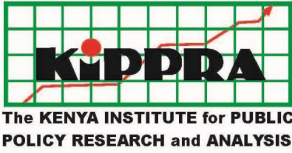


Enhancing Inclusivity Through Empowering Persons with Disabilities



Proceedings of the 3rd KIPPRA Regional Conference
Held Virtually From 28th – 30th July 2020



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Regional Conference Held Virtually
From 28th – 30th July 2020

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KIPPRA in Brief

The Kenya Institute for Public Policy Research and Analysis (KIPPRA) is an autonomous Institute whose primary mission is to conduct public policy research leading to policy advice. KIPPRA's mission is to produce consistently high-quality analysis of key issues of public policy and to contribute to the achievement of national long-term development objectives by positively influencing the decision-making process. These goals are met through effective dissemination of recommendations resulting from analysis and by training policy analysts in the public sector. KIPPRA therefore produces a body of well-researched and documented information on public policy, and in the process assists in formulating long-term strategic perspectives. KIPPRA serves as a centralized source from which the Government and the private sector may obtain information and advice on public policy issues.

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The KIPPRA Conference Proceedings report the proceedings of conferences and workshops organized by the Institute. Whenever possible, discussions at such forums are also included. The proceedings are compiled and reviewed by KIPPRA researchers and are disseminated to inform, provoke, and solicit comments.

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Other Available KIPPRA Conference Proceedings

1. A gendered approach to unlocking the potential for sustainable development: Proceedings of the KIPPRA regional conference held from 11th–13th June 2019, Mombasa, Kenya – CP No. 9, 2019
2. Building resilience to mitigate the impact of droughts and floods: Proceedings of the KIPPRA regional conference held from 5th–7th June 2018, Nairobi – CP No. 8, 2018
3. Improving the enabling environment for business in Kenya: Proceedings of the conference held on 20th January 2005, Nairobi – CP No. 6
4. Economic impact of illicit trade in East Africa: Proceedings of the regional conference held on 6th May 2005, Nairobi – CP No. 4
5. Report of the proceedings of the international conference on finance and development: Evidence and policy issues, 2001
6. Urban and regional planning as an instrument for wealth and employment creation: Proceedings of the National conference held from 2–3 February 2005, Nairobi – CP No. 3

3rd KIPPRA Annual Regional Conference on “Enhancing Inclusivity through empowering Persons Living with Disability” held through virtual platform, from 28th -30th July 2020

CONFERENCE COMMUNIQUE

30th July 2020

Preamble

We, the participants of the **3rd KIPPRA Annual Regional Conference** held virtually, from 28th–30th July 2020, express our gratitude and appreciation to all the partners who have supported KIPPRA in organizing a successful conference.

We acknowledge the importance of adopting universal designs and an inclusive approach for persons with disabilities towards unlocking their potential for sustainable development.

We observe that Kenya is a signatory of the United Nations Convention on the Rights of Persons with Disabilities; the Protocol to the African Charter on Human and People’s Rights on the Rights of Persons with Disabilities; and the East Africa Community Policy on Persons with Disabilities. Kenya is also committed to the implementation of the Disability Act (2003) that established the National Council for Persons with Disabilities and developed a Plan of Action on disability mainstreaming.

We observe that the Country through the National and County Governments and Non-State actors is implementing various national policies and plans that support disability mainstreaming initiatives, including social protection, gender, employment and procurement targeting PWDs. There are also sector specific PWD policies, plans, standards and measures that strengthen disability mainstreaming in housing, health, education and transport, among other sectors.

We, the participants, observe that despite the interventions, barriers to social, economic and political development of PWDs manifest with various adverse outcomes, including limited access to education and its attainment, high unemployment and adverse working environment, exclusion in property ownership and business opportunities, unfavourably built environment, hostile transport facilities and behaviour, limited access to assistive devices, negative societal perceptions, negative cultural attitudes and practices, stigma, limited access to justice, limited political representation, and constrained participation in sports and art. These and other exclusions have sustained a high poverty incidence among PWDs, relative to people without disabilities. The conference addressed the gaps and barriers that limit full exploitation of PWDs’ potential; and the implications of COVID-19 pandemic on PWDs.

Having had a successful discussion, the conference makes the following resolutions:

CREATING AN ENABLING POLICY AND LEGAL ENVIRONMENT FOR INCLUSION OF PERSONS WITH DISABILITIES

Implementation and Enforcement of Disability Policies, Guidelines and Legislative Frameworks

- I. Parliament, Senate, National Council for Persons with Disability (NCPWD) and Judiciary to strengthen inclusivity of PWDs by enforcing laws; providing oversight and representations of PWDs interests in economic, social and political development activities; and supporting public engagements with key stakeholders on PWDs matters.
- II. We urge, private and public sector institutions to undertake regular human resource audits in adherence to disability laws and guidelines, to facilitate persons with disabilities gain access to assistive devices and technologies that enable them to effectively compete with their peers who do not have disability.
- III. The Judiciary and other law enforcement agencies to ensure the laws signed by Kenya including various conventions and legislations meant to protect PWDs are implemented as part of Kenyan legislations.
- IV. National Council for Persons with Disability (NCPWD), County Governments, Ministries, Departments and Agencies to enhance resource allocation in supporting and fast-tracking the amendment of Disability Bill. Disability Act amendment Bill to respond to the gaps identified in employment of PWDs and mainstream universal designs.
- V. Public and private Institutions to cultivate a strong linkage between the employers and the NCPWD which is charged with enforcement of PWD related legislative and policy provisions; and ensure performance contracting is inclusive in catering for PWDs participation in various development activities.

Action: Parliament, National Council for Persons with Disability (NCPWD), Judiciary

PROMOTING INCLUSIVITY BY EMPOWERING PWDs THROUGH IMPLEMENTING THE BIG 4 INITIATIVES

Promoting and empowering PWDs through implementation of the Big 4 Agenda

- VI. The National Treasury and Planning together with other functional units of National and County governments to ensure development policies, including the Third Medium Term Plan (MTP III) and County Integrated Development Plans, prioritize the needs of PWDs to foster inclusivity in planning.

Action: National and County Governments, Private Sector

Enhancing inclusivity of PWDs in Universal Health Coverage

- VII. National and County governments shall ensure that all PWDs have health insurance coverage. Persons with disability face more pronounced health challenges including reproductive and mental health challenges. Thus, they require more resources to enable them to access the necessary health care and medication, which in some cases tend to be very expensive.
- VIII. NCPWD with support from Ministry of Health to fast-track creation of awareness and address needs for persons with cerebral palsy and other neural system related disabilities. Neurologist specialists through Ministry of Health to educate the population on convulsion triggers and controls.
- IX. The Ministry of Information and Technology to have in place innovative mechanisms of utilizing ICT to mobilize PWDs to access healthcare services including smart cards, adaptive medical equipment, among others.
- X. Private and public institutions will adapt initiatives that support interagency advocacy and coordination bringing on board PWDs to benefit from funding initiatives for universal health coverage. PWDs awareness to be initiated by the stakeholders involved or tasked with such mandates with adequate monitoring and evaluation to ensure protection of PWDs even in times of disaster such as floods, drought and other external shocks such as COVID-19 pandemic.
- XI. The National and County governments to put in place programs to support inclusive health coverage and affirmative actions to champion for the rights of PWDs adequately. Commitments meant to provide services covered under universal health for PWDs to be implemented by all government agencies.

Action: National Government, County Governments, Non-State Actors

Enhancing inclusivity of PWDs in the housing sector

- XII. The Ministry of Transport, Infrastructure, Housing and Urban Development (MTIHUD) to spearhead the provisions of 2016 UN conference, Habitat III that advocate for inclusion of universal designs for PWDs in urban planning and development.
- XIII. Considering the state of residential places in most urban areas there is need to ensure construction of residential places is guided by the building code in considering the needs of PWDs, to ensure access to essential housing services.
- XIV. The National and County Governments to revise the building code and spearhead its adaption at all levels to address issues of accessibility to buildings by PWDs. Stakeholders to be sensitized on national building code to create awareness in understanding how to deal with issues concerning accessibility for PWDs.
- XV. The building and construction authority to develop a new curriculum for training construction personnel and industry artists to foster inclusiveness.

Action: Ministry of Transport Infrastructure Housing and Urban Development (MTIHUD), The National and County Governments.

Effective Access and Participation of Persons with Disability in Manufacturing

- XVI. Local firms in manufacturing to actively participate in the production of assistive devices including wheelchairs and equipment and employ PWDs.
- XVII. The National and County governments to support PWDs initiatives, including assisting PWDs in manufacturing and accessing the export markets in the region.
- XVIII. The Kenya Revenue Authority will ensure enforcement of zero-rating of imports to manufacture and assembly of assistive devices for PWDs' benefit.

Action: National and County Governments, Employers, Private Sector.

Strengthening Family and Community Support Systems as the Foundation for Promoting the Welfare of Persons with Disabilities

- XIX. The family, community and care givers remain key institutions for promoting the welfare, needs and psycho-social support for Persons with Disabilities. This is mainly through accepting them as they are, listening to them, and helping them acquire the facilities they need in going about their day-to-day lives.
- XX. The family should not hide their kin who are living with disability but rather encourage them to pursue their goals and expose them to the various opportunities as provided for in various legal and legislative frameworks.
- XXI. The families and communities with a PWDs need to be empowered and supported so that they are able to offer the support needed by the persons with disabilities.
- XXII. That initiatives to bring on board all stakeholders from government and private sector for inclusive growth of PWDs to be adapted and all institutions empowered to eliminate any form of discrimination against persons with disabilities.
- XXIII. The community to ensure that PWDs participate in all forums equally by availing support frameworks like sign language interpreters.

Action: Families, Communities, care Givers and other Non-State Actors

Enhancing Food Security and Nutrition among PWDs

- XXIV. That, Family, Communities, County Governments and Ministries of Agriculture and Health promote healthy eating habits and nutrition support among expectant mothers. County Governments and Ministries of Agriculture and Health to support utilization of food supplements by PWDs. Communities, County Governments and National Government to ensure access to adequate food supply for households headed by PWDs.

Action: Families, Communities, County Governments and Ministries of Agriculture and Health

EDUCATION AND TALENT MANAGEMENT

Establishing Support Systems for Inclusive Learning for Persons with Disabilities

- XXV. The Ministry of Education (MOE), Higher Education Loans Board (HELB), County Governments and Constituency Development Fund (CDF) to ensure adequate bursaries and education loans are set aside especially for persons with disabilities who come from needy backgrounds to enable them access education and enhance their transition and progression to higher levels of learning and training. The Ministry also to ensure adaptable infrastructural designs in learning institutions in liaison with Ministry in charge of public works while considering the diverse needs of PWDs.
- XXVI. Higher learning institutions including universities and technical training institutions to utilize technology and equipment for the special needs' students. For example, while the COVID-19 pandemic has made digital learning a reality, PWDs should be supported with assistive ICT devices adaptable to the diverse needs of learners with disabilities.
- XXVII. Kenya Institute for Curriculum Development (KICD) to develop and implement a curriculum that caters for persons with hearing impairment coupled with a standardized Kenya sign language. In addition, have adequately trained interpreters of sign language for persons with hearing impairment. Moreover, Teachers Service Commission (TSC) to ensure teachers and educators are well trained on how to deal with students with special needs to help them develop their abilities and talents; and work with organisations that can initiate strategies of establishing local based competitions for PWDs to empower youth through talent discovery.
- XXVIII. Learning institutions to ensure that persons with disabilities are encouraged and supported to participate in co-curricular activities at all education levels. Furthermore, sports initiatives and activities to be inclusive considering the diverse needs of PWDs in such institutions so that they can show case their talents in sporting.
- XXIX. The National and County Governments to implement the provisions of the Global Disability Summit (2018) by continuously budgeting for assistive learning devices. Public and private institutions to enforce responsive budgeting for PWDs in learning and training institutions to foster PWDs empowerment at early stages of life through affirmative action while supporting inclusive learning.
- XXX. The Ministry of Education to provide and support PWDs with learning materials such as braille learning materials for students with visual impairment and related ICT innovations and laptops. This will enhance inclusivity of all persons in learning places and effectively mainstream PWDs through relevant assistive devices that are compliant to emerging issues such as COVID-19.
- XXXI. Noting that stigma is a major obstacle that constrain PWDs from pursuing their goals, all stakeholders including media to play a key role in raising awareness on PWDs and further develop a curriculum on training media personality on reporting development issues affecting PWDs.

Action: National Government, County Governments, HELB, Universities and Research Institutions, Private Sector, Civil Society, TSC, Non-State Actors

EMPLOYMENT AND ENTREPRENEURSHIP

Enhancing the Participation, Employability and Engagement of PWDs in Formal Employment and Businesses

- XXXII. Public and Private organizations need to create mechanisms to encourage PWDs engage in entrepreneurship and assist them to easily run their businesses. The mechanisms to focus on innovative ways of utilizing ICT and mobilizing PWDs to participate in saving groups and economic empowerment projects.
- XXXIII. Public service in partnership with the private sector to incorporate mechanisms in their recruitments procedures to facilitate PWDs in accessing internship opportunities that enable them to acquire work related skills and encourage them to easily adapt to a work environment in up taking an employment opportunities.
- XXXIV. Learning institutions to have inclusive programs to equip PWDs with skills for job market and entrepreneurship. For example, PWDs need to enrol in technical training institutions to acquire soft and life skills to enable them effectively participate at workplace and run businesses. Employers as well to assign mentors to PWDs at their workplaces to help them learn and acquire new skills for enhanced productivity.
- XXXV. The business community and employers to install assistive devices to enable PWDs work with ease and effectively engage with other sector players. For example, organisations should have ramps for offices, and voice in all elevators/lifts.

Action: National Government, County Governments, Business Community, Learning Institutions, Private Sector, Civil Society, Non-State Actors

Creating a Conducive Environment for Participation of PWDs at the Workplace

- XXXVI. Public and Private organizations should provide an enabling environment to facilitate the PWDs smoothly execute their activities. This can be done by supporting PWDs with assistive devices such as white canes and orbit readers eradicating any form of stigma and work-related gender-based violence towards PWDs.
- XXXVII. The National and County Governments and private sector need to come up with strategies that enhance affirmative action policies for inclusive participation of PWDs in the labour market.
- XXXVIII. Public and private sector employers to come up with measures that enhance remote working options and flexible working hours for PWDs, especially women PWDs with children and cushion PWDs in times of emergencies at workplaces. Employers need to install emergency evacuation equipment for PWDs to guarantee their safety during emergencies.
- XXXIX. National and County governments to engage extensively with the private sector in coming up with a Disability Policy that allows for adequate allocation of resources to effectively implement the policy actions.

- XL. The National and County governments to create an enabling environment to eliminate any form of discrimination, ensure competitive participation in recruitments, and by not disqualifying a successful job applicant upon the realization that they are abled differently.

Action: National Government, County Governments, Universities and Research Institutions, Private Sector, Civil Society, Non-State Actors

LEADERSHIP, GOVERNANCE, PUBLIC PARTICIPATION

Enhancing the Participation of PWDs in Leadership and Governance

- XLI. Inequalities in leadership and public forums hinders optimum contribution and effective participation in governance by PWDs due to systems which perpetuate stereotypes. There is need to have among other provisions sign language interpreters in the public participation forums to make public forums inclusive and accessible to PWDs.
- XLII. Law enforcement agencies to put in place mechanisms to specify the clear steps on how public participation should be conducted to ensure effective compliance to needs of persons with different abilities; including through provision of sign language interpreters.

Action: National Police Service, The Judiciary, Parliament, National Government, County Governments

DATA, STATISTICS, AND INSTITUTIONAL COORDINATION TO SUPPORT POLICY, PLANNING AND IMPLEMENTATION

Enhancing inclusivity through data and allocation of resources for inclusive growth

- XLIII. Public and private institutions to heavily invest in inclusive data collection to enable effectively budget and plan for PWDs. Further, ensure all data collection is compliant with the existing laws and policies especially data disaggregation provisions.
- XLIV. The National and County governments to coordinate all programs such as cash transfer under Inua Jamii programs and oversee their implementation continuously to empower PWDs in the society while ringfencing targeted interventions aimed to benefit persons with disabilities.
- XLV. Based on accurate data, National and County governments to ensure progressive implementation of 5 percent employment provision for PWDs through legislation and policy advocacy in collaboration with private sector.

- XLVI. The Ministry of Education to collect data for PWDs rate of progression and transition through the education system. This to be monitored and enhanced considering that a substantial number of school-going age children with disabilities face multiple disabilities which is likely to constrain them from future participation in available opportunities both at higher levels of education and in economic activities.
- XLVII. National and County governments to provide adequate budget allocation to schools with children with disabilities based on data and further provide tax benefits to PWDs on need by need basis to improve their welfare.
- XLVIII. Initiate mechanisms that enable PWDs to easily access data on labour market information to help them make informed decisions on economic choices.
- XLIX. Considering the data protection policy, affected organizations should adhere to data protection policy to protect the privacy of the PWDs and disclosure of PWDs information should be done in accordance with the law.

Action: National Government, County Governments, Private Sector Players

MOVING FORWARD

The Kenya Institute for Public Policy Research and Analysis (KIPPRA) commits to ensure that these issues raised are communicated with the relevant agencies identified in this communique. The Institute also commits to follow up on the actions proposed during the conference and report on progress made towards implementation of the resolutions.

Action: KIPPRA

Thank you all

Presented on 30th July 2020 via a Virtual Conference Platform.

Signed by:

Dr Rose Ngugi

Executive Director, KIPPRA

Signed by:

Dr Linda Musumba

Chairperson, KIPPRA Board

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About the Conference

The conference held demonstrates KIPPRA's commitment to support the inclusivity of persons with disabilities in the process of sustainable development. The conference marked a significant milestone for the Institute.

The choice of the theme focusing on persons with disabilities arose from the previous two conferences, in which delegates observed that issues affecting PWDs and their contribution to socio-economic development had not been given enough emphasis. Hence, the conference was a response to that need.

The conference had initially been planned for June 2020 at a physical venue but was held virtually via a webinar owing to the Covid-19 pandemic, in July 2020. KIPPRA purposed to have 75 percent of the attendants at the conference to be PWDs so that they can discuss and make policy prescriptions in matters that affect them. The three-day conference brought out various issues affecting PWDs and proposed various ways to enhance their inclusion into the social and economic life. The conference focused on issues of the youth who are living with disability and listened to experiences of university students in their learning institutions. It also focused on social protection for PWDs and the need for data and statistics to appropriately aid in planning for PWDs.

KIPPRA is ready to work with like-minded stakeholders in contributing to improving the lives of PWDs. The conference brought together various institutions charged with promoting issues of PWDs as this would enhance collaboration and ownership. It also offered an opportunity to identify implementation gaps. By coming together, we *think policy together* which is the KIPPRA motto and discuss inclusive development for PWDs.

Keynote Address

Adapted from Speech by Hon. Ambassador Ukur Yattani, EGH, Cabinet Secretary for The National Treasury and Planning during the Opening Session of the 3rd KIPPRA Annual Regional Conference on Enhancing Inclusivity Through Empowering Persons with Disabilities; 29 July 2020

This conference seeks to discuss a key policy issue of enhancing inclusion through empowerment of the Persons with Disabilities. This is a timely and indeed strategic discussion in supporting the government efforts to achieve sustainable development. This is because such a discourse is integral in informing government policy interventions in responding to the needs and rights of the citizens, including Persons with Disabilities. Without any prejudice, Persons with Disabilities are more vulnerable to crisis including the current pandemic.

This conference is being held amid the COVID-19 pandemic which the country together with the rest of the world is facing. As such, virtual conferencing has emerged as a new normal platform for engagement given the need to combat the spread of COVID-19 in our country and across the globe. The role KIPPRA in organising the virtual conference besides its earlier plans to have it physically, is acknowledged. This is one way of demonstrating resilient to shocks, where policy discourse must continue besides the prevailing circumstance.

