/ and units and regular schools to support inclusive education. TSC will also ensure that teachers support the home-based education programmes.

The county governments are mandated to manage pre-primary education, child-care facilities and village polytechnics. Learners and trainees with disabilities are also found in these institutions and hence the need to have curriculum implementers who are SNE compliant.

For effective implementation of this Policy, there is need to ensure that all quality assurance and standards structures under MoE have the capacity to assess all institutions with learners and trainees with disabilities and the implementation of this policy.

#### **5.5 Issues and Constraints**

One critical lesson learned from the SNE Policy Framework (2009) is the importance of developing implementing guidelines, alongside the policy, to move the agenda of inclusive education forward. Since 2009, the SNE Policy Framework has been in existence without implementing guidelines, which was noted as an impediment to implementation. Stakeholders expressed how challenging





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it has been for them to implement inclusive education without concrete guidelines and guidance.

### **Objective**

Establish an appropriate institutional coordination framework for implementation of the policy.

### **Policy statement**

MoE shall facilitate dissemination, resource mobilization, management, coordination, monitoring and evaluation of the policy implementation, in collaboration with partners and the relevant stakeholders.

### **Strategies**

MoE shall:

1. Develop the policy implementation guidelines and dissemination plan and implement the policy and implementation guidelines.
2. Establish a national steering committee supported by a national technical committee.
3. Establish and operationalize coordinating committees at regional, county and sub-county levels.
4. Establish institution-based implementation committees.
5. Develop quality assurance tools and standardized reporting mechanisms for the implementation process.



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## ANNEX 1: TECHNICAL COMMITTEE MEMBERS

The Technical Committee spearheading and facilitating the review process was comprised of the following members drawn from the government and civil society partners:

<b>No.</b>	<b>Name</b>	<b>Organization/Institution</b>
1	Maria Cheron	MoE/DSNE
2	Darius Mogaka	MoE/DPP&EACA
3	Frederick Haga	MoE/DSNE
4	Amos Maigong	MoE/DSNE
5	Kezziah Muthara	MoE/DSNE
6	Kakuu Kimando	MoE/DSNE
7	Sheilla Lutta Mukholi	MoE/DSNE
8	Peter Kimondo	MoE/DPP&EACA
9	Anne Musalia	MoE/DQAS
10	Elisha Abeka	MoE/VTT
11	Epha Ngota	KNEC
12	Hannah Njenga	KICD
13	Richard Rukwaro	KISE
14	Josephine Oliwa	TSC
15	Catherine Mwangi	VSO
16	Elizabeth Shiakamiri	Sense International/ACD
17	Renaldah Mjomba	LCD
18	Dan Vidija Anduvate	AHADI-USAID
19	Rolando Villamero	UNICEF
20	John Akwenda Oketch	RTI International
21	Sitati Makhandia	1 <sup>st</sup> Consultant
22	Muthomi Nathaniel Murungi	2 <sup>nd</sup> Consultant



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