Inclusion of persons with disabilities in social, economic and political development of our country is a significant priority policy agenda. Besides, this agenda being integral in national development planning, it is also within the regional and global policy commitments, as espoused in various policy blue prints that Kenya has committed to like: the Sustainable Development Goals, United Convention on Rights for Persons with Disabilities, the African Union Agenda 2063, and the African Union Protocol on the Rights of Persons with Disabilities.

For instance, the motto of the Sustainable Development Goals is “leave no-one behind”. The rights and needs of Persons with Disabilities are traceable in all the 17 goals. For example, goal No. 4 commits us all to inclusive and equitable quality education and promotion of life-long learning opportunities for all; goal No. 8 promotes sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all; goal No. 10 strives to reduce inequality within and among countries by empowering and promoting the social, economic and political inclusion of all; and goal No. 11 commits to make cities and human settlements inclusive, safe and sustainable. These issues are pertinent in responding to the needs and rights of persons with disability, and they are central in our national policy and planning.

Kenya committed to the Global Disability Summit Resolution in 2018 including: tackling stigma and discrimination; enhancing inclusion in education; supporting PWDs through economic empowerment; and harnessing technology and innovation among PWDs.

Kenya has made substantial progress on inclusion of persons with disability. For instance, disability inclusivity and mainstreaming in social, economic and political arena is a key priority in the Kenya Vision 2030 and its medium-term plans. Some of the notable achievements accredited to disability mainstreaming programmes and projects include: the use of assistive devices in education; introduction of economic development initiatives like access to government procurement opportunities; infrastructure and equipment incorporated into the building code ramps; and provision of sunscreen lotion for PWDs with albinism. The government also introduced cash transfer programme for persons with severe disability (Inua Jamii) in 2011.

At the national level, it would be worthwhile to have PWDs well represented in the national parliament as well as in the county assemblies. This will make it possible to ensure the voice of PWDs is heard, for example in the ongoing Building Bridges Initiative (BBI). From the discussion during this conference, it will be able to identify all the interventions as well as their level of implementation and existing gaps.

Through the Third-Medium-Term Plan (MTP-III) of the Vision 2030, the government has committed to providing dignified support to the elderly and persons with disability via enhancing and expanding the social protection programmes. The government will continue to mainstream disability in its operations by scaling up of National Development Fund for Persons with Disabilities, provision of assistive devices, provision of educational bursaries, advocacy and provision of grants for economic empowerment. Implementation of the Procurement Guarantee Fund for PWDs under the Access to Government Procurement Opportunities (AGPO) affirmative action initiative will also be monitored.

The government is committed to encouraging accessibility and usability of infrastructure including buildings and transport facilities. It will also continue to encourage and enforce the affirmative actions on education, business, employment and safety for persons with disability. Further, the government is committed to regularly gather relevant data on PWDs to help in making timely and appropriate policy interventions.

The Disability Policy and Bill are planned to be finalized during the MTP-III of the Kenya Vision 2030. As such, the recommendations from this conference will go a long way in informing the policy documents and government plans.

He officially opened the 3-day conference and wished for fruitful deliberations among the participants.

Excerpts from the remarks by Mr. Saitoti Torome, Principal Secretary, State Department for Planning, During the Opening Ceremony of the 3rd KIPPRA Annual Conference on Enhancing Inclusivity Through Empowering Persons with Disabilities, 29th July 2020

The importance of planning can be summarised in the saying, *“If you don’t plan for something you probably will not do it, and if you happen to do it you probably will not do it better than you could have if you had planned for it”*.

Whereas the State Department of Planning is charged with the responsibility of development planning, there is need for all stakeholders to work together in the planning and budgeting cycle. This will ensure that programmes appear in the plan so that the programme can obtain budget allocation; thus, ensuring formulation of annual plans and budgets for implementation. This discussion on how the needs and rights of a section of our population, persons with disabilities, can be better planned to improve service delivery to them, is therefore essential.

Updated data for persons with disabilities as well as their participation in the planning process is an important requirement for planning. In addition, effective systems for monitoring progress in implementation of programmes are crucial in ensuring the desired outcomes are achieved. It is worth noting that many participants are persons with disabilities. Furthermore, involvement of all stakeholders is key to effectively promote inclusion of PWDs. The role of private sector, civil society and international community is critical.

In the budget for fiscal year 2020/21 the government has allocated Ksh 1.2 billion to cash transfers to persons with severe disabilities, and additional Ksh 0.4 billion as a Fund for PWDs. In addition to these, the government set aside other budgetary allocations where persons with disabilities should be aware of and seek to benefit from. These include: Cash Transfers to Elderly Persons; Orphans and Vulnerable Children; Hunger Safety Net Programme; Kenya Youth Empowerment Project; among others. Given the COVID-19 pandemic, there is need to identify viable interventions in tackling the effect of COVID-19 on persons with disabilities (PWDs).

Excerpts from the remarks by the representative of Mr. Nelson Marwa, Principal Secretary, State Department for Social Protection, During the Opening Ceremony of the 3rd KIPPRA Annual Conference on Enhancing Inclusivity Through Empowering Persons with Disabilities, 29th July 2020

The inclusion of persons with disabilities calls for a multi-sectoral approach. PWDs face additional barriers owing to their status. In recognition of this, the government has formulated various legislation frameworks for PWDs. For example, the government is ensuring the progressive implementation of the 5 percent space of employment for PWDs. In addition, the government is implementing five resolutions or commitments given during the global 2018 Disability Summit. Consequently, the government is partnering with various organizations to fast track these commitments.

The state department for social protection established the Inua Jamii programme to improve the welfare of the disadvantaged people in society, including PWDs. In addition, the government is promoting opportunities for training in technical and vocational Centres. Furthermore, the government is committed to ensuring the development of assistive devices and strengthening of the NCPWD. For instance, a sum of Ksh 1.7 million was used to support the NCPWD this year. He concluded by thanking KIPPRA for organizing the timely conference on inclusion of PWDs in Kenya.

Excerpts from the remarks by Ms. Josephtha Mukobe, Principal Secretary, State Department for Culture and Heritage, During the Opening Ceremony of the 3rd KIPPRA Annual Conference on Enhancing Inclusivity Through Empowering Persons with Disabilities, 28th July 2020

Ms. Mukobe has lived with disability since birth, hence understands many problems and challenges that PWDs go through. She is a trained HR officer and has been the PS Culture and Heritage for 7 years. The government and the private sector have come up with various programs and policies for PWDs. Despite this, they continue to face several hardships. This means that there is need to take a deep dive into the issues they face and ask what the problem is. This conference organized by KIPPRA is a good forum to delve into the issues.

Disability is a matter of the entire community. The attitudes of the community towards PWDs matters, as well as the attitudes of the PWDs themselves. Everyone has a role to play to ensure inclusion for PWDs. Inclusivity means having the right legislation and ensuring its implementation. In addition, inclusion also means having available facilities such as public transport, access to devices, and devices.

Availability of data is a critical component for purposes of planning for PWDs. Of more importance however is the quality of that data. In Kenya, there have been issues as relates to the quality of data. For instance, in 2007, 4.7 percent of the population was composed of PWDs. In 2009, the proportion of PWDs was 3.6 percent. Recently in the 2019 KNBS census, PWDs accounted for 2.2 percent of the population. The issue that arises is, are PWDs dying or are they recovering from their disability. Furthermore, the NCPWD lack the actual numbers of PWDs in the country.

The government is willing to support issues facing PWDs. The conference will help to bring out the issues and recommendations. Through this conference, it is possible to push forward the agenda for PWDs.

Excerpts from the Opening Remarks made by the Executive Director, KIPPRA during the 3rd KIPPRA Annual Regional Conference held virtually on 29th July 2020.

The conference being held demonstrates KIPPRA's commitment to support the inclusivity of persons with disabilities in the process of sustainable development. The conference also marks a significant milestone for the Institute.

The choice of the theme focusing on persons with disabilities arose from the previous two conferences, in which delegates observed that issues affecting PWDs and their contribution to socio-economic development had not been given enough emphasis. Hence, the 2020 conference was a response to that need.

The conference had initially been planned for June 2020 at a physical venue but was being held virtually via a webinar owing to the Covid-19 pandemic, which had become a new normal. KIPPRA had also purposed to have 75 percent of the attendants at the conference to be PWDs so that they can make policy prescriptions in matters that affect them. The three-day conference brought out various issues affecting PWDs towards enhancing their inclusion into the social and economic life. The conference will focus on issues of the youth who are living with disability and will listen to experiences of university students in their learning. It also focusses on social protection for PWDs; and the need for data and statistics to aid in planning for PWDs.

KIPPRA was ready to work with like-minded stakeholders and contribute to improving the lives of PWDs. The conference brought together various institutions charged with promoting issues of PWDs as this would enhance collaboration and ownership. It also offered an opportunity to identify policy and institutional implementation gaps. By coming together, we can *think policy together* which is the KIPPRA motto and discuss inclusive development for PWDs.

Excerpts from welcoming Remarks by Dr. Linda Musumba, Chairperson, Board of Directors, Kenya Institute for Public Policy Research and Analysis (KIPPRA), During the Student Event of the 3rd KIPPRA Annual Regional (Virtual) Conference on 28th July 2020.

KIPPRA is delighted to invite all the participants to its 3rd KIPPRA Annual Regional Conference themed “Enhancing Inclusivity by Empowering Persons with Disabilities (PWDs)”. The conference is being held virtually due to the protracted covid-19 pandemic. The first day of the conference is a special event organized to give students from tertiary institutions a platform for policy engagement. All attendees were invited to participate and make contribution as key stakeholders in this policy matter.

The Kenya Institute for Public Policy Research and Analysis (KIPPRA) is a State Agency in the National Treasury and Planning, under the State Department of Planning. The core mandate of the Institute is to promote evidence-informed public policy process. In doing so, among other activities, the Institute facilitates exchange of policy ideas through various forums including conferencing. This is in the spirit of ensuring there is public participation in the public policy process as stipulated in the Constitution. This Conference therefore is a platform for stakeholders to engage in discussing policy matters related to persons with disability, in ensuring inclusivity for sustainable development. It is also a demonstration of KIPPRA’s commitment to strengthen engagement of PWDs.

Some of the students participating have been in the KIPPRA Mentorship Program. This event is a key platform for bringing students from the various institutions together to share their thought on policy matters. This time the focus is on empowering Persons with Disabilities (PWDs) in ensuring the youth empowerment agenda does not leave anyone behind. It is also encouraging to observe that disability mainstreaming is gaining face in the country.

Given that all Universities admit students with disability as Kenya university education uses an integrated approach with no specific university targeted for persons with disability. Thus, understanding the experiences of PWDs in the university community becomes crucial in taking appropriate actions that adequately facilitate their training.

With the COVID-19 pandemic, universities are closed. In preparing to reopen the learning institution a key element to consider is readiness to support persons with disability. Some universities have made milestones in preparing the learning environment for persons with disability. For example, if the students with disability are not technologically enabled, they face a bigger challenge than students without disability.

In the spirit of “leaving no one behind” this conference is organised to allows for discussion where we learn from one another, bring out emerging issues, and provide policy options in addressing any existing gaps. While the government has made considerable efforts, a lot more is required to ensure issues of PWDs are addressed. This will help to strengthen the Country’s resolve to bridge inequality and exclusion gaps; and support sustainable development.

Excerpts from remarks by Mr. Samuel Odawo, Board Member at the National Council for Persons with Disabilities, on behalf of the Chairman of the Board of NCPWD, During the Official opening of the 3rd KIPPRA Annual Regional (Virtual) Conference on 29th July 2020.

Disability mainstreaming is multi-faceted and multi-disciplinary and is an ongoing process which involves 3 C's – creativity, consultation and consistency. For instance, the NCPWD is working towards empowering PWDs and creating an enabling environment for them. The Council does this for example by ensuring disability mainstreaming committees in government departments, staff are trained to deal with PWDs, and ensuring communication is accessible to PWDs.

Some of the initiatives that the NCPWD has done to empower PWDs were outlined by Mr. Samuel Odawo as follows: granting scholarships to 4,032 learners; awarding up to Ksh. 100,000 to about 2,000 community and self-help groups of PWDs to begin income-generating activities; supported 21 businesses owned by PWDs through LPOS; ensuring 254 vocational rehabilitation centres to support PWDs on tools of trade so as to start their life; offering funding for infrastructure to institutions of learning for PWDs; having cash transfers to households with persons with severe disability; and benefiting about 3,500 people who live with albinism on albinism protection materials. In addition, the council gave a lumpsum of Ksh. 600,000 via M-Pesa to PWDs during the period of the covid-19 pandemic. Furthermore, 3,072 PWDs were paid cash transfers including arrears via the M-Pesa platform.

In conclusion, ensuring disability mainstreaming requires consultation among various stakeholders, including partnering with the NCPWD. Kenya can borrow a leaf from countries such as the US and the UK, in which PWDs in those countries are making progress. With collaboration, the same can also happen in Kenya.

Excerpts from remarks by Ms. Nancy Gitonga, Member at the Leonard Cheshire, During the Official opening of the 3rd KIPPRA Annual Regional (Virtual) Conference on 29th July 2020.

The Leonard Cheshire is a consortium for facilitating the education and employment of persons with disabilities. The organisation has data on over 40 countries to enable data analysis and monitoring; and believes that by having data, it can allow for allocation of resources.

The presentation delved into how development partner organizations leverage on collected data for monitoring deep explanation of the PWD data and information. The presenter explained that the data outputs included two spheres: inclusive national systems and policies that strengthen the disability ecosystem while supporting equal access to waged employment for women and men with disabilities in the target counties; and inclusive national systems and policies that strengthen the disability ecosystem. The presenter further noted that if Disabled People Organisations (DPOs) are engaged in the collection and analysis of data, they can have a more meaningful role in national accountability and monitoring processes. Government ministries, national statistics offices and DPOs need to be sensitized on the need for disability-disaggregation of data. The presenter also noted that data collection was vital in ensuring result-based action plans in tackling PWDs issues and that relevant stakeholders needed to put in place relevant strategies for monitoring interventions targeting PWDs and for advocacy purposes.

Leonard Cheshire emphasised pivoting development gains in ensuring that PWDs are not marginalised. The institution offered technical support to the conference, and committed to support implementation of the resolutions.

Abbreviations and Acronyms

AGPO	Access to Government Procurement Opportunities
APDK	Association of the Physically Disabled of Kenya
DPOs	Disabled Persons Organizations
FKE	Federation of Kenya Employers
GBV	Gender Based Violence
GDP	Gross Domestic Product
HVTP	High-Volume Transport Programme
I2I	Innovation to Include
IHL	Institution of Higher Learning
KICD	Kenya Institute for Curriculum development
KIPPRA	Kenya Institute for Public Policy Research and Analysis
KISE	Kenya Institute for Special Education
MMUST	Masinde Muliro University of Science and Technology
MTP	Medium Term Plan
NCPWD	National Council for Persons with Disability
NGOs	Non-Governmental Organizations
PWDs	Persons with Disabilities
SDGs	Sustainable Development Goals
TVET	Technical Vocational and Educational Training
TVETA	Technical Vocational and Educational Training Authority
UNISA	University of South Africa
UPDK	United Disabled Persons of Kenya
USIU	United States International University



Chapter 1: Conference Organization, Structure and Objectives

1.1 Background

The Kenya Institute for Public Policy Research and Analysis (KIPPRA) organized the 3rd KIPPRA Annual Regional Conference themed “**Enhancing inclusivity through empowering persons with disabilities**”. The conference offered a platform for stakeholders to engage in policy dialogue on pertinent public policy issues, with this year’s issue being inclusion of persons with disabilities (PWDs) in the development agenda. The conference took place between **28th – 30th July 2020** through a Virtual Platform and targeted various stakeholders including: national and county governments (ministries, departments and agencies); international and regional institutions; private sector; civil society and organizations mandated with disability issues; persons with disability; and other special interest groups, capacity building developers, policy makers, academia among other sector players.

It is estimated that over one billion people live with disabilities in the world. In Kenya, PWDs aged five years and above were estimated to be 918,270 (2.2% of the total population) according to the 2019 Census, disaggregated into 57.1 per cent female and 42.9 per cent male. The forms of disability identified using the Washington Group of Questions method included mobility impairment (42%), visual impairment (36%), cognitive impairment (23%), hearing impairment (17%), inability to care for one-self (15%), and communication challenges (12%). The Question on albinism was administered to the total population and a total of 9,279 persons had albinism.

In response to the clarion call for the world to be more responsive to the needs and rights of PWDs, the global policy dialogue culminated in the development of the United Nations Convention on the Rights of Persons with Disabilities while at regional level there exists the Protocol to the African Charter on Human and People’s Rights on the Rights of Persons with Disabilities, and the East Africa Community Policy on Persons with Disabilities. At national level, Kenya has enacted an Act of Parliament, namely Disability Act, established the National Council for Persons with Disabilities, and developed a Plan of Action on disability mainstreaming. There are also other national policies and plans that support disability mainstreaming initiatives, including social protection, gender, employment and procurement. Various sectors such as housing, health, education and transport also have policies, plans, standards and measures that strengthen disability mainstreaming. The policy question that still lingers is why then do PWDs continue to face barriers that limit exploitation of their full potential? What are the implications of COVID-19 on PWDs?

Barriers to social, economic and political development of PWDs manifest in various adverse outcomes, including limited access to education and its attainment, high unemployment and adverse working environment, exclusion in property ownership and business opportunities, unfavorable built environment, hostile transport facilities and behavior, limited access to assistive devices, negative societal perceptions, negative cultural attitudes and practices, stigma, limited access to justice, limited political representation, and constrained participation in sports and art. These and other exclusions have resulted in high poverty incidence among PWDs, relative to people without disabilities.

KIPPRA appreciated that the country was on the right path in disability mainstreaming but there was need to re-energize the policies and implementation parameters to pace up the momentum in disability inclusion. The Country recognized that disability mainstreaming requires a multi-disciplinary approach to be more inclusive, since the needs and rights of PWDs are multi-dimensional, thus attracting multiple stakeholders in undertaking various initiatives on disability mainstreaming. Therefore, KIPPRA is organizing the conference to encourage national dialogue and to consult with stakeholders on effective and efficient planning and implementation of the country policies on disability and informing policy documentation and discussion.

1.2 Conference Theme and Objectives

The third KIPPRA Annual Regional Conference, themed **Enhancing Inclusivity Through Empowering Persons with Disabilities**, was aimed at providing a forum for all stakeholders to deliberate and come up with recommendations that will inform policy towards enhancing the inclusion of persons with disabilities (PWDs). The conference provided a forum for sharing knowledge and experiences in various topical areas including:

- i) Creating an enabling environment for disability mainstreaming with policy and legislative framework addressing, technology and innovation, social protection, elimination of exclusion, marginalization and inequalities for PWDs;
- ii) Implications of COVID-19 on PWDs and supporting inclusion of PWDs in related interventions;
- iii) Promoting inclusivity of disability in the “Big 4” initiatives including: suitable housing facilities; access to quality health care; access to safe and nutritious food; and access to assistive devices through local manufacturing;
- iv) Leadership, governance and public participation in public sector, corporate sector and community levels;
- v) Safe spaces, safe cities, accessible built environment, transport facilities, corrective facilities; and sanitation;
- vi) Mental and Reproductive health;
- vii) Provision of social services, including education, sports and art, media interaction, cash transfers and donations;
- viii) Business and entrepreneurship; formal and self-employment; talent management for economic empowerment; recruitment, remuneration, career growth and promotions; work environment; tax exemptions and other incentives; affirmative action platforms, including access to government procurement, and private sector opportunities;

- ix) Data and statistics to support initiatives for PWDs;
- x) Institutional coordination including the role of the family and community; government agencies; associations of PWDs; homes and rehabilitation centres; regional and international institutions; disability code; and
- xi) Disability mainstreaming amongst the youth targeted at creating awareness on people disability, participation in leadership and governance, innovation and technology targeted at inclusive learning for persons with disabilities, attitudes of teaching staff to persons with disabilities, gender-based violence, relationship management, career networking and transitioning into employment, and providing for appropriate facilities.

At the same time, Kenya was implementing “The Big Four” agenda which focuses on fostering economic development through food and nutrition security, Universal health coverage, job creation through manufacturing and industrialization, and affordable housing for all. In addition, the government was also committed to the achievement of the Kenya Vision 2030. During the conference, it was necessary to provide a forum for policy makers, implementers, development partners, citizenry, data producers and data users to discuss the “Big Four” development agenda from a disability perspective with a view to identifying the barriers that may prevent PWDs from fully benefitting from the Big Four development agenda.

To address the above sustainable development issues, conference deliberations were structured around the following sub-themes:

1. Laying strong education foundation for persons with disabilities.
2. Policy and legal environment, inclusivity and education for PWDs.
3. Employment, leadership and data, policy and planning.
4. Data, statistics and institutional coordination.

These sub-themes focused on the following broad areas:

The theme on laying strong education foundation for persons with disabilities, focused on inclusive learning environment for PWDs in academics; youth empowerment; and campus lifestyle, challenges, and coping mechanism.

The second sub-theme on policy and legal environment, inclusivity and education for PWDs, dwelt on three key areas: situational analysis and creating an enabling policy and legal environment for inclusion of PWDs; promoting inclusivity by empowering PWDs through implementing the Big 4 initiatives; and education and talent management.

The third sub-theme which was on employment, leadership and data, highlighted issues of employment and entrepreneurship; leadership, governance and public participation.

The fourth sub-theme focused on data, statistics, and institutional coordination to support policy, planning and implementation.

1.3 Expected Conference Outcomes

The conference was expected to take stock of measures taken to achieve inclusion of PWDs, as well enhance disability mainstreaming. At the end of the conference, a communique was presented on the key action areas arising from the discussions. The communique was

shared to all stakeholders. The communique identifies salient actions to be taken, the key actors, and proposes timelines for implementing the various actions. KIPPRA undertook to work with the various actors to develop a realistic action plan for mainstreaming of issues affecting PWDs in the development agenda. The proceedings of the conference were also to be published as a reference document, and would be distributed widely to create a better understanding of the status of gender inequality in Kenya, the gaps in policy implementation, and the way forward in ensuring progress towards achieving disability inclusion, as well as disability mainstreaming.

1.4 Conference Organization and Structure

The conference targeted a wide range of participants from Government Ministries and agencies, County Governments, International organizations, Development Partners, Universities, Think Tanks and research institutions in addition to key personalities. The objective was also to have a large proportion of the participants to be persons with disabilities. The participants presented experiences, practices and lessons on what works in relation to enhancing inclusion of PWDs. The discussion forums were designed to meet the needs of the interests of a multi-disciplinary audience and to maximize the interaction of participants and networking. There was a mix of presentations, panel discussions, interactive sessions, keynote addresses, and sharing of experiences.

In plenary sessions, panelists had presentations to guide discussions and then a plenary panel discussion followed. At the end of each plenary, key issues were highlighted to feed into the conference communique.

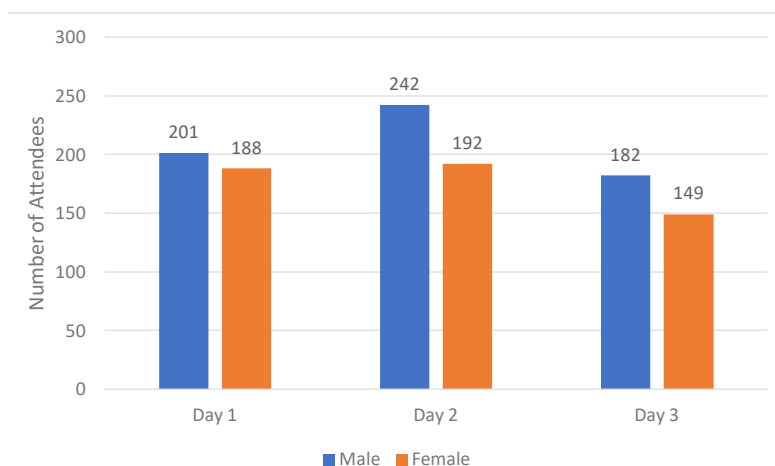
The first day of the conference was dedicated to a students' event, to allow university students an opportunity to candidly discuss issues of disability in their day-to-day life experiences, the challenges and barriers they face, and get their insights on what their institutions are doing to enhance inclusive learning.

At the close of every day, the delegates summarized the various deliberations in a summing up session guided by the rapporteurs. The key lessons and way forward were identified, with the aim of producing the conference communique adopted at the close of the conference.

1.5 Participants (Description of participants by categories)

The participants during the conference comprised of students, MDAs, the private sector, non-governmental organizations (NGOs) and others. The daily attendance has been disaggregated in terms of gender as shown in Figure 1.1.

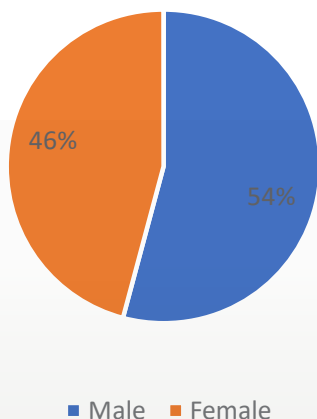
Figure 1.1: Daily attendance by gender



Source: KIPPRA

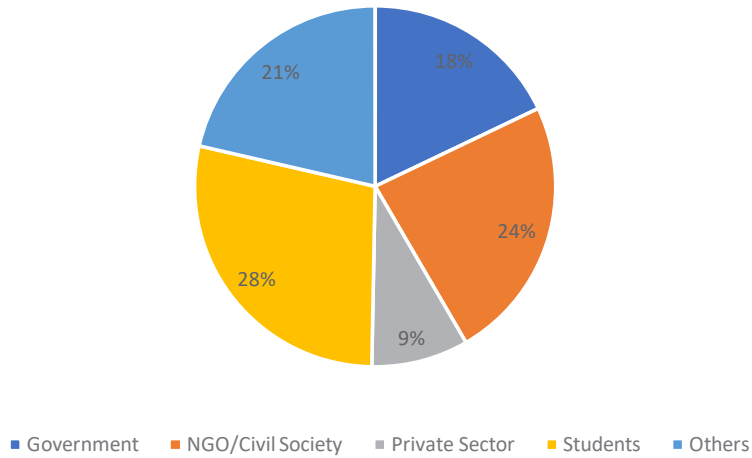
A total of 389 participants attended the conference on day 1. Out of this, the males were 201 (52%) while the females were 188 (48%). On the second day, a total of 434 participants attended the event, comprising of 242 male (56%) and 192 females (44%). On the third day, 331 participants attended comprising of 182 male (55%) and 149 women (45%). The average daily attendance in terms of gender indicates that more men, constituting 54 per cent attended compared to women that constituted 46 per cent (Figure 1.2)

Figure 1.2: Average daily attendance by gender



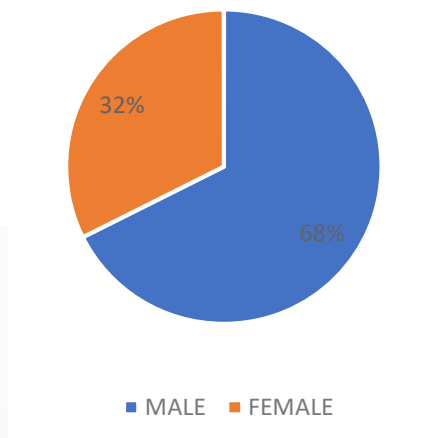
A total of 441 PWDs attended the three-day conference, this constituted 45 per cent against a target of 75 per cent. The PWDs that attended the event were from different categories of institutions. PWDs from government were 18 per cent, NGOs/civil society were 24 per cent, private sector is 9 per cent, students constituted 28 per cent and others 21 per cent as shown in Figure 1.3.

Figure 1.3: PWDs attendance by category of institution



For the students’ category, a total of 105 students attended the three-day conference. This composed of 68 per cent male and 32 per cent female (Figure 1.4)

Figure 1.4: Students attendance by gender



1.7 Partnerships

The preparation and organization of the 3rd KIPPRA Annual Regional Conference was done in partnership with the following organizations: National Council for Persons with Disabilities (NCPWD), Signs TV, United Disabled Persons of Kenya (UPDK), Association of Physically Disabled on Kenya (APDK), Plan International, Innovation to Inclusion, Safaricom PLC, The Standard Group and Leonard Cheshire.

1.8 Organization of the Report

The rest of this report is organized as follows: Part II entails conference thematic areas which are based on these chapters: Chapter two presents the students' event on laying strong educational foundation for the future of persons with disability, chapter three presents discussions on creating an enabling policy and legal environment for the inclusion of persons with disabilities. Chapter four gives a highlight on promoting inclusivity by empowering persons with disabilities through implementing the Big 4 initiatives. Discussions on education and talent management are discussed in chapter five while chapter six discusses employment and entrepreneurship. Chapter seven presents the proceedings on leadership, governance and public participation, and chapter eight discusses data, statistics, and institutional coordination to support policy, planning and implementation. Part III of this report presents the conclusion, lessons learnt, recommendations and action areas, it has two chapters; chapter nine which discusses lessons learnt and innovations and chapter ten which presents the conclusions, recommendations and action areas.



Chapter 2: Laying strong educational foundation for the future of persons with disability

2.1 Overview

This Session focussed on laying strong education foundation for the future of persons with disabilities (PWDs). There were three sessions as follows: inclusive learning environment for PWDs in academics; youth empowerment; and campus lifestyle, challenges and coping mechanisms. The sessions were moderated by Mr. Victor Mose, a policy analyst at the Kenya Institute for Public Policy Research and Analysis (KIPPRA). The first session on inclusive learning environment for PWDs in academics was chaired by Ms. Ashura Michael, Speaker of the East African Youth Assembly Signs TV with Mr. Julius Rodrigues as the Sign language interpreter.

2.2 Inclusive learning environment for PWDs in academics

The first session was on inclusive learning environment for PWDs in academics. The aim of the session was to discuss how to ensure accessible education and a conducive learning environment. A presentation on insights to inclusive learning environment was made by Ms. Wambui Njau, founder of the Fanaka Foundation, which she founded in 2018. The aim of the Foundation is to support the education of boys and girls from disadvantaged communities in Kenya and in the United Kingdom (U.K.) by helping to raise funds. Her main passion has been to support the visually impaired.

Apart from the Fanaka Foundation, she also works with the Kenya Society for the Blind or *Fungua Macho* Initiative, to gain awareness and access to adaptive technology and software. She was also keen on ensuring the classroom is accessible and promoting for a conducive learning environment. In addition, Ms. Njau is an engineer by profession, and works in a construction company in the U.K. She has also co-authored a book, “African Women in Europe”, which is available on Amazon, or upon requesting her. Ms. Njau applauded KIPPRA for organizing this conference on disability inclusion and giving her the opportunity to make a presentation.

The presentation was followed by a panel discussion that was led by Mr. Caxtone Osozie, a news presenter at Signs TV. The discussion had three panellists who comprised of persons with disabilities: Mr. Morrison Maliga, Mr. Simon Adem and Ms. Siprose Otieno. The panel thus had 2 males and 1 female. 1 had hearing impairment while 2 had physical disability. Mr. Simon Adem runs an organization; Mr. Morrison Maliga is a final medical year student at Masinde Muliro University of Science and Technology (MMUST), where he also chairs

a student's committee for PWDs. Ms. Siprose Otieno hails from Kisumu county and was a student at MMUST.

2.2.1 Presentation on inclusive learning environment for PWDs in academics

Inclusivity means involvement of all persons. In order to ensure inclusivity, candid conversations are needed since they are key in healing wounds and building bridges. They also help people to understand one another. The conference offered an opportunity to start these candid conversations. The presenter observed that learners who are visually impaired face additional obstacles when compared to their peers. They therefore lose opportunities associated with full learning.

Many PWDs still struggle to gain a sense of belonging. Inclusive learning helps to remove barriers to learning and enhance equality for all. For inclusive learning to take place, there is need for trust, a sense of belonging, access to opportunities, and respect for one another. Proper planning is also involved so that inclusive learning is not simply an after-thought. One key lesson that Kenya can learn from U.K. in terms of inclusive learning is that in the U.K. a good budget is set aside for this.

Everyone has the obligation of checking on their colleagues and supporting them. There is need to be mindful and listen to each other. The provision of a safe space where everyone can be felt, heard, appreciated, and respected, is critical. This calls upon everyone to be generous and proactively talk about how to support a diverse and inclusive place to work and learn. Being together is always better.

As a recommendation, the government needs to put in place disability policies and strategies and conduct regular audits to ensure that the education sector adheres to them. By growing up in inclusive schools, children come to regard disability as just one more aspect of diversity. Both individuals, government and stakeholders can turn the idea of inclusive learning into a reality.

2.2.2 Panel discussion: Inclusive learning environment for PWDs in academics

The panel discussion on inclusive learning environment for PWDs in academics followed a presentation and it focused on eight issues, namely: How best to support the visually impaired, mechanisms for offering food to the blind, the meaning of inclusivity, transition and completion rates for PWDs, chances to higher education for PWDs, opportunities to higher education for PWDs by gender, access by PWDs to virtual learning devices, status of disability mainstreaming in higher education institutions, participation of PWDs in co-curricular activities, and how to make learning more inclusive.

The first issue was on the Fanaka Foundation and how the organisation had been able to perform various covid-19 containment measures, such as social distancing for PWDs with visual impairment. The Foundation had a group of volunteers from Hearts Vision Laws that in turns, helping the visually impaired move around by touching them on their shoulders.

A second issue focussed on mechanisms for offering food to the blind. It was acknowledged that the Kenya society for the Blind was playing a critical role in offering food to the blind during the covid-19. It was however noted that rather than having them travel to the centre to pick food items, the society can establish designated areas near the beneficiaries so that it is easier for them to get the food. For instance, the Fanaka foundation also offered internet so that PWDs could do online shopping for food.

The word inclusivity of PWDs has varied meanings. Inclusivity of PWDs means designing policies and practices in learning for PWDs so that they compete effectively and not feel discriminated. Another perspective is that inclusivity of PWDs refers to a general mainstreaming and involvement of PWDs in each aspect of life, including school and work. Finally, inclusivity also means the removal of all barriers for PWDs so that they can participate fully, for example designing vehicles that would allow easy mobility of PWDs. It also includes their fair treatment and ensuring that they are not discriminated against. Generally, inclusion means leaving no one behind.

Transition and completion rates of education among PWDs came up as another issue. The question was on the challenges of educating a PWD especially in public schools in terms of their transition and completion rates. First is that facilities were not readily accessible. For example, most PWD students are from poor backgrounds which makes them unable to obtain learning materials such as braille and others. Another challenge they face is stigma from their fellow students, and even teachers who do not understand them. Many teachers lack the skills or know-how of dealing with students with disabilities. There is also the challenge of a communication barrier for students with hearing impairment, as most learning institutions lack a sign language interpreter. Because of these, PWD students have lower transition and completion rates.

PWDs have smaller chances in higher education, for example in terms of accessing loans for education. For instance, there are minimum resources available for PWDs especially in schools for the deaf where curricular are not well developed to favour them. The Kenya Institute for Curriculum Development (KICD) should develop curricular appropriate for students with hearing or visual impairment. In addition, the education sector should ensure there are sign language interpreters in schools for the deaf.

A female PWD has also not been granted fair opportunities to higher education. Many girls or female PWDs in schools lack tactics on how to survive in college. In addition, only few girls are willing to accommodate their fellow girls who are living with disability. Because girls or female PWDs face higher stigmatization in relation to the boys, they perform poorly at school or easily drop out.

Considering the existing covid-19 pandemic, PWD students have not been able to access virtual learning devices since most of them lived in poverty. The government should therefore support students with special needs, for example to access internet and online learning. Furthermore, government should train PWDs on how to use such devices and ensure sign language interpreters in schools for the deaf.

Institutions of Higher Learning (IHLs) have put in place some measures to enhance disability mainstreaming. However, disability mainstreaming can be actualised by making infrastructure accessible by having ramps to lecture halls. This also includes voice in lifts for the benefit of students with visual impairment and have sign language interpreters during classes where there are students with hearing impairment. It was suggested that PWD students be given more time to do examinations; and ensure special slots for student PWDs in student councils. Furthermore, there is need for the NCPWD to include student PWDs in their programs. By having a uniform grading system to join universities and colleges, only few PWDs can achieve the needed cut-off points, hence only few manage to join.

The participation of PWDs in co-curricular activities then came up as an area that required intervention. While some efforts had been done to ensure the full participation of PWDs in co-curricular activities, the country hasn't reached where it should. As an example,

the Kenya Rugby team for the deaf lack sponsors. However, universities such as MMUST had made positive efforts in offering facilities for sports for PWDs. This is in recognition of the fact that sports offered the much-needed physiotherapy for PWDs. It remains true that PWDs are not given equal opportunities in co-curricular activities as the non-PWD students. The suggestion offered is that the Cabinet Secretary in charge of Sports should come up with policies and help raise awareness of mainstreaming of PWDs in sports and co-curricular activities.

In conclusion, there is need for more government support to promote inclusive learning for PWDs, for example offering more grants; and putting in place the necessary policies affecting PWDs and their implementation. By empowering a PWD, the society at large gets empowered. Each person can contribute to make the change and find a solution to the issues of disability.

2.2.3 Emerging issues and recommendations

From the presentation and discussions on inclusive learning environment for PWDs, the following issues arose:

1. Inclusive learning requires trust, a sense of belonging, access to opportunities, respect for one another, and proper planning;
2. PWDs from poor backgrounds face additional obstacles in terms of accessing learning materials, which has resulted in their lower completion and transition rates in learning;
3. PWD learners face stigma and discrimination from some of the fellow students and sometimes from their teachers

Consequently, the following recommendations were proposed:

1. The government should put in place disability policies and strategies and conduct regular audits to ensure that the education sector adheres to them;
2. The Kenya Society for the Blind should establish designated areas for food distribution near the beneficiaries;
3. The KICD should develop curricular that are appropriate for students with hearing or visual impairment;
4. The education sector should ensure sign language interpreters in schools for the deaf, and foster installation of infrastructure in learning institutions;
5. Affirmative action for PWD learners, in terms of being given more time to do exams, and lower cut-off points to join colleges and universities;
6. The cabinet secretary in charge of sports should help develop policies for the participation and mainstreaming of PWDs in sporting activities and help raise the awareness.

2.3 Youth Empowerment

2.3.1 Overview

The session on youth empowerment had a mix of presentations and panel discussions, as follows:

1. Talent management for economic empowerment,
2. Panel discussion on youth empowerment,
3. The role of the APDK in enhancing youth empowerment in Kenya, and
4. Career networking, transitioning into the workplace and the challenges faced

2.3.2 Talent management for economic empowerment

The presentation on talent management for economic empowerment was made by DJ Euphorique, who is a corporate DJ, mentor, motivational speaker and public servant with the permanent presidential music commission. He also performs in social events. The presentation made several strategies for enhancing the recognition of talents for PWDs.

PWDs have talents which need to be recognised, nurtured and exploited. However, PWDs should challenge themselves and get out of their comfort zones. To do this, they need to speak out and give their views on various issues affecting them. Like DJ Euphorique, PWDs need to develop the attitude an attitude which is summarised by the phrase “My ability is greater than my disability.” The other section of the society should also view PWDs in that same light.

There has been an increasing number of PWDs at the workplace, and this is a move in the right direction. To sustain this, it is important for employers to enhance strategic employee planning, in which employers plan for PWDs in their strategic plans. For example, the presidential music commission plans to motivate talents of about fifty people. Employers should also enhance salary increments for PWDs, and not discriminate against them. In addition, organizations should offer career development for PWDs, for instance, offer them study leaves to better their careers.

Succession planning is also another strategy in which senior managers mentor juniors, including PWDs, to take up higher positions. This can be achieved through mentoring and coaching activities for PWDs. The workplace should be inclusive by re-arranging the office space so that it is conducive for PWDs. He took the initiative to ask employers to keep an open dialogue, by talking to employee PWDs, and ask them for their advice. For example, the president is always ready to listen to his juniors and seek their advice when needed.

In closing, although PWDs still face stigma and discrimination from some sections of the society, they should not allow discrimination to put them down but use it to grow stronger as DJ Euphorique did. Rather than fearing themselves owing to stigma, they should utilise their talents and skills to develop, which would make others change their attitudes towards them.

1.1.3 Panel discussion: Youth empowerment

A panel discussion on youth empowerment was comprised entirely by persons with disabilities. The session was moderated by Ms. Maureen Ndinda, a student at the University of Nairobi and who works at Signs TV. There were four panelists, 1 female and 3 males: Ms.

Grace Wanjiru Mbugua, Mr. Julius Ogayo, Mr. Paul Omondi Otieno, and Mr. David Odinga.

Mr. Julius Ogayo works as a customer care officer at Safaricom Limited, a graduate of Master of Public Policy from the U.K. Ms. Grace Wanjiru is from the Action Foundation. Mr. Paul Omondi from Stepwise Africa is graduate of Master of Information Systems at the United States International University (USIU); while Mr. David Odinga is studying at Egerton University. The issues of discussion touched on the concept of youth empowerment, the role of Technical and Vocational Education Training Institutions (TVETs) in promoting youth empowerment, the competitiveness of PWDs to meet job market requirements upon graduation from TVETs, mentorship opportunities for PWDs into sports, and the role of the youth in championing for the empowerment of their fellow youth.

The concept of youth empowerment has different meanings. Youth empowerment is about improving the value of youth in society and believing in their abilities and dreams. Another meaning is that youth empowerment involves promoting the agency of the youth and taking necessary actions for the youth to take up opportunities that would enable them to move forward in life.

The role of TVETs in promoting youth empowerment, specifically for youth PWDs, was also discussed. The argument was that the formation of TVETs was a great idea but that they were not delivering to PWDs. This was attributed to the fact that many youths had the belief that only university education offered the promise for a better life in future, which made them have negative attitudes towards TVETs. In addition, that TVETs prepared youths for labor-intensive jobs which generally do not favour PWDs. Furthermore, most TVETs even lacked accessible facilities and learning devices, conducive for PWDs. Other issues that have limited the role of TVETs in fostering youth empowerment include: limited personnel to train PWDs, lack of cheaper accommodation for PWDs, lack of monitoring of how policies are working for PWDs, and the general assumption that PWDs cannot do much, and are therefore locked out of TVETs.

The competence of a PWD to meet job market requirements upon completion of studies from TVETs was raised. For PWDs to be competent in the job market, they should aim towards acquiring the relevant skills, scan the market to identify the skills needed, and acquire additional skills such as business management and leadership that would make them have a competitive edge. In addition, whereas TVETs focused on equipping learners with hard skills, they should also consider providing youth and PWDs with skills for the 21st century, basically soft skills.

To mentor PWDs into sports, the aspect of using sports personalities to mentor them was explored. Already a few sports personalities in Kenya were doing this at their own small levels. It is however critical to upscale the practice to a national level to inspire and promote interest in sporting. There is need to have sports clinics, sports day(s), and sports mentorship clubs. In addition, PWDs should also be proactive and take the initiative to seek audience with such sports personalities rather than sit and wait.

The final issue of discussion was of how the youth can champion for the empowerment of other youth, including PWDs. It is critical for youths to champion and advocate for their fellow youths and this can be made possible if they themselves excelled in what they do. The youth also need to unite and liaise with each other while championing for their colleagues.

In conclusion, there is need to create opportunities for PWDs while walking the journey with them, promoting their agency, and being deliberate to offer support. Additionally, is the importance of having a central database for PWDs, and institutions adhering to the 5 per cent requirement for PWDs opportunities. Furthermore, since youth PWDs lack the capacity to do tenders such as the Access to Government Procurement Opportunities

(AGPO), they need to be empowered. There is need also to remove barriers to secure loans by PWDs. Development of positive attitudes by PWDs themselves is also essential for them to be the change they yearn to see. Finally, a call was made to PWDs to take personal initiative to empower themselves, as well as being united and speaking with one voice.

2.3.4 The role of APDK in enhancing youth empowerment in Kenya

The role of the Association of the Physically Disabled in Kenya (APDK) in enhancing youth empowerment in Kenya was presented by Mr. James Keitany, the Business Development Manager at APDK. The APDK is a local Non-Governmental Organization (NGO) that has been in Kenya for about 60 years. The association celebrates young PWDs who have managed to overcome obstacles and reach the levels they are in.

The APDK runs a programme known as *izi* (Innovation to Include). The programme aims to integrate youth and PWDs to provide opportunities: access to apprenticeship and internship; access to empowerment opportunities; access to training and life skills; working with Technical and Vocational Education Training Authority (TVETA), University of South Africa (UNISA), and other global bodies; and doing advocacy, for example affordable accommodation. In addition, the association also works together with strategic partners such as government ministries and agencies to support PWDs; working with the Federation of Kenya Employers (FKE) to enhance employability of PWDs; and the recognition of employers who promote inclusive employment.

1.1.5 Career networking, transitioning into the workplace and challenges faced

This was a panel discussion on career networking and challenges faced in transitioning into the workplace. The discussion was moderated by Ms. Elizabeth Shiakamiri from the Leonard Cheshire. The Leonard Cheshire is an organization that runs a program on employment for PWDs in the private sector. There were two panellists, 1 male and 1 female, both as PWDs. Ms. Grace Nzomo is an HR officer at NCBA Bank and Mr. Nicholas Omolo, also an HR operations officer at Safaricom Limited. The panel discussion dwelt on five areas: experiences of PWDs when seeking for jobs, their effectiveness in hunting for jobs, impact of job search on male and female PWDs, the role of the family in supporting PWDs, and finally what employers should do in terms of recruiting PWDs.

When seeking for jobs, PWDs also undergo the normal competitive process of job application, and some of them have gone through successfully. The importance of a job especially to a PWD is that it gives one a sense of security and ability. However, PWDs find it tougher going through the same process of job applications. To succeed, one must be determined and believe in their abilities. PWDs therefore should strive to work hard and improve on their skills in order to get the jobs they are applying for or to perform and retain secured jobs.

On the effectiveness of job hunting by PWDs, many PWDs do not do it effectively as they hope to be shown sympathy. It is important that, like other job applicants, for PWDs to research about the organization, try to meet the job criteria, be focused and remain confident, and have a positive attitude. In addition, they also need to constantly improve their skills so that they remain competitive in the labour market. Whereas the 5 per cent provision of opportunities for PWDs by the constitution was commendable, it needs to be enforced to ensure compliance.

The third issue related to the impact of challenges facing PWDs on the male and female gender. The challenges facing PWDs weighed more heavily on female PWDs. For example,

there have been instances where females applying for jobs tend to give up whenever they feel they have not met all the criteria required. Therefore, females should go for the application even where they have not satisfied all criteria, since not many people fulfil all the criteria anyway.

The role that the family and community play in helping PWDs get to where they are was also discussed. The family and community can play an invaluable role in terms of providing the needed supportive and enabling environment. Parents can play an invaluable role in accepting their children as they are and offering them the support they need while ensuring that they attend school. For example, Grace's mother played an invaluable role in her education and life. Families with kin who are persons with disability should not hide them but rather encourage them to pursue their goals and access opportunities available for them. By accepting them as they are, listening to them and offering the necessary assistance, such care givers can play an important role in improving the welfare of PWDs. The suggestion to government and other stakeholders is that they should particularly empower families or caregivers that support a PWD.

The final area of focus was on the importance of employers recruiting PWDs. Not many employers were observing the 5 per cent provision of the workforce being occupied by PWDs. The PWDs in the discussion thanked their respective employers for the opportunities of work given to them and other employers that have recruited PWDs. Other employers were called upon to give PWDs a chance and offer them support so that they overcome the challenges that they may go through.

2.3.6 Emerging issues and recommendations

Several issues arose from the session on youth empowerment, which are summarised as follows:

1. PWDs have talents which need to be recognised, nurtured and exploited. They have a lot to offer and should thus be involved in all spheres of life;
2. PWDs should constantly improve their skills and be prepared to go through the normal competitive job market requirements to succeed in job recruitments and retention;
3. By being united and speaking with one voice, the youth can champion for the empowerment of fellow youth, including the PWD youth;
4. The APDK runs a program (i2i) which helps youth and PWDs to access various opportunities, and is collaborating with the FKE to improve their employability;
5. The family, community and care givers should not hide their kin who are PWDs but instead support them and help to enhance their welfare.

The key recommendations from this section were:

- i) Employers should not discriminate against PWDs but instead recruit them by fulfilling the 5 per cent constitutional provision of jobs for PWDs as well as offering them commensurate benefits without discrimination;
- ii) TVETs need to enhance disability mainstreaming to attract PWDs, as well as equipping learners with soft skills.
- iii) The government should offer support and empower families and care givers that support PWDs.

1.3 Campus Lifestyle, Challenges and Coping Mechanism

2.4.1 Overview

This was a panel discussion on campus lifestyle, challenges and coping mechanism which was moderated by Mr. Anthony Muriithi who works at Safaricom Limited; and is also a skilled Master of Ceremony (MC). The discussion had three male panellists all living with disabilities: Mr. Boniface Manoah, Mr. Chris Mwololo and Mr. Lloyd Ochieng. Mr. Boniface Manoah Wako is a post-graduate student at MMUST pursuing Criminology and Criminal Justice, as well as a director of a group outside campus. Mr Chris Mwololo is a Presenter at Signs TV. Mr. Lloyd Ochieng is a 4th year medical student at Egerton University, and a congress member for PWDs at the university.

2.4.2 Panel discussion: Campus lifestyle, challenges and coping mechanism

The panel discussion dwelt on several issues which included time management while in campus and class attendance, suitability of the environment for inclusive learning; how learning institutions were mainstreaming disability issues; how satisfactory the measures put in place for disability mainstreaming were, and other challenges faced by PWDs while in or outside campus and learning institutions.

The first issue related to time management while in campus and class attendance. Despite being a double amputee below the knees, Mr. Manoah attends all classes with the aid of a wheelchair. However, outside class, he spends time socializing with friends and meeting groups. He also interns at the university's security office. He regards himself as a person with different abilities. Mr. Ochieng also ensures he has attended all classes and studies from the library. During the evening hours, he participates in games, especially chess and table tennis. He also spends some time dealing with issues of PWDs within the university; socializing with friends. He also utilises his talent to sing.

The environment in which PWDs operate is critical since it can either enable them to thrive or widen the gap with others. The idea of PWDs learning together with non-PWDs is good as it enables them to understand diversity, appreciate and complement each other and helps to create meaningful friendships that prove useful later in life, for example in getting a mate. For the case of Egerton university, the campus environment was conducive for PWD learners, and it had facilities such as ramps that enhanced access to key infrastructure such as classrooms.

The third issue related to what learning institutions were doing in order to help PWD students cope up with challenges. Some universities have put in place mechanisms to ensure that issues affecting PWDs in their institutions are heard and attended to. For example, MMUST and Egerton University had offices in charge of gender and disability mainstreaming, as well as the office of the Dean of students which had counsellors who were readily available to address issues that PWDs were facing. At Egerton university, there was also a clerk desk which had well-trained counsellors.

Whereas universities and learning institutions had put in place mechanisms to ensure PWDs get a conducive learning environment, such initiatives can still be upscaled and more can be done. For example, female PWDs sometimes get exposed to gender based violence (GBV). Volunteers shun taking such ladies exposed to GBV to the police station as they fear that the case will turn on them. In addition, female PWDs from rural areas are

more vulnerable. To help overcome some of these challenges, Egerton university assigns an assistant to a PWD especially those with visual impairment, to help and report any matters they have to the relevant authorities.

In conclusion, PWDs faced a few additional challenges while in or outside campus. These include difficulty getting public transport and securing employment opportunities upon completion of their studies. By doing their very best however, PWDs can disapprove the notion held by many about PWDs being unable to perform. The NCPWD needs to do regular visits to universities to offer PWDs support and to help raise awareness on how to live with PWDs and help create opportunities for them.

2.4.3 Emerging issues and recommendations

The emerging issues from the session was as follows:

1. The learning environment can be a key determining factor of whether PWDs can thrive or get wider apart from the other learners;
2. Although learning institutions had put in place some mechanisms towards disability mainstreaming, PWDs still faced some challenges in terms of getting public transport, discrimination, and gender-based violence; access to loans and bursaries; and affordable accommodation.

Thus, the recommendations proposed included the following:

1. Universities and learning institutions should ensure the learning environment is conducive also to PWD learners.
2. Learning institutions need to further upscale mechanisms put in place for disability mainstreaming to extend towards helping PWDs get public transport, protect them from discrimination, as well as gender-based violence. In addition, institutions need to put in place a disability mainstreaming policy.
3. There is need to fast-track the Disability Bill for its enactment to an Act.
4. There is need to progressively implement the Employment Act, especially the provision of 5 per cent of the workforce set aside for PWDs,
5. That support systems for inclusive learning be established, including bursaries and loans, assistive devices, affordable accessible accommodation, participation of PWDs in curricular and co-curricular activities.

2.4.4 Mental and reproductive health

A presentation on mental and reproductive health was made by Ms. Sylvia Moraa Mochabo. She advocates for PWDs inclusion, she is also the founder of ANDY Speaks 4 persons with special needs. The organization deals with children who have special needs, such as neuro-development disorders including autism and cerebral palsy. Besides, she also works at Tech-Hub Creations. Due to her experience on issues affecting children with special needs, these have enabled her to receive many awards. Sylvia is a care giver and a mother of three children two of whom had cerebral palsy. The session was moderated by Ms. Ashura Michael. Other contributions on the subject were made by two ladies, Ms. Loice Omondi and Ms. Siprose Otieno. Ms. Loice Omondi runs a community-based organization on “Mental Disorder” in Kisumu. Ms. Siprose Otieno hails from Kisumu county and studies at MMUST.

PWDs face similar health challenges as the other segment of the population, and face more pronounced challenges owing to their condition. PWDs generally feel excluded from mainstream society, with many of them having feelings of not being loved. This has resulted to low self-esteem issues among many PWDs, who also yearn for friendships, love and to have relationships. The society should recognize that PWDs are the same as other people.

Despite the challenges that PWDs go through, they can find ways of how to cope especially when they have feelings of low self-esteem, frustration or anger. One possible way is to keep alive their childhood dreams and accept what they can do and what they are unable to do. They should also take charge of their own lives and re-assure themselves.

For PWDs to succeed, they need to have imagination, inspiration, vision, knowledge, creativity and technology. This means that they should learn, be creative, and use technology. PWDs should overcome the greatest disability that arises from failing to see their opportunities and making use of their abilities. In addition, PWDs should let their experiences make them become greater people, and that everything starts with personal initiative. The general observation was that mental health issues start when one feels there is no one there for them.

2.4.5 Panel discussion: Mental and reproductive health

The panel discussion on mental and reproductive health discussed several issues including dealing with low self-esteem issues, causes of epilepsy and the challenges that people with epilepsy go through, and the cost of treating mental-related issues and the interventions required.

While in public places, some PWDs may face low self-esteem issues. This means that they should learn how to overcome feelings of low self-esteem since such feelings usually start with the individual person. One should remove negative perceptions about self. In addition, “one’s environment can contribute to incidence of disability; hence a PWD must not take in what others say about them but focus on who they truly are and what they can accomplish”.

The challenge of mental health related to epilepsy was highlighted during the discussion. Epilepsy may be brought about by brain injury, infections, stroke, alcohol and drug abuse, inherited, among others. It is triggered by issues such as lack of sleep, menstruation for women, excitement, taking irregular meals, missed medication, alcohol intake, flickering light or other illness. The observation was that it is not easy to take care of epileptic people; which is more difficult if parents are epileptic. The recommendation was that people who suffer from epilepsy need to listen to their aura and thus be in safe places all the time. The general population also needs to understand the epilepsy condition and help the affected ones rather than further discriminate them.

The cost of treating mental health diseases is very high beyond the reach of many citizens owing to the expensive nature of medication. To help address this issue, the ANDY Speaks foundation had proposed to the Ministry of Health (MoH) to make medication accessible and affordable for people who suffered from neuro-development disorders, which the foundation supports. More awareness needs to be raised on mental health challenges.

2.4.6 Emerging issues and recommendations

The emerging issues from the session were as follows:

1. Although mental and reproductive health issues affect everyone, they are usually more pronounced for PWDs owing to their conditions, and who develop more health-related challenges when they face discrimination;
2. The society should recognise mental health issues are a disease like any other and hence accept the affected and treat them with love;
3. The cost of treating mental and reproductive health challenges is high beyond the rich of many citizens.

The key recommendation was that government, through the Ministry of Health, should address the high costs of treating mental and reproductive challenges.



Chapter 3: Creating an enabling policy and legal environment for inclusion of persons with disabilities

3.1 Overview

This session on creating an enabling policy legal and environment for inclusion discussed the strategies that all stakeholders must put in place to create a robust legal and policy environment that will ensure PWDs inclusion in economic development. It was discussed that inclusive growth is essential for every country for sustainable development. The session clearly showed that the underlying role of policy and legal frameworks that support this strategy is key in ensuring its success while leaving no one behind. Inclusion and mobilization of all including vulnerable groups and PWDs in economic growth has for a long time been ignored due to legal and policy gaps that constitute their active participations in economic development as discussed during the session. This constrain has compromised the operation environment of inclusive growth especially for vulnerable groups and PWDs.

The session elaborated that despite the constrains the constitution of Kenya 2010 is robust in terms of provisioning for PWDs and for social protection in general. Various articles on these provisions include articles 21 (3), 27, 54(2), 81(1)(c), 82(c)(i), 97(1)(i)(c), 98, 100, 177, and 232 (1)(i). In addition, it was clear that the Ministry of Labor and Social Protection in December 2019 launched a national disability mainstreaming strategy with an aim of having a road map towards disability mainstreaming in Kenya and beyond. Furthermore, the Disabled Person's Organizations (DPOs) and judiciary have developed disability awareness booklet which is a manual of reference that PWDs can refer to when they quest for justice. Despite all these efforts the session sort to find out key policy questions that will inform the discourse which included: Why is the inclusion of PWDs still low in the country; What policy lessons can Kenya learn from other jurisdictions; How can the policy and legal environment be made better. The session discussion involved professionals in various technical fields who gave their insights into the subject matter and gave their views and experiences on how PWDs have faired so far as follows;

3.2 Discussion

The panel discussion by various experts in specific areas covered Policy space and emerging issues on the status of disability mainstreaming and experiences with global, Regional, National, County perspectives; Vulnerability, Disability Inclusion, Elimination of Exclusion, Marginalization, and inequality of PWDs. The following aspects that gave insights into the topical issue were discussed:

1. Elimination of Exclusion, Marginalization and Inequality of PWDs
2. Global and Regional Policy Agenda for PWD (UNDESA and EAC)
3. Status of Disability Mainstreaming by National Government (State Department of Social Protection, NCPWD)
4. Status of Disability Mainstreaming by County Governments (COG, CAF)
5. Status of Disability Mainstreaming by the private sector (Safaricom, KCB)
6. Tracing the rights for PWDs and the role of Civil Society and Professional Associations (KNCHR, NGO-Board)
7. Role of legislation arm of government

Ms. Linda Aluvale, an Advocate of the High Court of Kenya, while presenting on the legal environment for persons with disabilities in Kenya noted that the foremost thing that the country has done is incorporating the international best legal practices considering the signing and ratification of various conventions which form part of the laws of Kenya. These conventions include the Convention on the rights of persons with disabilities and another key institution which is the Kenya Union of Domestic (KEDIPA), Hotel and Educational institutions, Hospitals and Allied Workers Association for the physically disabled of Kenya [2015]. PWDs were a special class of employees requiring the protection of the court and proceeded to reinstate them to the jobs without loss of salaries seniority privileges and other benefits. The judiciary is a key institution to take care of Rights of PWDs, and that the courts were happy and willing to apply provisions of the law

3.3 Challenges Emerging issues and recommendations

In terms of challenges, Kenya is yet to meet the 5 per cent constitutional provision on appointive and elective positions in private and public entities for PWDs. Coupled with this, there is also a lack of resources and goodwill towards enacting legislation and supporting programs for PWDs. The importance of coming out when PWDs feel that their rights have been infringed on which has been a great challenge the session referred to a case that is the case of Juliet Mwangeli Versus Smollan Kenya limited [2019] eKLR in which the court held that the claimant employer had violated her constitutional rights and ordered payment of compensation of Ksh 1.5 million. A lesson that emerges from this case is that PWDs need to speak out whenever they feel their rights are violated.

The Persons with Disabilities Bill is yet to be passed into an Act of Parliament and that once passed, it would replace the Persons with Disability Act, 2003 and PWDs need to ensure that they are registered with the NCPWD so that their representation and contact is voiced under one umbrella body.

The session concluded that the policy and legal environment that inform inclusion of the needs and rights of PWDs in the social, economic and political plans of the country take different dimensions including global, regional and national. They respond to various aspects including technology and innovation, social protection, elimination of exclusion, marginalization and inequalities, education, employment, business and leadership for

PWDs among others. Inclusion of PWDs into all these forums among the initiatives it was of great importance that PWDs need to ensure that they are registered with the NCPWD. For instance, with reference to a previous case which was articulated that is the Case of Amaya Raphael versus Mumias Sugar Company Ltd [2016] KLR. The claimant who was a PWD had not registered with the NCPWD, and this failure was fatal to his claim. Owing to the claimant's failure to be registered with the NCPWD, the court was of the view that the claimant could not benefit from the provisions of section 15 (6) of the persons with disabilities act.



Chapter 4: Promoting inclusivity by empowering PWDs through implementing the big 4 initiatives

4.1 Overview

The session on Promoting inclusivity by empowering PWDs through implementing the big 4 initiatives in Kenya covered the following topics; Delivering Inclusive Universal Health Coverage including Mental and Reproductive Health; Delivering Social Housing for PWDs; Delivering Food and Nutrition for PWDs and Delivering Manufacturing for PWDs. This session was meant to assess how PWDs have been included in the national development strategies for instance the Big Four agenda. The session presenters were drawn from institutions tasked with the responsibility of delivering the Big Four Agenda which included Ministry of health; State department of Housing and Urban Development; Kenya Association of Manufacturing (KAM); KEPSA; and the National Hospital Insurance Fund. Four presentations and four panel discussion were carried out on the following issues: The place of PWDs in the design and implementation of the Big Four agenda & Vision 2030; The role of DPOs in data collection, monitoring and advocacy, an I2I model; Inclusivity of PWDs in housing sector and the purpose and background on the inclusion count tool. The presentation outcomes were as follows;

4.2 Presentations:

- a. The place of PWDs in the design and implementation of the big 4 agenda & vision 2030 (by Mr. John Mbuti)

This presentation session elaborated on the Kenya vision 2030 as a long-term development blueprint for the county which aims to create a “globally Competitive and Prosperous Country with a high quality. The presenter further indicated that the Mandate of Kenya Vision 2030 board in Spearheading the implementation of the vision by the year 2030. The board has delegated its mandate to the Vision 2030 delivery secretariat (VDS), headed by a director general. Moreover, in the presentation it was clear that there exist the vision pillars thus the economic social and political pillars as strategies of delivering the vision. He further alluded to the fact that the foundations of the vision included the macroeconomic stability for long term development as the social sector would undertake transformation in the social sectors of the economy. The presenter noted that Implementation of the vision 2030 and the big 4 agenda the MTPs and CIDPs are linked to the ‘big four’ priorities which includes; food and Nutrition, security, Manufacturing, MTPIII Flagship projects and

programmes targeting PWDs included national safety program (*Inua Jamii*), National government affordable action Fund (NGAAF); access to government procurement opportunities (AGPO): PWDs to access the minimum 30% presence on government procurement and disability mainstreaming; scaling up the national fund, assistive devices, Bursaries, provision of grants for economic empowerment. He also confirmed that the PWDs bill to foster representation of PWDs in decision making at all levels was being finalized.

b. The role DPOs in data collection, monitoring and advocacy, an I2I model (by Elizabeth Shiakamiri)

The second presentation delved into how development partner organizations leverage on collected data for monitoring deep explanation of the i2i model. The presenter explained that the i2i outputs included two spheres. **Sphere 1:** inclusive national systems and policies strengthen the disability ecosystem to support equal access to waged employment for women and men with disabilities in the target counties **Sphere 2:** inclusive national systems and policies strengthen the disability ecosystem. The presenter further noted that i2i model believes in these facts

- (i) DPOs are engaged in the collection and analysis of data, they can have a more meaningful role in national accountability and monitoring processes
- (ii) Government ministries, national statistics offices and DPOs are sensitized on the need for disability-disaggregation of data.

The session concluded that data collection was vital in ensuring result-based action plans in tackling PWDs issues and that relevant stakeholders needed to put in place relevant strategies for monitoring and advocacy purposes.

c. The Purpose and background on the inclusion count tool (by Regina Mwangi)

During this third presentation on the purpose and background on inclusion count tool it was indicated that there is need to support DPOs to assess compliance of national laws/ policies with CRPD articles 27 and 28 and engage in a data-driven advocacy when developing such tools. Inclusion tool was essential in administering and advocating for PWDs needs. The utilization of such a tool should be based on UN office of the high commissioner that focus on Role of the DPOs in the inclusion counts. Further to this tool in undertaking data collection for monitoring of the UNCRPD, article no 27 and 28 and related SDG and analyze data for developing the policy briefs. She further recommended that stakeholders design advocacy campaigns for comprehensive results while including employment for PWDs.

The session finally concluded that the importance of prioritization of key activities (timeliness) in data collection training with DPOs through face-to-face country-based workshops in Bangladesh and Kenya which are online workshops which; 1: focusing CRPD article 27 and SDG8: and how they are linked and how can they be implemented at country level data collection penned-between workshop 1 and 2 Disability data portal that had been operationalized.

d. Inclusivity of PWDs in the housing sector (by Ham Wasanga) Architectural Association of Kenya

This fourth presentation session discussed Inclusivity of PWDs in the housing sector. Reference was from the 2016 UN conference, Habitat II that indicated that we should include universal designs for PWDs in urban places with the aim to ensure PWDs can access housing from any location they live. Architectural Association of Kenya to use the building code to tackle technical barriers or ensure accessibility in affordable housing.

During the discussion, it was clarified that the Building code involves laws on housing, which came in place in 1962. (after the 103 statutes - seemed very subjective and with many contradictions) these laws have an imperial system of measurement (including feet, inches etc). Currently the system in Kenya uses millimeters and centimeters for measurement contrary to the universal use of inches for inclusive codes in building to ensure PWDs are universally included. Another challenge is ability of counties to effectively understand the building code there is also no section of building code that comprehensively deals with issues that dresses accessibility. He further indicated that there are attempts of getting a new building code by the end of year 2020.

In conclusion the presenter noted that the association should ensure:

- (i) It has prepared new building code
- (ii) Adoption of code by all counties
- (iii) Training and capacity building in counties to enforce effective the building code
- (iv) Ensure issues of accessibility to building code is enforced. Enforcement to come up from all levels, national and county.
- (v) Institute new curriculum for training of personnel in construction industries and architecture

4.3 Panel discussion

- a. Promoting inclusivity by empowering PWDs through implementing the big 4 initiatives

The first panellist Ms Elizabeth Shikamiri, during the discussion on Disability inclusion under the big four agenda asserted that in the case of the i2i model, there is need for DPOs to interrogate the big four agenda policy document on disability specifically on inclusion interventions and their indicators and Formulate advocacy messages to duty bearers to address disability specific and inclusion gaps as well as recommend disability specific and inclusion strategies. Further the need to Collect data specific to the indicators to monitor the implementation of the Big Four agenda was of value in ensuring inclusivity while dealing with PWDs matters.

The second panellist Jackline Bartenge of WCC discussed on the DPO response to Covid-19. She elaborated that the change of strategy was necessary in response to Covid-19. In a move to cope with Covid-19 WCC conducted training online and to foster Indirect response to the pandemic. It was clear that more than 92% of PWDs have been affected by Covid-19 with a further 65% being insecure in their current job and 68% are not able to work while 38% cannot access PPEs. However, she was optimistic that WCC would respond by providing food supplies, handwash, sanitizer etc.

The third panellist Mr. Benson Kiptum of Association of the Physically Disabled in Kenya (APDK), shared APDK's experience on manufacturing of assistive devices for PWDs was discussed by the panellist. He indicated that Assistive devices are critical for PWDs to avoid social exclusion and discrimination and that the Conference theme resonated well with the vision of APDK. From the organization's perspective, 1% of population requires a wheelchair annually. APDK manufactures wheelchairs, tri-cycles, special chairs for children with cerebral palsy. They manufacture them mainly in Nairobi and Mombasa. APDK uses locally available materials and local manufacturers employing 117 PWDs. Mr. Kiptum said that APDK also exports some of its manufactured devices throughout East

Africa. He acknowledged that the biggest support partners are NCPWD, the ministry of labour and social protection and other development partners. He also said that assistive devices increase participation of PWDs. He further noted that the organization received funding from government of Kenya recently to upgrade the production unit in Nairobi.

The assistive technology for PWDs was found to be crucial in the sense that;

- i) They form part of the most important requirements for persons with disabilities to flourish.
- ii) When Children with disabilities are given opportunities to flourish as any other children, they have the potential to lead fulfilling lives and to contribute to the social, cultural and economic vitality of their communities. Surviving and thriving can be especially difficult for children with disabilities. All too often they are isolated and excluded, cut off from health, education and social services, and have limited opportunities to participate in family and community life.

4.4 Challenges Emerging issues and recommendations

Several questions arose on the subject that the audience rated as challenges, which the panellists responded to also as part of emerging issues.

1. *Are there policies guiding private sector in implementation of vision 2030?*

The panellists indicated that there exists extensive collaboration and engagement with public and private sector, for example accredit their projects to a status of flagship projects. Furthermore, vision 2030 projects attract financing through PPPs. Vision 2030 delivery board also has members from the private sector.

2. *How do you measure progress or achievement of flagship projects under vision 2030?*

On flagship projects the panellists confirmed the use of status reports to analyse achievements. However, the country is currently not doing well on economic growth due to unforeseen events, such as Covid-19.

3. *What is KIPPRRA doing to advice the government on ever reducing statistics of PWDs*

From the institute's point of view, Dr. Eliud Moyi responded that the institute has taken a proactive role in raising awareness among stakeholders and ensuring that based on evidence-based research, PWDs have a voice not only in policy making but also in policy advocacy.

4. *Loise Omondi asked what the government is doing to accommodate schools for children with cerebral palsy, who face a lot of discrimination in society.*

One of the panellists Mr. Benson Kiptum (APDK) indicated that there is need to do a lot of advocacy and see where the gaps are to influence policy and practice and have care givers as part of the DPOs movement. However, the government has an array of programs that are targeting such special needs children and that parents of such children need to come out through the laid down administrative frameworks to access government support.

The session concluded with an array of recommendations including:

- a. Pursue the Presidential support of Ksh 7.8 million to upgrade the wheelchair production in Nairobi through NCPWD and MoLSP which will include equipping with new equipment and tools to enhance production with an expectation of 300 – 500 wheelchairs every month.
- b. Increase employment opportunities for PWDs.
- c. Enhance evidence-based research and innovation which also resonates with KIPPRRA's evidence-based research and policy analysis.

A photograph of a man in a wheelchair on an outdoor basketball court. He is wearing a white and blue sleeveless shirt and green pants. He is smiling and looking towards the camera. In the background, there are trees, a basketball hoop, and other people in wheelchairs on the court.

Chapter 5: Technology, Transport, Education and Talent Management

5.1 Overview

The first session on access through technology, transport, and talent management was chaired by Mr. Luke Muleka, the founder and Managing Director of the Signs TV. He made presentations on universal designs, the importance of the elimination of stigma and discrimination against PWDs and the role the media can play to help achieve that goal. A presentation on disability-inclusive transport designs was then made by Dr. Benard Obika, a team leader at the High-Volume Transport Programme (HVTP) of the IMC Worldwide. IMC Worldwide is an international development consultancy that partners with local communities, governments, international development agencies, NGOs and the private sector to address some of the world's primary development challenges. The aim of the HVTP is to enhance disability inclusive transport especially in low income countries. The session concluded with a talent show by Mr. Jairus Ong'etta. The second session dwelt on talent management and challenges faced. This session was also moderated by Mr. Luke Muleka.

5.2 Universal designs

For designs to be effective, they need to put the consumer in mind, hence universal designs that cater for all types of people including PWDs. In addition, the built environment also needs to consider needs of PWDs. A general observation on most public schools reveals the lack of designs conducive to PWDs. This then raises the critical question of whether the education system is convenient for learning by PWDs. A question that arises out of this is whether there is need for special schools or an integrated system.

Another aspect related to the issue of technology. For instance, the country and the world at large were grappling with the effects of Covid-19 including closure of learning institutions. Covid-19 has made technology part and parcel of life. This reality raises two fundamental questions on the technology front: first, do PWDs have access to the needed technologies, say for learning? If not, how can they access such technologies? Secondly, how does technology affect PWDs – is it positively or negatively?

In conclusion, universal designs also extends to lifts and ramps; hence such designs need to be established. Overall, governments should be accountable to issues of PWDs. On the talents possessed by PWDs, since talents are generally inborn, caregivers have

an invaluable role of putting in place measures for enhancing the talents of people with disabilities.

5.3 Disability-inclusive transport designs

There is a lot of gain to countries by establishing disability-inclusive transport designs. By ensuring that transport systems are disability-inclusive, the mobility of PWDs can greatly be enhanced, they can therefore participate in the labour force, which contributes to attainment of the sustainable development goals (SDGs).

Experience elsewhere has shown that by excluding PWDs from the workforce, there is a loss in a country's gross domestic product (GDP). Authorities therefore need to implement various measures towards enhancing disability inclusive transport, which include raising awareness and educating the public on the importance of accessible designs for the mobility of PWDs. Furthermore, there is need for new investments which consider design issues for mobility of PWDs from the start.

A video clip on inclusive transport—making the difference was played to elaborate the issues of inclusive transport. The key message was that every journey is made up of links that form a chain; and, making even low-cost changes to designs can have a big impact. Stakeholders in the transport industry were urged to commit to making transport disability-inclusive.

5.4 Why the elimination of stigma and discrimination against PWDs is critical and the role the media can play

The presentation on why the elimination of stigma and discrimination is important, and how the media can play a role in achieving that goal was made by Mr. Luke Muleka. He personally learnt much on disability matters from his late sister who had been a person living with disability. Like any other human, PWDs love and they yearn for love as well. Whether a PWD or not, both can co-exist well with each other.

Stigma has been identified as a big obstacle for PWDs to pursue their goals. Based on this reality, it is therefore critical that stigma and discrimination of any form against PWDs is eliminated. In order to help achieve this, organizations need to come up with policies to prevent stigma and discrimination. By eliminating stigma and discrimination, it is possible to accommodate PWDs.

The media can play an important role in eliminating stigma or discrimination against PWDs. A general observation is that the media lacks the know-how of discussing issues of PWDs, and as a result, it tends to discuss matters of PWDs in a negative way. For example, when a PWD does something unique, it is exciting when such issues are aired or highlighted. The problem is that sometimes it is presented by the media as something very extra-ordinary, or that the person with disability was not the one to have done it. Furthermore, for some PWDs, they are not comfortable with the glare of publicity given for their activities. Finally, the language used to refer to a person with disability was sometimes not sensitive. For instance, the media refers to people as being deaf rather than people with hearing impairment; and refers people living with albinism as albinos, and so on.

It is thus important that a training curriculum be developed for media personalities and presenters on how issues of disability should be reported since such issues will frequently arise.

In conclusion, the media can also help PWDs by highlighting their needs, such as inclusive-transport designs, manufacturing of assistive devices, facilities, among other aspects.

The session concluded with a talent show by Mr. Jairus Ong'etta who performed a Spoken Word on 'Test of My Skin'. In his spoken word, he questioned whether skin colour portrayed strength. Both white and black skins can match together and fit well like the beautiful stripes of a zebra. People need to have love beyond colour, and this will help to overcome stigma. Only by all working together and creating an enabling environment for each other can we then think policy together as stated in the KIPPRA motto. The spoken word given by Mr. Ong'etta revealed that PWDs have talents which they can use to benefit themselves. For example, by utilizing his talents, Mr. Ong'etta has accessed various opportunities, including being a TV presenter at the Signs TV. Other PWDs have similar potential. In addition, he has advocated for persons who live with albinism, and this has encouraged many others to come out and show what they can do.

5.5 Talent management and challenges faced

Mr. Martin Omamo is an educationist of many years who rose through the ranks to head Makini school in Nairobi before he lost his eyesight while at work. The loss of his sight was occasioned by a surgery to remove a tumour in his brain cerebellum, which affected his optic nerves. After he lost his sight, he had to step down from his job by taking a medical retirement since he found it difficult to operate in the school. He therefore resorted to consulting on issues of education.

Another resilient example of how PWDs can make it in life despite their condition is that of the well-known Kenyan runner, Mr. Henry Wanyoike. He explained that he lost his sight in 1995 just after he had completed his high school. By then he was 21 years of age. The loss of sight was due to a stroke he encountered which damaged his optic nerves. As a result, he went for rehabilitation at Machakos Technical institute. While there, he discovered his talent in athletics, partly because of the motivation he got from his sister who told him he can run for his school. He therefore went ahead and participated in Paralympics up to the national and global levels, earning many awards in return. His success motivated him to establish his foundation, the Henry Wanyoike Foundation which aims to help PWDs bring out their talents.

Mr. Wanyoike concluded by stating that it was important to ensure sports facilities are disability friendly, and that the NCPWD can be facilitated better to enhance sporting among PWDs. The bottleneck also was that most sporting facilities were very expensive, and this might discourage many PWDs from actively participating in sports or developing their talents. In conclusion, there is need to establish more locally based competitions and to empower young people through talents.

5.6 Emerging issues and recommendations

Following the presentation and panel discussions, a few issues emerged as follows:

1. The education system in general and public schools particularly lacked the designs conducive to PWD learners.
2. Inclusive transport designs can enhance labour mobility including that of PWDs which improves their labour force participation and the attainment of the SDGs.
3. Stigma is a big obstacle for PWDs to pursue and achieve their goals

4. When reporting on disability issues, many media personalities and presenters lacked the know-how and sensitivity of reporting about PWDs
5. By utilizing their talents, PWDs stand to benefit and empower themselves by achieving their goals as well as encouraging others to utilise their talents too.

Recommendations that were raised included:

1. The government needs to implement various measures towards enhancing universal designs in transport infrastructure and the built environment, so that they cater for all types of people including PWDs.
2. Making even low-cost changes to designs can have a big impact. Stakeholders in the transport industry can make transport disability inclusive.
3. Organizations need to come up with policies to prevent stigma and discrimination.
4. The media can play an important role in eliminating stigma or discrimination against PWDs. To help achieve this, a training curriculum need to be developed for media personalities on how to report issues of PWDs.
5. In order to motivate PWDs to participate in sporting activities, the government should ensure that sports facilities are disability friendly and affordable. By better facilitating the NCPWD, it can enhance sporting among PWDs.



Chapter 6: Employment and Entrepreneurship

6.1 Overview

This session covered issues on affirmative action in employment and business which are a critical ingredient in ensuring that PWD get quality jobs and promotions as well as business growth and incomes. During the session it was evident that both public and private sectors need to embrace this policy towards creating an inclusive society. Some of the policy questions that were discussed and needed interventions included; Whether PWDs get tax exemption? Where are the PWDs employed? Why are they facing high level of unemployment? What is the level of PWDs employed in the public sector? Those in self-employment what challenges are they facing? How have affirmative platforms including access to government procurement, and private sector opportunities performed?

The session further discussed that PWDs needed support from stakeholders in access to business opportunities in the public and private sector. Capacity development in entrepreneurship remains critical in the empowerment plan as defined during the session.

The session had a presentation on Best Practises in Adapting Business Systems and Structures for inclusion of PWDs in employment and entrepreneurship. Two panel discussions were held on: Inclusion of Persons with Disabilities in Current HR Practices; Trade Unions; and Business, and Challenges, Opportunities and Participation of PWDs at Workplace

6.2 Presentations:

- a. Best Practises in Adapting Business Systems and Structures for inclusion of PWDs in employment and entrepreneurship- (Safaricom)

During this presentation Safaricom came out clear in articulating its mission towards inclusivity in in Adapting Business Systems and Structures that ensure PWDs are included in entrepreneurship. The Techno company is committed to among other initiatives of Elimination of Stigma & Discrimination; Economic Empowerment; Facilitation of affordability & Accessibility of Assistive Devises and Technologies. This is achieved through various models which include PWD pipeline strategy thus Discover Trainees, Contractor staff, Liquid Workforce, Interns, Permanent (DCLIP model) which champions for PWDs empowerment through elimination of Stigma and discrimination

and facilitating availability of assistive devices and technologies that are in line with GDS forum commitments.

Safaricom has ensured promotion of equal treatment and equal opportunities for persons with disabilities by providing reasonable accommodation in the recruitment process, on-the-job, apprenticeships, training, job retention, career development and other relevant terms and conditions of employment as presented during the session. Furthermore, on collaboration the session presentation showed that the company Promotes employment of persons with disabilities among business partners and other companies and collaborate with national employer and business networks on disability as well as with organizations working to advance the rights of persons with disabilities. Another key element that the company has championed well is the accessibility factor whereby the techno company has Progressively made the company premises and communication to staff accessible for all employees with disabilities. The company also has a job retention strategy and indicated that where employees who have acquired disability whilst in the company have been retained and accorded necessary support needed for example psychosocial support, adjustment of their work and workstation among other initiatives.

6.3 Panel Discussion

This panel session had two panel discussion the panellists had to share their thoughts related to inclusive business practices and Challenges, Opportunities and Participation of PWDs at Workplace

a) Inclusion of Persons with Disabilities in Current HR Practices; Trade Unions; and Business

Inclusion of Persons with Disabilities in Current HR Practices panel session was chaired by Mr. Daniel Masyuki and Dorothy Mulei (Plan International). The panellists were Grace Nzomo (NCBA Bank) and Patricia Chuani (KCB Foundation). The discussions was centred on:

- (i) Availing employment opportunities to PWDs
- (ii) Why unemployment rate is high among the PWDs
- (iii) Measures to increase employment of PWDs
- (iv) Environmental changes by employers to increase employment of PWDs.

Grace Nzomo noted that the PWDs are not well prepared for employment and job seeking process and that they are not packaging themselves well. She Advised PWDs to present their CVs well and to research more about the organizations they want to work for to equip themselves well for the interviews.

During the discussion one of the panellist (Patricia Chauni) mentioned that a number of organizations see PWDs as a burden and that they have to incur extra costs to employ them. She highlighted several initiatives they are currently doing under the KCB *tujiajiri* programme including the mentorship programme for PWDs. Patricia urged organizations to support PDWs with internship opportunities to acquire work related skills.

b) Challenges, Opportunities and Participation of PWDs at Workplace

This panel discussion session was moderated by Ms Ashura Michael, East African Youth Assembly Speaker. The presenters were Mr. Nicodemus Odongo (NHIF Director Strategy and Planning), Washington Sati (CAJ) and Dr. Reginald Oduor (University of Nairobi).

The discussions focused on:

- (i) Challenges and opportunities for improvement for participation of PWDs at workplace
- (ii) Affirmative action and the rights of PWDs
- (iii) Work environment and affirmative action in unions.

Nicodemus Odongo gave his experience at the NHIF having joined as a graduate trainee and has risen through the ranks to the current senior management position. He noted that there is no proper linkage between employers and NCPWDs. This makes it difficult for employers to access PWDs for employment opportunities.

Washington Sati highlighted that affirmative action policies have been working well for women but slowly for PWDs. He suggested that there is need for affirmative action on employment of PWDs and that the private sector can also come up with affirmative action policies just like the AGPO.

Dr. Reginald Odongo gave his experience at the University of Nairobi and confirmed that the University has disability inclusion committees to champion for the rights of PWDs.

The session further reached a rationale that Education is an equalizer. Access to education by PWDs is currently facing myriad challenges at the various levels of education. Affirmative action in access and assessment of progress as well as differentiation in recognition of attainment was critical. Further Teachers with disabilities require access to promotions and into management positions which is hardly attained. Moreover, learning institutions including their environment needs to be conducive, accessible and usable for all forms of disabilities, since most of them are not compliant.

The session applauded the fact that affirmative action in employment and business was critical in ensuring that PWD get quality jobs and promotions as well as business growth and incomes. Capacity development in entrepreneurship is critical tool in the empowerment plan.

On mental illness the panellists indicated that Mental disorders cause disability and this has impacted on not only the health of the affected persons but also their access and enjoyment of social, human and economic services and rights. The many different mental disorders, including depression, bipolar disorder, schizophrenia and other psychoses, dementia, and developmental disorders including autism pose a great challenge to PWDs enjoyment to social economic services. It will be critical to put in place strategies for preventing mental disorders as well as strategies to enhance access to effective treatments and health care and social services.

In conclusion the session the panellists noted that Provision of social services including education, sports and art, media interaction, cash transfers and donations are critical in the lives of PWDs to achieve total inclusion.

6.4 Challenges Emerging Issues and Recommendations

Some of the challenges, emerging issues on the panel discussion on employment and entrepreneurship in relation to PWDs as discussed during the session included;

- a. Lack of disclosure
- b. Relevant skills - supply and demand.
- c. Making the environment inclusive- crèche scalability

- d. Integrating dynamic technology changes
- e. Managing costs
- f. Achieving 100% compliance
- g. Lack of implementation government policies
- h. Incentives AGPO are limited
- i. Elimination of Stigma and Discrimination remains a great challenge

Panellists gave their views on how organizations can support women and PWDs to enhance the inclusion at the workplace. The following recommendations were made:

- a. Support women PWDs on work-life balance
- b. Provide accessible buildings and workplaces
- c. Have deliberate initiatives to support women PWDs e.g. Kitchen facilities at workplace.
- d. Provide flexible working hours to PWDs and nursing mothers
- e. Involve PWDs in ensuring inclusion at workplace
- f. The entire institutions should be involved in disability awareness e.g. through disability awareness weeks.
- g. Add more resources to implement disability policies
- h. Enhance performance contract in public institutions to ensure inclusion is achieved for PWDs.



Chapter 7: Leadership, Governance, Public Participation

7.1 Overview

This was a panel discussion on Leadership, Governance and Public Participation. The significance of high level of participation, engagement and involvement of PWDs in decision making cadres cannot be gainsaid. This offers PWDs a platform for PWDs to articulate and champion their needs and rights. One of the areas of mainstreaming is public participation, thus the policy environment should be supportive of the inclusion of PWDs in public participation processes. In addition, the employment at management level extremely important. The panel discussion was moderated by Ms Ashura Michael, East African Youth Assembly Speaker. The panellists were Mr. Nicodemus Odongo (NHIF Director Strategy and Planning), Mr. Washington Sati (Commissioner, Commission on Administrative Justice) and Dr. Reginald Oduor (Senior Lecturer, Department of Philosophy University of Nairobi). The panellists comprised of those living with physical disability, hearing impairment and visual impairment.

7.2 Panel Discussion: Leadership, Governance and Public Participation

The panel discussion centred on:

- (i) Strengthening participation of people with disabilities in leadership and governance roles.
- (ii) The role of participation in leadership and governance in promoting the rights of PWDs.
- (iii) Inclusion in public participation for County Integrated Development Plans (CIDPs) and County budgets.

The Constitution of Kenya 2010 and other policies have been put in place to ensure effective public participation of PWDs in Kenya. One of the National Values and Principles of Governance is public participation. However, some of the key issues hindering the participation of PWDs is lack of a legal framework to effect article 100 of the constitution and that PWDs face many challenges in public participation. In addition, the society does not know how to reach out to the PWDs and that public participation mechanisms are just

conducted by institutions to ensure compliance with the constitution but in most cases not being done as required.

Having PWDs in various leadership positions is critical to sustain the mechanisms for disability inclusion. Most of the PWDs in the current leadership positions struggled on their own to acquire those positions. Hence, PWDs that meet the stipulated requirements should go for the leadership positions. It is important for organizations dealing with issues affecting PWDs to advocate for more inclusion of PWDs in leadership. Inability of the law to explain how nominations should be done was identified as one of the gaps that exist in law. The Building Bridges Initiative (BBI) was identified by the panellists as a good avenue for the PWDs who want to attain leadership positions.

The panellists emphasized that the budget is a key ingredient to fulfil the legal requirements affecting PWDs. Matters concerning PWDs fall under the Ministry of Labour, thus it should be the starting point for budgeting the disability related programs. Also, at the sector level, it is important to identify and prioritize programs related to PWDs. Ring-fencing of resources allocated to PWDs projects was also identified as one of the strategies to ensure that funds allocated to PWDs are not reallocated to other projects simply because the technical people do not have a clear understanding of such funds.

In conclusion, the panellists urged PWDs to appreciate what the legal framework offers for them and that the society should work hard and motivate children living with disabilities to aim higher and attain the top positions available in the country. They emphasized the need for a collaborative effort to close the implementation gaps on laws and policies related to PWDs. There was a proposal to have structured focused group discussions for all PWDs in order to have their issues raised. Further, the country's top leadership, up to the level of the president and other decision makers can influence the involvement of PWDs in leadership positions. Their pronouncement and prioritization of PWDs in leadership can influence other stakeholders to do the same. In making his final remarks, Mr Sati, urged PWDs that that the Commission on Administrative Justice encourages PWDs to speak out on complaints that they may be having. That the Commission has open doors and is ready to help PWDs who face challenges in accessing key documents or face discrimination at school or workplace can get assistance from the commission.

1.3 Emerging Issues and Recommendations

Some of the emerging issues on the panel discussion on leadership, governance and public participation in relation to PWDs are: lack of a legal framework to implement article 100 of the Constitution, ambiguity in definitions of issues involving PWDs, lack of laws and regulations stipulating how public participation should be conducted, limited facilitation of PWDs to participate in public participation forums, inaccessibility of public participation forums to PWDs and lack of participation of PWDs in the budgeting process.

From the panel discussions, the proposed solutions to enhance the participation of PWDs in leadership, governance and public participation include:

- (i) Having among other provisions, sign language interpreters in the public participation forums to make public forums inclusive and accessible to PWDs.
- (ii) Coming up with the legal framework to effect article 100 of the constitution.
- (iii) Specification of the clear steps on how public participation should be conducted to ensure effective compliance to needs of persons with different abilities, including through provision of sign language interpreters.
- (iv) Ensure public participation forums are accessible to all PWDs.

- (v) Affirmative action initiatives are required to strengthen the participation of PWDs at the County governments and National level.
- (vi) Promoting the participation of Disabled Persons Organizations (DPOs) and other institutions dealing with issues affecting PWDs like Non-Governmental Organizations (NGOs) and Civil Society Organizations (CSOs).
- (vii) The PWDs in parliament and other leadership positions should use their positions to advocate for issues on PWDs.
- (viii) Ring-fencing of funds allocated to PWDs programs at County and National Governments to minimize reallocation of such funds to other projects not related to PWDs.
- (ix) Follow up on proposals given by PWDs to ensure they are considered as part of the budget committee report



Chapter 8: Data, Statistics, And Institutional Coordination to Support Policy, Planning and Implementation

8.1 Overview

The session dealt on Data, Statistics, and Institutional Coordination to support policy, planning and implementation. Data collection, availability, analysis and reporting is critical in informing decision making on inclusion of PWDs. Such data need to be accurate, dynamic and comprehensive, for every detail counts. It should be readily available and retrievable and structured in a manner it can easily communicate. The session on Data, Statistics and Institutional Coordination was chaired by Sarah Kamau. A presentation on Data Needs for Policy Making was done by Victor Mose from KIPPRA. The panelists for the panel discussion were: Dr. Reginald Oduor (Senior Lecturer, Department of Philosophy University of Nairobi), Prof. Ndurumo Michael (Department of Psychology, University of Nairobi), Dr. McDonald Obudho (Director, Department of Population and Social Statistics, Kenya National Bureau of Statistics), Dr. Mark (Leonard Cheshire) and Dr. Samuel Kabue (EDAN)

8.2 Presentation: Data Needs for Policy Making - KIPPRA

The presentation by Victor Mose highlighted the importance of data in policy, this includes:

- Agenda setting- for vulnerability needs of PWDs, numbers affected, the rights, among others;
- Planning - to carry out needs assessment and identify PWD targeted strategies;
- Resource bidding- to enhance equitable allocation;
- Policy analysis- to assess policy effectiveness, policy efficiency and impact assessment; and
- Decision making - helps in making informed decisions.

According to Kenya Disability statistics based on 2009 Kenya Population and Housing Census, 3.5 per cent of the population (1,344,423) had some form of disability. While according to 2019 Kenya Population and Housing Census, 2.2 per cent of the total population of those with 5 years and above (918,270) had some form of disability. Data on policy making should have desirable qualities such as accessibility, reliability, relevance, completeness and comparability. Data on policy analysis should consider the following:

- Policy comprehensiveness–this ensures a holistic approach based on data
- Policy feasibility–supporting evidence–based approach
- Policy effectiveness–data should yield the desired results
- Policy efficiency–this takes into account resources versus returns
- Policy incidence–issues of equity are considered in terms of the number of beneficiaries and how many have been left out.
- Policy impact assessment–the extent to which policy has made a difference from the reference point.

Some of the challenges and weaknesses in data management for policy in relation to PWDs are:

- (i) Definition of disability–there is no consensus; medical, social, economic; people use relative terms.
- (ii) Lack of coordination in data management–people work in silos.
- (iii) Limitations is research, monitoring and evaluation units, resourcing and sensitization for data on PWDs in all sectors and disciplines.
- (iv) Stigma seclusion and culture hinders disclosure thus increasing cases not accounted for.

The presentation identified a number of opportunities that can be exploited to enhance data management for policy making. These includes:

- (i) Research, monitoring and evaluation units–MDAs, private sector, CSOs, at National and County levels.
- (ii) Leveraging on technology for regular data collection.
- (iii) Develop an integrated data system–Multisector, government, private sector, CSOs.
- (iv) Adopt open data approach with controls on privacy or security
- (v) Partnerships and collaborations; resource mobilization and pooling.

Without quality data, policies will remain ineffective and inefficient, thus not addressing the needs and rights of PWD. The presentation ended by suggesting a periodic collection and update data about each and every person with disability, develop an integrated data system at the NCPWD, develop and adopt a comprehensive policy data tool kit, countrywide survey on PWDs every 5 years and on need basis for focused policy needs and publication of an annual status report.

8.3 Panel Discussion

The panel discussion was based on:

- (i) Management of data at National and County levels.
- (ii) Data gaps in addressing PWDs issues
- (iii) Best Practices Across Countries in Data Collection and Management

Question: Briefly explain extent to which KNBS has integrated collection and management of data on PWDs at national and County levels

KNBS generates data from three main source, administrative, surveys and censuses. For the administrative aspects, this is generated and recorded on a regular basis as the institution carries its mandate. However, KNBS has not generated this data for some time. They have set up a sector statistics committee to handle the administrative aspects of data. This will be composed of MDAs and counties.

The first survey for PWDs was done in 2007, Kenya National Survey with PWDs which had the household components and institutions. For the institutions there was lack of appropriate framework to establish the number of PWDs at the institution level. For the household, there was a framework and it was successful. KNBS is planning to conduct the second survey on PWDs.

In 1999 census there were some questions on disability, but the data was not analyzed to give statistics on PWDs. The questions were not well designed. For 2009 census, the questions did not follow the Washington format. The 2019 census adopted the 6 Washington questions on disability and an extra question on albinism. The 2019 census on PWDs targeted those who are 5 years and above. Data on albinism is there. KNBS expects to produce one monograph dedicated to disability. There will be another monograph on albinism.

A digital platform was used to undertake the census, which helped in faster release of results. KNBS has also signed an MOU with Leonard Cheshire and Kenya National Commission on Human Rights on issues with PWDs.

The role of Counties and how KNBS can officially take up data from non-state agencies.

The statistics Act of 2006 which was amended in 2019, gives KNBS the mandate to facilitate official data collection. There is a provision for the source of data, the data which must be collected must meet the standards required. KNBS needs to coordinate with the non-state actors to collect data which must meet the required standards. If they meet the requirements, then KNBS authenticates the data which can be used as official data. The Constitution provides a concurrent function to both National and County governments on data generation and use. KNBS is responsible for national statistics. The amended Act gives room for KNBS to work closely with the counties on data collection to be used across different levels.

Question: From the Research and Development dimensions, what Data gaps exist in addressing PWDs issues in the Country? -Prof Ndurumo

A presentation shared by Prof. Ndurumo indicates the prevalence dropped from 3.6 in 2009 per cent to 2.2 per cent in 2019. The data indicates a big drop which raises the question on how the data was collected. Some questions used in collecting data related to PWDs do not give the best data for PWDs. Some of the questions asked are ambiguous and not easy to answer. It is therefore, important to engage professional in special education

from the Ministry of Health. Questions asked on issues to do with PWDs should elicit the responses being looked for.

To what extent has the private sector Leveraged on Technology to enhance data management for PWDs?

Disability movement struggled to have the Disability Act in place, when it was passed in 2003, the question was how many people were affected. SDG number 18 deals with data and specifically on data for PWDs. Data collection should be disaggregated into various variables into which planning can be based. It is important that data on PWDs get collected digitally for continuity. Digitization of data would help in proper planning. NCPWDs has been struggling with data collection, data should be coded electronically to help in coming up with more realistic figures. There should be a proper understanding and redefining disability in Kenya. Electronic data keeping and digitization will help in coming up with more realistic numbers of PWDs and disaggregation based on gender, age and geographic distribution.

Provide best practices Across Countries in Data Collection and Management on PWDs-Mark

The collection of disability data needs to be a universal exercise and should be collected as a routine planned exercise. The data collection should be reactive such that whenever a new issue comes up which affects the society like COVID-19, a key question should be made internationally on this issue. The international data on disability is not comprehensive and makes it difficult to track the global progress on disability. It is important to have a comparable measure of disability in order to have the best practises on disability data. This data should be disaggregated to capture the demographic characteristics and other measures such as educational attainment and employment.

Leonard Cheshire organization maps the disability data across the 47 countries as part of the disability data portal. In regard to process of data collection and management, the global best practises involve having organization dealing with PWDs involved in planning, collection and dissemination of disability data.

8.4 Emerging Issues and Recommendations

The emerging issues on data collection and management are: definition of PWDs is a problem and has a lot of ambiguity, how collection of PWD data is conducted, limited involvement of organizations dealing with PWDs in data collection, lack of comparable measure of disability and limited use of technology in collection and management of PWD data.

Data is extremely important for planning and implementation of various issues affecting PWDs. To improve on data management and planning for PWDs, the following recommendations were made:

- More investment in inclusive data collection by Public and private institutions is important to enable effectively budget and plan for PWDs. Further, ensure all data collection is compliant with the existing laws and policies especially data disaggregation provisions.
- The National and County governments to coordinate all programs such as cash transfer under *Inua Jamii* programs and oversee their implementation continuously to empower PWDs in the society while ringfencing targeted interventions aimed to benefit persons with disabilities.

- Ensure progressive implementation of 5 percent employment provision for PWDs through legislation and policy advocacy in collaboration with private sector. This can be done National and County governments based on accurate data.
- Collection of data by the Ministry of Education on the progression and transition through the education system. This to be monitored and enhanced considering that a substantial number of school-going age children with disabilities face multiple disabilities which is likely to constrain them from future participation in available opportunities both at higher levels of education and in economic activities.
- Provide adequate budget allocation to schools with children with disabilities based on data and further provide tax benefits to PWDs on need by need basis to improve their welfare. This can be done by both National and County governments.
- Create mechanisms that enable PWDs to easily access data on labour market information to help them make informed decisions on economic choices.

Adherence to data protection policy by concerned organizations to protect the privacy of the PWDs and disclosure of PWDs information should be done in accordance with the law



Chapter 9: Lessons Learnt and innovations

9.1 Overview

The chapter on lessons learnt captures in detail all the conference experiences from planning, execution and closing stages. These lessons are discovered through this year's conference closure process, providing the means by which this 3rd conference experience is examined and evaluated to find underlying lessons and experiences. This year's conference considering its uniqueness offers the institute an array of facts that future related projects in the institute can borrow from. The overall goal of this chapter is to facilitate continuous improvement to utilize the experience gained from the past two conferences to benefit future ones and improve such KIPPRA undertakings in conference management capabilities.

Planning

During the planning stages of the conference the need to engage with resource persons early enough and setting timeliness for confirmation is very essential. Contacting partners in time to secure adequate funds and signing of partnerships agreements is prudent towards resource mobilization and allocation (time and finance). Moreover, prior meetings with the team and the resource persons during planning stages before the conference day to familiarize themselves with the platform and have a detailed programme of the day's proceedings is also important for quality contributions during the conference proceeding. The conferences committee to make initiatives to request all presentations from resource persons prior to conference day for review and have a standard power point draft used by all resource partners.

Considering the mode of conference delivery, the team must mobilize adequate number of people in the conference team for division of labour, specialization of tasks and deliverables. Engagement of technicians in various platforms in advance is important to have ample time to ensure quality output. Pre-trials on all virtual and physical platforms are necessary to utilize effectively the provided and most functional platform. Build capacity of the team on terms used and key information to speak on in relation to the conference

Marketing strategy to be implemented by engaging preferred Media stations and creating anticipation by gaining traction with teasers on the media station of choice weeks before

the event. Maximize on media by taking advantage of the ad spaces, interviews, press releases and news is important for raising awareness of the conference.

Execution

Different resource persons had presentations and in some cases the presentations were a bit big and ended up taking time hence disrupting the programme. Moving forward we would have to ensure all resource persons use the power point shared by the conference team to ensure standard time for presentations and share the same presentation to the tech time.

Annexes

Annex 1: Action Plan

3rd KIPPRA Annual Regional Conference on “Enhancing Inclusivity through empowering Persons Living with Disability” held through virtual platform, from 28th -30th July 2020

Table 1: KARC 2020 Communique Action plan

a) CREATING AN ENABLING POLICY AND LEGAL ENVIRONMENT FOR INCLUSION OF PERSONS WITH DISABILITIES					
Recommendation	Objectives	Activities	Indicators/ outputs	Timelines	Key Actors
I. Strengthen inclusivity of PWDs by enforcing laws; providing oversight and representations of PWDs interests in economic, social and political development activities	To ensure Implementation and Enforcement of Disability Policies, Guidelines and	Legislation and Formulating economic, social and political development activities frameworks for PWDs	Legislative Frameworks and policies for inclusion of PWDs	Continuous	Parliament, Senate, National Council for Persons with Disability (NCPWD) and Judiciary
II. Undertake regular human resource audits in adherence to disability laws and guidelines, to facilitate persons with disabilities gain access to assistive devices and technologies that enable them to effectively compete with their peers who do not have disability	Legislative Frameworks	Regular Audits; Sensitization activities on PWDs issues	Audit Reports; Sensitization reports	Continuous	Private and Public sector institutions
III. Cultivate a strong linkage between the employers and the NCPWD which is charged with enforcement of PWD related legislative and policy provisions; and ensure performance contracting is inclusive in catering for PWDs participation in various development activities					
IV. Ensure the laws signed by Kenya including various conventions and legislations meant to protect PWDs are implemented as part of Kenyan legislations		Reviewing and Implementation of legislation provision on PWDs in International Conventions	Implementation reports	Continuous	Judiciary and other law enforcement agencies; County Assemblies; CAF
V. Enhance resource allocation in supporting and fast-tracking the amendment of Disability Bill. Disability Act amendment Bill to respond to the gaps identified in employment of PWDs and mainstream universal designs		Amending of existing legislation on PWDs	Revised Legislation	Continuous	National Council for Persons with Disability (NCPWD), County Governments, Ministries, Departments and Agencies
b) PROMOTING INCLUSIVITY BY EMPOWERING PWDs THROUGH IMPLEMENTING THE BIG 4 INITIATIVES					

Recommendation	Objectives	Activities	Indicators/ outputs	Timelines	Key Actors
I. Ensure development policies, including the Third Medium Term Plan (MTP III) and County Integrated Development Plans, prioritize the needs of PWDs to foster inclusivity in planning	To Promote and empower PWDs through implementation of the Big 4 Agenda	Developing plans that are inclusive	Development Reports and policies	Continuous	The National Treasury and Planning together with other functional units of National and County governments, Private Sector
II. Ensure that all PWDs have health insurance coverage	To Enhance inclusivity of PWDs in Universal Health Coverage	I. Registration of PWDs with Insurance Schemes II. Develop Health programs for PWDs	Insurance Cards and number of inclusive programs initiated by government agencies	Continuous	National and County governments
III. Put in place programs to support inclusive health coverage and affirmative actions to champion for the rights of PWDs adequately. Commitments meant to provide services covered under universal health for PWDs to be implemented by all government agencies					
IV. Fast-track creation of awareness and address needs for persons with cerebral palsy and other neural system related disabilities		Awareness creation and sensitization activities Follow up and support by Community Health Workers	Number of Sensitization reports and awareness programs initiated	Continuous	NCPWD with support from Ministry of Health
V. Put in Place innovative mechanisms of utilizing ICT to mobilize PWDs to access healthcare services including smart cards, adaptive medical equipment, among others		Development of innovative ICT tools and equipment for PWDs	Number of ICT innovations utilisation platforms including cards by PWDs etc	Continuous	Ministry of Information and Technology
VI. Adapt initiatives that support interagency advocacy and coordination bringing on board PWDs to benefit from funding initiatives for universal health coverage		Developed interagency interaction frameworks and coordination tools	Number of interagency maps and monitoring and evaluation frameworks tools	Continuous	Private and public institutions
VII. Adequate monitoring and evaluation to ensure protection of PWDs even in times of disaster such as floods, drought and other external shocks such as COVID-19 pandemic		Monitoring and evaluation frameworks and timelines			

<p>I. To spearhead the provisions of 2016 UN conference, Habitat III that advocate for inclusion of universal designs for PWDs in urban planning and development</p>		<p>Initiate Advocacy programs and designs in planning and urban development</p>	<p>Number of programs initiated</p>	<p>Continuous</p>	<p>The Ministry of Transport, Infrastructure, Housing and Urban Development (MTIHUD)</p>
<p>II. Ensure construction of residential places is guided by the building code in considering the needs of PWDs, to ensure access to essential housing services</p> <p>III. Develop a new curriculum for training construction personnel and industry artists to foster inclusiveness</p>	<p>Enhancing inclusivity of PWDs through universal designs in the housing sector.</p>	<p>Training of constructors of the provisions of the building code and Develop a new training curriculum</p>	<p>Curriculum and the number training sessions for construction works</p>	<p>Continuous</p>	<p>Building and construction authority</p>
<p>IV. Revise the building code and spearhead its adaption at all levels to address issues of accessibility to buildings by PWDs. Stakeholders to be sensitized on national building code to create awareness in understanding how to deal with issues concerning accessibility for PWDs</p>		<p>Revision of the building code and creation of awareness on the provision for PWDs</p>	<p>Revised Building code and Number of awareness sessions conducted by the National and county governments</p>	<p>Continuous</p>	<p>National and County Governments</p>
<p>V. Actively participate in the production of assistive devices including wheelchairs and equipment and employ PWDs</p>	<p>Effective Access and Participation of Persons with Disability in Manufacturing</p>	<p>Production of assistive devices</p>	<p>Number of devices produced</p>	<p>Continuous</p>	<p>Association of Disabled Persons of Kenya (ADPK); Private firms</p>
<p>VI. Support PWDs initiatives, including assisting PWDs in manufacturing and accessing the export markets in the region</p>		<p>Carrying out awareness campaigns for PWDs participation in export business</p>	<p>Number of online and physical campaigns by County, and institutions</p>	<p>Continuous</p>	<p>National and County governments</p>
<p>VII. Ensure enforcement of zero-rating of imports to manufacture and assembly of assistive devices for PWDs' benefit</p>		<p>Formulating and enforcing tax exemption laws for PWDs importations benefits</p>	<p>Legislations enforcement framework Annual report on beneficiaries and impact created</p>	<p>Continuous</p>	<p>Kenya Revenue Authority</p>

<p>VIII. Promoting the welfare, needs and psychosocial support for Persons with Disabilities. This is mainly through accepting PWDs as they are, listening to them, and helping them acquire the facilities they need in going about their day-to-day lives.</p> <p>IX. Ensure that PWDs participate in all forums equally by availing support frameworks like sign language interpreters</p> <p>X. Encourage PWDs to pursue their goals and expose them to the various opportunities as provided for in various legal and legislative frameworks</p>	<p>Strengthening Family and Community Support Systems as the Foundation for Promoting the Welfare of Persons with Disabilities</p>	<p>Welfare promotion campaigns and forums for PWDs Training of PWDs</p>	<p>Number of PWDs trained and Number of welfare promotion campaigns initiated</p>	<p>Continuous</p>	<p>Families, Communities, care Givers and other Non-State Actors</p>
<p>XI. Bring on board all stakeholders from government and private sector for inclusive growth of PWDs and all institutions to be empowered to eliminate any form of discrimination against persons with disabilities</p>		<p>Formulation of affirmative action empowerment programs for PWDs</p>	<p>Number of programs formulated</p>	<p>Continuous</p>	<p>Public and private institutions</p>
<p>XII. Promote healthy eating habits and nutrition support among expectant mothers and support utilization of food supplements by PWDs</p>	<p>Enhancing Food Security and Nutrition among PWDs</p>	<p>Develop special programs for health and nutrition for PWDs; Mothers and adolescent girls</p>	<p>Number of programs initiated</p>	<p>Continuous</p>	<p>County Governments and Ministries of Agriculture and Health Families, Communities; Schools</p>
<p>XIII. Ensure access to adequate food supply for households headed by PWDs</p>		<p>Develop food supply programs for Households headed by PWDs; and other vulnerable households</p>	<p>Number of programs initiated</p>	<p>Continuous</p>	
<p>c) EDUCATION AND TALENT MANAGEMENT</p>					

Recommendation	Objectives	Activities	Indicators/ outputs	Timelines	Key Actors
<p>I. Ensure adequate bursaries and education loans are set aside especially for persons with disabilities who come from needy backgrounds to enable them access education and enhance their transition and progression to higher levels of learning and training</p> <p>II. Ensure adaptable infrastructural designs in learning institutions in liaison with Ministry in charge of public works while considering the diverse needs of PWDs</p>	Establishing Support Systems for Inclusive Learning for Persons with Disabilities	Develop Bursary and other assistance disbursement frameworks targeting PWDs	Number of PWDs accessing bursary fund from both public and private sectors	Continuous	Ministry of Education (MOE), Higher Education Loans Board (HELB), County Governments and Constituency Development Fund (CDF), Jomo Kenyatta Foundation (JKF).
<p>III. Utilize technology and equipment for the special needs' students. For example, while the COVID-19 pandemic has made digital learning a reality, PWDs should be supported with assistive ICT devices adaptable to the diverse needs of learners with disabilities</p> <p>IV. Encourage and support PWDs to participate in co-curricular activities at all education levels. Furthermore, sports initiatives and activities to be inclusive considering the diverse needs of PWDs in such institutions so that they can show case their talents in sporting</p>	Establishing Support Systems for Inclusive Learning for Persons with Disabilities	Training conduction on ICT and develop programs for curricular integration of PWDs needs	Number of programs on curriculum and trainings conducted	Continuous	All learning institutions including schools, universities and technical training institutions; Sports Academies
<p>V. Develop and implement a curriculum that caters for persons with hearing impairment coupled with a standardized Kenya sign language and have adequately trained interpreters of sign language for persons with hearing impairment.</p> <p>VI. Ensure teachers and educators are well trained on how to deal with students with special needs to help them develop their abilities and talents</p>	Establishing Support Systems for Inclusive Learning for Persons with Disabilities	Development of curriculum with sign language integrated into the curriculum Assigning of sign language interpreters and trainers	Number of sign language interpreters and trainers in learning institutions with PWDs with hearing impairment	Continuous	Kenya Institute for Curriculum Development (KICD) Teachers Service Commission (TSC); MOE

<p>VII. Implement the provisions of the Global Disability Summit (2018) by continuously budgeting for assistive learning devices</p>	<p>Establishing Support Systems for Inclusive Learning for Persons with Disabilities</p>	<p>Developing a budgeting framework for assistive devices</p>	<p>Budget reports on assistive devices provisioning</p>	<p>Continuous</p>	<p>National and County Governments</p>
<p>VIII. Enforce responsive budgeting for PWDs in learning and training institutions to foster PWDs empowerment at early stages of life through affirmative action while supporting inclusive learning</p>		<p>Developing a budget framework for trainings in learning institutions at all levels</p>	<p>Budget reports for learning and training</p>	<p>Continuous</p>	<p>Public and private institutions</p>
<p>IX. Provide and support PWDs with learning materials such as braille learning materials for students with visual impairment and related ICT innovations and laptops</p>		<p>Provisioning of learning materials</p>	<p>Number of ICT and other related learning materials availed to PWDs</p>	<p>Continuous</p>	<p>Ministry of Education</p>
<p>X. Stakeholders to play a key role in raising awareness on PWDs and further develop a curriculum on training media personality on reporting development issues affecting PWDs to deal with stigma</p>		<p>Awareness creation forums by stakeholders</p>	<p>Number of awareness creation forums in learning institutions</p>	<p>Continuous</p>	<p>National Government, County Governments, HELB, Universities and Research Institutions, Private Sector, Civil Society, TSC, Non-State Actors</p>

d) EMPLOYMENT AND ENTREPRENEURSHIP	Recommendation	Objectives	Activities	Indicators/ outputs	Timelines	Key Actors
I.	Create mechanisms to encourage PWDs engage in entrepreneurship and assist them to easily run their businesses.	To enhance the participation, employability and engagement of PWDs in formal and informal Employment and businesses	<ol style="list-style-type: none"> 1. Training of PWDs; 2. Offering internship opportunities; 3. Coming up with entrepreneurship programs 	Number of PWDs trained on entrepreneurship; number of PWDs offered internship or employment opportunities; number of inclusive programs initiated by learning institutions; assistive devices installed	Continuous	National Government, County Governments, Business Community, Learning Institutions, Private Sector, Civil Society, Non-State Actors
II.	Design and provide targeted capacity building and trainings programmes for PWDs					
III.	Incorporate mechanisms in their recruitments procedures to facilitate PWDs in accessing internship opportunities that enable them to acquire work related skills and encourage them to easily adapt to a work environment in up taking an employment opportunity					
IV.	Have inclusive programs to equip PWDs with skills for job market and entrepreneurship. Employers as well to assign mentors to PWDs at their workplaces to help them learn and acquire new skills for enhanced productivity					
V.	Install assistive devices to enable PWDs work with ease and effectively engage with other sector players. For example, organisations should have ramps for offices, and voice in all elevators/lifts.					

<p>I. Provide an enabling environment to facilitate the PWDs smoothly execute their activities. This can be done by supporting PWDs with assistive devices such as white canes and orbit readers eradicating any form of stigma and work-related gender-based violence towards PWDs.</p> <p>II. Come up with strategies that enhance affirmative action policies for inclusive participation of PWDs in the labour market.</p> <p>III. Come up with measures that enhance remote working options and flexible working hours for PWDs, especially women PWDs with children and cushion PWDs in times of emergencies at workplaces. Employers need to install emergency evacuation equipment for PWDs to guarantee their safety during emergencies.</p> <p>IV. Come up with a Disability Policy that allows for adequate allocation of resources to effectively implement the policy actions.</p> <p>V. Create an enabling environment to eliminate any form of discrimination, ensure competitive participation in recruitments, and by not disqualifying a successful job applicant upon the realization that they are abled differently.</p>	<p>To create a conducive environment for participation of PWDs at the workplace</p>	<ol style="list-style-type: none"> 1. Installation/provision of assistive devices; 2. Formulation of affirmative action policies on PWDs; 3. Offering flexible working hours to PWDs and <p>Awareness creation on disability</p>	<p>Assistive devices issued to PWD; affirmative action policies formulated; number of PWDs under flexible working option; emergency evacuation equipment installed; trainings to eliminate all forms of discrimination and stigma towards PWDs</p>	<p>Continuous</p>	<p>National Government, County Governments, Universities and Research Institutions, Private Sector, Civil Society, Non-State Actors</p>
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e) LEADERSHIP, GOVERNANCE, PUBLIC PARTICIPATION					
Recommendation	Objectives	Activities	Indicators/ outputs	Timelines	Key Actors
<p>I. Have among other provisions, sign language interpreters in all public participation forums to make public forums inclusive and accessible to PWDs.</p> <p>II. Put in place mechanisms to specify the clear steps on how public participation should be conducted to ensure effective compliance to needs of persons with different abilities; including through provision of sign language interpreters.</p>	To enhance the participation of PWDs in leadership and governance	Assigning of sign language interpreters; Counties to formulate guidelines on inclusion of PWDs in public participation	Number of sign language interpreters in public forums; guidelines on conducting public participation	Continuous	National Police Service, The Judiciary, Parliament, National Government, County Governments

f) DATA, STATISTICS, AND INSTITUTIONAL COORDINATION TO SUPPORT POLICY, PLANNING AND IMPLEMENTATION					
Recommendation	Objectives	Activities	Indicators/ outputs	Timelines	Key Actors
<p>I. Invest in inclusive data collection to enable effectively budget and plan for PWDs. Further, ensure all data collection is compliant with the existing laws and policies especially data disaggregation provisions.</p> <p>II. Coordinate all programs such as cash transfer under Inua Jamii programs and oversee their implementation continuously to empower PWDs in the society while ringfencing targeted interventions aimed to benefit persons with disabilities.</p> <p>III. Ensure progressive implementation of 5 percent employment provision for PWDs through legislation and policy advocacy in collaboration with private sector.</p> <p>IV. Collect data for PWDs rate of progression and transition through the education system. This to be monitored and enhanced considering that a substantial number of school-going age children with disabilities face multiple disabilities which is likely to constrain them from future participation in available opportunities both at higher levels of education and in economic activities.</p> <p>V. Provide adequate budget allocation to schools with children with disabilities based on data and further provide tax benefits to PWDs on need by need basis to improve their welfare.</p> <p>VI. Initiate mechanisms that enable PWDs to easily access data on labour market information to help them make informed decisions on economic choices.</p> <p>VII. Adhere to data protection policy to protect the privacy of the PWDs and disclosure of PWDs information should be done in accordance with the law.</p>	<p>To enhance inclusivity through data and allocation of resources for inclusive growth</p>	<p>Collection of data on PWDs based on different indicators;</p> <p>Allocation of budget to PWDs and schools with PWDs;</p> <p>Implementation of data protection policy</p>	<p>Data collected on PWDs; budgets allocated to PWDs; share of PWDs employed; budget allocated to schools with PWDs; implementation reports</p>	<p>Continuous</p>	<p>National Government, County Governments, Private Sector Players</p>

Annex 2: KARC Concept Note

THE 3RD KIPPRRA ANNUAL REGIONAL VIRTUAL CONFERENCE, 28th -30th July 2020

The Kenya Institute for Public Policy Research and Analysis (KIPPRRA) is organizing the 3rd KIPPRRA Annual Regional Conference themed **“Enhancing inclusivity through empowering persons with disabilities”**. The conference offers a platform for stakeholders to engage in policy dialogue on pertinent public policy issues, with this year’s issue being inclusion of persons with disabilities (PWDs) in the development agenda. The conference is planned for **28th -30th July 2020 through a Virtual Platform** and targets various stakeholders including: national and county governments (ministries, departments and agencies); international and regional institutions; private sector; civil society and organizations mandated with disability issues; persons with disability; and other special interest groups, capacity building developers, policy makers, academia among other sector players.

It is estimated that over one billion people live with disabilities in the world. In Kenya, PWDs aged five years and above are estimated to be 918,270 (2.2 % of the total population) according to the 2019 Census, disaggregated into 57.1 per cent female and 42.9 per cent male. The forms of disability identified using the Washington Group of Questions method include mobility impairment (42%), visual impairment (36%), cognitive impairment (23%), hearing impairment (17%), inability to care for one-self (15%), and communication challenges (12%). The Question on albinism was administered to the total population and a total of 9,279 persons had albinism.

In response to the clarion call for the world to be more responsive to the needs and rights of PWDs, the global policy dialogue culminated in the development of the United Nations Convention on the Rights of Persons with Disabilities while at regional level there exists the Protocol to the African Charter on Human and People’s Rights on the Rights of Persons with Disabilities, and the East Africa Community Policy on Persons with Disabilities. At national level, Kenya has enacted an Act of Parliament, namely Disability Act, established the National Council for Persons with Disabilities, and developed a Plan of Action on disability mainstreaming. There are also other national policies and plans that support disability mainstreaming initiatives, including social protection, gender, employment and procurement. Various sectors such as housing, health, education and transport also have policies, plans, standards and measures that strengthen disability mainstreaming. The policy question that still lingers is why then do PWDs continue to face barriers that limit exploitation of their full potential? What are the implications of COVID-19 on PWDs?

Barriers to social, economic and political development of PWDs manifest in various adverse outcomes, including limited access to education and its attainment, high unemployment and adverse working environment, exclusion in property ownership and business opportunities, unfavorable built environment, hostile transport facilities and behavior, limited access to assistive devices, negative societal perceptions, negative cultural

attitudes and practices, stigma, limited access to justice, limited political representation, and constrained participation in sports and art. These and other exclusions have resulted in high poverty incidence among PWDs, relative to people without disabilities.

KIPPRA appreciates that the country is on the right path in disability mainstreaming but there is need to re-energize the policies and implementation parameters to pace up the momentum in disability inclusion. It recognizes that disability mainstreaming requires a multi-disciplinary approach to be more inclusive, since the needs and rights of PWDs are multi-dimensional, thus attracting multiple stakeholders in undertaking various initiatives on disability mainstreaming. Therefore, KIPPRA is organizing this conference to encourage national dialogue and to consult with stakeholders on effective and efficient planning and implementation of the country policies on disability and informing policy documentation and discussion. The conference provides a forum for sharing knowledge and experiences in various topical areas including:

- i) Creating an enabling environment for disability mainstreaming with policy and legislative framework addressing, technology and innovation, social protection, elimination of exclusion, marginalization and inequalities for PWDs;
- ii) Implications of COVID-19 on PWDs and supporting inclusion of PWDs in related interventions;
- iii) Promoting inclusivity of disability in the “Big 4” initiatives including: suitable housing facilities; access to quality health care; access to safe and nutritious food; and access to assistive devices through local manufacturing;
- iv) Leadership, governance and public participation in public sector, corporate sector and community levels;
- v) Safe spaces, safe cities, accessible built environment, transport facilities, corrective facilities; and sanitation;
- vi) Mental and Reproductive health;
- vii) Provision of social services, including education, sports and art, media interaction, cash transfers and donations;
- viii) Business and entrepreneurship; formal and self-employment; talent management for economic empowerment; recruitment, remuneration, career growth and promotions; work environment; tax exemptions and other incentives; affirmative action platforms, including access to government procurement, and private sector opportunities;
- ix) Data and statistics to support initiatives for PWDs;
- x) Institutional coordination including the role of the family and community; government agencies; associations of PWDs; homes and rehabilitation centres; regional and international institutions; disability code; and
- xi) Disability mainstreaming amongst the youth targeted at creating awareness on people disability, participation in leadership and governance, innovation and technology targeted at inclusive learning for persons with disabilities, attitudes of teaching staff to persons with disabilities, gender-based violence, relationship management, career networking and transitioning into employment, and providing for appropriate facilities.

“Thinking Policy Together”

Annex 3: Final Conference Program

<p>DAY 1: 28TH JULY 2020 STUDENTS’ EVENT LAYING STRONG EDUCATION FOUNDATION FOR THE FUTURE OF PERSONS WITH DISABILITY Rapporteurs: KIPPRA Sign Language Interpreters: SIGNS TV <i>Session Moderator: Ashura Michael, Speaker of East African Youth Assembly Signs TV/ Julius Rodrigo</i></p>
<p>9:00-9:15: Introductions and Welcoming Remarks; Objectives of the Conference Entertainment; Introduction of Participants Group Introductions of participating Institutions, Partners; Mr. Victor Mose, KIPPRA Prayers: Dr. Eldah Onsomu, KIPPRA Conference Objectives and Structure, Dr. Rose Ngugi, Executive Director, KIPPRA Official Opening, Dr. Linda Musumba, Chair Person, KIPPRA Board of Directors</p>
<p>PLENARY SESSION (SE_1) INCLUSIVE LEARNING ENVIRONMENT FOR PWDS IN ACADEMICS (3)</p>
<p>9:15-11:15: Panel Presentation (60 minutes) Inclusive learning environment - Wambui Njau - Fanaka foundation Plenary Discussion (45 minutes) Video Interlude (3 Mins) Session Moderator: Caxtone Osozie</p> <ol style="list-style-type: none">1. Student Simon Ademson2. Student Morrison Maliga3. Student Siprose Akoth
<p>11:15 - 11:30: LUNCH BREAK</p>
<p>PLENARY SESSION (SE_2) YOUTH EMPOWERMENT (4)</p>
<p>11:30-13:00 Panel Presentation (45 minutes)</p> <ol style="list-style-type: none">1. Talent Management for Economic Empowerment (Dj. Euphorique) (15 Mins)2. Career Networking and Challenges Faced in Transitioning into the Workplace- APDK (15 Mins) <p>Sesssion moderator- Elizabeth Grace- HR Officer NCBA/ Nicholas Omollo- Safaricom</p>

<p>Plenary Discussion (60 minutes)</p> <p>Student Moderator: Maureen Ndinda-Youth Empowerment University of Nairobi Signs TV</p> <ol style="list-style-type: none"> 1. Student Grace Wanjru 2. Student Ondinga David 3. Student Paul Omondi 4. Student 4 Julius Muga <p>Video Interlude (3 Mins)</p>
<p>13:00-14:00; LUNCH BREAK</p>
<p>PLENARY SESSION (SE_3) CAMPUS LIFESTYLE, CHALLENGES AND COPING MECHANISM (2,3)</p>
<p>14:00-15:45 Panel Presentation (45 minutes)</p> <ol style="list-style-type: none"> 1. Mental and Reproductive Health (Sylvia Moraa Mochabo- (ANDY Speaks 4 Persons with Special Needs) – 15 Mins <p>Video Interlude (3 Mins)</p> <p>Plenary Discussion (45 minutes)</p> <p>Student Moderator: Antony Muriithi</p> <ol style="list-style-type: none"> 1. Student 1 Chris Mwololo 2. Student 2 Lloyd Ochieng 3. Student 3 Manoah W. Bornface
<p>End of Day 1</p>

<p>DAY 2: Wednesday 29th July 2020</p> <p>Moderator: KIPPRA</p> <p>Rapporteurs: KIPPRA</p> <p>Sign Language Interpreters: SIGNS TV</p>
<p>7:00AM-9:50AM: OVERVIEW OF THE CONFERENCE AGENDA AND OPENING CEREMONY</p>
<p>7:00AM-8:45AM: Arrival, Registration and Entertainment; Talent, music, art and stories.</p>
<p>8:45AM-9:00AM: Prayers- Christian, Muslim and Hindu; National Anthem; East Africa Anthem</p>
<p>Session Chair: Mr. Michael Nzomo, KIPPRA Board Member</p>

9:00AM-9:50AM:	Opening Ceremony and Overview of the Conference Agenda Conference Objectives – Executive Director KIPPRA Student: Highlights from Students Event (Students Event Communique), <i>Manoah W. Boniface, Masinde Muliro University</i> Opening Remarks by KIPPRA Board Chairperson Remarks by Chairperson NCPWD – Mr. Samuel Odawo Remarks by Country Representative Leonard Cheshire – Ms. Nancy Gitonga (<i>Institutions Supports Education and Employment of PWDs</i>) Remarks by United Disabled Persons of Kenya (UDPK) Mr. Anderson Gitonga (An Organization supporting people with Disabilities) Remarks by the Principal Secretary, State Department for Social Protection – Mr Ngai Mutinda Key Note Address by the Chief Guest, Cabinet Secretary, The National Treasury and Planning – Amb. Ukur Yatani
9:50AM – 10:55AM	SESSION 1 SITUATIONAL ANALYSIS AND CREATING AN ENABLING POLICY AND LEGAL ENVIRONMENT FOR INCLUSION OF PERSONS WITH DISABILITIES (1) Session Chair: Josephata Mukobe, Principal Secretary of Culture and Heritage
9:15AM-9:45AM:	Situational analysis Situational Analysis of PWDs in Kenya (Dr Eldah Onsomu, KIPPRA) – 15 Mins Critique on Legislative framework on pwds (Ms.Linda Aluvale, Advocate Highcourt of Kenya) – 15 Mins Video Interlude (3 Mins)
9:50AM-10:55AM:	Panel discussion: 40 minutes The role of DPOs in policy formulation and implementation (Mr. Anderson Gitonga, UDPK) Status of Disability Mainstreaming by National Government (Mr. Samuel Odawo, NCPWD) Journey Towards disability inclusion in Kenya: Opportunities and Challenges (Mr. James Gitanyi, APDK) 15 Min Plenary Session
11:00AM-11:15AM:	END OF SESSION 1 and HEALTH BREAK

<p>11:15AM-13:00PM:</p>	<p>SESSION 2</p> <p>PROMOTING INCLUSIVITY BY EMPOWERING PWDS THROUGH IMPLEMENTING THE BIG 4 INITIATIVES (2)</p> <p>Session Chair: Sylvia Moraa Mochabo- Andy Speaks 4 Persons with Special Needs</p> <p>Rapporteurs: KIPPRA</p> <p><i>Sign Language Interpreters: Signs TV</i></p>
<p>11:15AM-11:45PM:</p>	<p>Panel Presentations (45 minutes)</p> <p>Presentation: The Place of Persons with Disabilities in the design and implementation of Big Four Agenda (Mr. John Mbuthi - Vision 2030) – 15 Mins</p> <p>Presentation: Innovate to Include: Data for the Big Four Agenda (Ms. Elizabeth / Ms. Jacqueline Batenge Leonard Cheshire) – 15 Mins</p> <p style="text-align: center;">Video Interlude (3 Mins)</p>
<p>11:45PM-12:45PM:</p>	<p>Panel Session (45 minutes)</p> <ol style="list-style-type: none"> 1. Delivering Social Housing for PWDS (Mr. Ham Wesonga- Architectural Association of Kenya / National Construction Authority) 2. Delivering Manufacturing for PWDS (Mr. Benson Kiptum, APDK) <p style="text-align: center;">15 Min Plenary Session</p>
<p>13:00-13:45 Health Break</p>	
<p>13:45-15:30</p>	<p>SESSION 3</p> <p>EDUCATION AND TALENT MANAGEMENT (3)</p> <p>Session Chair: Mr Luke Muleka, SIGNS TV.</p>
<p>13:45-14:10</p>	<p>Presentation 1: Inclusive Transport designs and technology by Dr Bernard Obita ,IMC worldwide UK</p> <ol style="list-style-type: none"> 1. Mr. Luke Muleka – CEO and Founder Signs TV 2. Spoken Word presented by Mr. Jarius - Safaricom 3. Mr. Martin Omamo- Educationist <p style="text-align: center;">15 Min Plenary Session</p>
<p>15:10-15:30 Communique Highlights & End of Day 2</p>	

DAY 3: Thursday 30th July 2020	
Moderator: (Mr. Luke Muleka- Signs TV)	
Rapporteurs: KIPPRA	
Sign Language Interpreters: SIGNS TV	
Registration and Recap	
7:00–8:45	Arrival and Registration/ Entertainment
8:45–9:00	Prayers- Christian, Muslim and Hindu; National Anthem; East Africa Anthem
9:00–9:20:	Recap of Day 1 and Day 2
	Emerging issues and action plan from day 1
	Emerging issues and action plan from day 2
9:20AM – 11:40AM: SESSION 3	
EMPLOYMENT AND ENTREPRENEURSHIP (4)	
Session Moderator: Ms. Ashura Michael / Daniel Masyuki, Leonard Cheshire	
9:20–9:40 AM:	Presentations
	Presentation 1: Day 1 and 2 Recap (Mr.Benson Senelwa,KIPPRA)
9:40–10:25 AM	(60 Mins)
	Panel Session 1: Inclusion of Persons with Disabilities in Current HR Practices; Trade Unions; and Businesses
	1. Ms. Dorothy Mulei ,PLAN International
	2. Ms. Grace Nzomo, NCBA bank
	3. Ms. Patricia Chuani, KCB Foundation
10:45 AM–11:15 AM :	Panel Session 2:
9:50–10:35 AM:	Panel Session (45 Mins)
	4. Opportunities for improvement, Challenges, and Participation of Persons with Disabilities in the workplace (Mr. Nicodemus Odongo, NHIF Director Strategy and Planning)
	5. Affirmative action and the rights of PWDs (Washington Sati, CAJ)
	6. Work environment and affirmative action in participation in unions (Dr. Reginald Oduor, UoN)
15 Min Plenary Session	
11:40–11:50	AM HEALTH BREAK

<p>SESSION 4: LEADERSHIP, GOVERNANCE, PUBLIC PARTICIPATION (5)</p> <p>Session Moderator: Anthony Mureithi, Safaricom</p> <p>JOIN THE CONVERSATION (Social Media Posts to Reshare on Twitter) for the 24th July</p> <p>11:50 AM-12:50 PM: Panel Session (1hr 00 Mins)</p> <p>1. Mr. Nicodemus Odongo, NAI Director Strategy and Planning</p> <p>2. Mr. Washington Sati, CAJ</p> <p>3. Mr. Daniel Masyuki, Leonard Cheshire</p> <p>Presentation 1: Disability Inclusion (Ms. Taby Kioko ,Safaricom)</p> <p>#KIPPRAConference2020? head to www.kippraconference.org to register and save the date 28th -30th July #disabilityInclusion</p>	
<p>13:05-14:00: HEALTH PROMOTION</p> <p>14:00 -15:15</p> <p>Time: 8:30am</p>	<p>SESSION 4</p> <p>DATA, STATISTICS, AND INSTITUTIONAL COORDINATION TO SUPPORT POLICY, PLANNING AND IMPLEMENTATION (6)</p> <p>Session Chair: UDPK</p> <p>#kippraconference2019 @KIPPRAKenya is organizing its 3rd Annual Regional Conference #kippraconference2020 focusing on #disabilityinclusion. Registration is ongoing www.kippraconference.org Time: 11:00am</p>
<p>14:00 -14:10:</p> <p>14:10 - 14:30</p>	<p>1. Presentation 1: Data needs for Policy making (Mr. Victor Moseo KIPPRAD) 10 Min</p> <p>Panel Session (45 Mins)</p> <p>2. Management of data at national level (Mr. Macdonald Odour, KNBS)</p> <p>3. Data Collection and Reporting PWDs issues (Dr. Leonard Cheshire)</p> <p>4. Best Practices Across Countries in Data Collection and Management (Dr. Mark Leonard Cheshire)</p> <p>5. Dr. Reginald Odour, University of Nairobi</p> <p>Did you Know the PWDs Act is currently being reviewed in light of increasing opportunities, commitments, targets and rights enshrined in UNCRPD, Commitments made during the Global Disability Summit (2019), United Nations (UN) Agenda 2030 and the Constitution of Kenya 2010! Go to www.kippraconference.org to register #disabilityinclusion #KIPPRAConference2020</p>
<p>15:05-15:30</p> <p>2.00pm-2.15pm</p> <p>3.10Pm-3.15Pm:</p> <p>3.15Pm-3.20Pm:</p>	<p>15 Min Plenary Session</p> <p>Communique</p> <p>Action Plan</p> <p>Closing Remarks</p> <p>Dr. Rose Ngugi, Executive Director, KIPPRAD</p> <p>Overview on What Conferences set to Achieve and achievements</p> <p>Observations from Partners in the Session (ED to Request those in Session to give closing observations)</p> <p>Time: 2:00pm</p> <p>KIPPRAD 2020 Conference Communique</p> <p>Vote of Thanks, Dr. Eldah Onsomu, KIPPRAD</p> <p>Official Closing: Dr. Rose Ngugi, Executive Director, KIPPRAD</p> <p>KIPPRAD Board of Directors</p>

Annex 4: Social Media Marketing Tool

JOIN THE CONVERSATION (Social Media Posts to Reshare on Twitter) for the 25th July

- Have you registered for the **#KIPPRAConference2020?** head to www.kippraconference.org to register and save the date **28th -30th July #disabilityInclusion**
Time: 10:00am
- According to WHO, 80 per cent of PWDs do not have access to quality health services because of affordability. Based on KIHBS 2015/16 the proportion of PWDs with health insurance is 4.4 per cent less than the proportion of people without disabilities with health insurance.
#kippraconference2020 focusing on **#disabilityinclusion**. Registration is ongoing www.kippraconference.org **Time: 1:00pm**
- Do you know only about half of the PWDs aged 6 to 18 can read or write in any language relative to nearly 70 per cent for the rest of the population, which closely mirrors those with access to education, let us engage on the 28th-30th July head to **www.kippraconference.org to register**



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