Developing Inclusive Competency-Based Technical Vocational Education and Training Practices in Kenya

A BASELINE STUDY ON AREAS OF SUCCESSES AND BARRIERS IN SKILLS DEVELOPMENT AND EMPLOYMENT OF GRADUATES WITH DISABILITIES

ADDA Kenya and EmployAble Project Partners.

Rina Mueke, Project Officer EmployAble

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ABBREVIATIONS

ADDA                  Agency for Disability and Development in Africa
CRPD                  Convention on the Rights for Persons with Disabilities
CBET                  Competency-Based Education and Training
GoK                   Government of Kenya
KNBS                  Kenya Bureau of Statistics
PWD                   People with disabilities
LFTW                  Light for the World
TVETs                 Technical and Vocational Education and Training
TIVET                 Technical, Industrial, Vocational and Entrepreneurship Training
HR                    Human Resource
DPOs                  Disabled Persons Organisations
MoEST                 Ministry of Higher Education Science and Technology
MoYAS                 Ministry of Youth Affairs and Sport
NCPWD                 National Council for Persons with Disabilities
ILO                   International Labour Organisation
ICF                   International Classification of Functioning, Disability and Health
YWD                   Youth with Disabilities
SWD                   Students with Disabilities
MDGs                  Millennium Development Goals
UNEP                  United Nations Environmental Programme
KESSP                 Kenya Education Sector Support Programme
KNSPWD                Kenya National Survey for Persons with Disabilities.
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Mary Ngito Muthuri
Director, Coordination Services
Agency for Disability & Development in Africa (ADDA Kenya)
EXECUTIVE SUMMARY

This study aimed at evaluating employment opportunities for persons with disabilities in Kenya, with a view to establish areas of successes and barriers in skills and employment of youth with disabilities. It looked at the current developments and practices in the labour market (mapping of skills) and their link to training programs offered by TVETs, inform on the extent to which youth with disabilities are identified and offered training opportunities as well as the way the labour market is inclusive. The study also sought to establish whether there exists any form of links between employers and technical learning institutions that guides training and skills development.

All the 70 (60 for companies and 10 for TVETs) were filled by senior members of organizations or commercial enterprise (employer). Focused group discussion involving persons with disabilities and a literature review pointing out areas of knowledge gaps, comparisons of previous findings critique/compliment on the current findings and suggesting further areas of studies were undertaken.

The study reveals that 73% (45 employers) of the respondents indicated that they did not have any member of staff with a disability while 27% (15 employers) of the respondents indicated that they had members of staff with disabilities. Of the 27% (15) that had staff with disabilities, 21.7% (13) indicated that the members of staff with disabilities were less than 25 while 1.7% (1) indicated that the members of staff with disabilities were between 25-50 and 50-100, respectively. The organizations interviewed represent different sectors: Community and development, Health care, Research and Development, agriculture, ICT, telecommunication, carpentry, education, sanitation and masonry.

Further the study reveals that 58.3% (35) of the respondents indicated that the skills offered in the TVETs mirrored the job profile and skills needed by the labour market, and 68.3% (41) indicated that the organizations offered further skills training for improvement of performance to new employees.

Moreover, 71.7% of the respondents indicated that the organization had a platform to voice out needed competent skills required of the new employees. Majority of the
respondents 75% (45) indicated that they had not partnered with DPOs and organizations for and of the disabled.

The study report evaluates areas of successes, linkages and barriers in skills and employment of graduates with disabilities and concludes that these areas are grey areas as far as the way TIVET programmes are offered and the needs of people with disabilities and employers. TVETS hardly partner with DPOs, and that the institutions take concentrate on their own programs with support from the Ministry of Education. Moreover training for persons with disabilities is not done in conjunction with disabled people’s organizations (DPOs).

Persons with Disabilities Act (2003) convey the rights of equal opportunities for persons with disabilities. Section 18 (1) states that no person or learning institution shall deny admission to a PWDs to any course of study by reason only of such a disability if the person is able to acquire substantial learning in that course. However the implementation of this provision has been slow due to the grey areas mentioned earlier.

It is recommended that:

- Employment policies for people with disabilities has to go beyond the traditional hiring quotas, reserved employment schemes and rehabilitation strategies of the past, to address the need of the employer and the employee.
- Strong rights-based organizations need to be in place so as to encourage and ensure that inclusive career training and employment among persons with disabilities are entitlements.
- Experienced persons with disabilities need to participate in design, implementation, and evaluation of training programs that are relevant to both employees and employers. TVETs need to pay a leading role in this area.
CHAPTER ONE

1. OVERVIEW

1.0 Introduction

The Agency for Disability and Development Africa’s (ADDA) main purpose is to empower persons with disability through promoting and facilitating the adoption of best practices within Disability Person’s Organizations (DPO’s), the public, private sector and development agencies. ADDA also aims at influencing policy makers for inclusion of the rights and needs of persons with disabilities in development work and encouraging institutions to allocate resources for inclusive services (education, rehabilitation, career training and employment).

ADDA’s focus is to build the capacity of employers to be inclusive in their organizations, as well as promoting disability mainstreaming within the organizations.

ADDA is one of the reputable and focused agencies in the general inclusion of people with disabilities in development especially in Jomo Kenyatta Foundation and the Sports Stadia Management Board.

The secondary focus of ADDA is in facilitating the process of enhancing self-esteem of people with disabilities so that they can be engaged effectively by the organizations and institutions that are practicing disability mainstreaming.

Our target group is the government agencies and institutions (due to the current constitutional and legal requirements of organisations to make their facilities inclusive through disability mainstreaming), organizations and companies in the private sector, international non-governmental organizations (INGOs) and National organizations (NGOs).

ADDA is a member of the Eastern Africa Network on Disability Mainstreaming (EANDM) a membership-based network which brings together agencies promoting inclusion of PWDs in mainstream development processes in Eastern Africa. Locally, ADDA networks with the
National Council for Persons with disabilities (NCPWD), the National Government of Kenya, The County Governments, DPO’s and the National and International Organizations for PWDs.

In 2013, a programme proposal to Learn4Work was developed (by three countries in EANDM-Kenya, Rwanda and Ethiopia under the umbrella of Light for the World - Netherlands) on inclusive competency-based Technical and Vocational Education Training (TVET) and employment in Ethiopia, Rwanda and Kenya.

In Kenya, the programme is aimed at addressing the need for more inclusion of at least 200 PWDs in TVET institutions within a period of 3 years and to improve linkages between the TVETs and the labour market to ensure sustainable (self) employment for TVET graduates (in particular PWDs). The project has a pilot character with a focus on developing good practices, taking time for linking, learning and sharing to contribute to a model which can be replicable. It aims at interacting with government departments responsible for policy formulation and implementation trajectories.

The background of ADDA could be further summarized in one paragraph and probably another short paragraph on the employable project.

1.1 Background

The right to education and work is fundamental and it is an essential one for realizing other human rights. It forms an inseparable and inherent part of human dignity. Every individual has the right to work that allows him/her to live in dignity. The right to work contributes at the same time to the survival of the individual and to that of his/her family. As far as work is freely chosen or accepted it contributes to a persons’ development and recognition within the community.
According to the Convention on the Rights of Persons with Disabilities (CRPD)\(^1\) Article 24, persons with disabilities have the right to work on an equal basis with others. This includes the right to the opportunity to gain a living by work that is freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to all without discrimination. Article 27 of the CRPD requires States parties to take adequate measures to safeguard and promote the realization of the right to work of persons with disabilities, including:

- Prohibiting discrimination on the basis of disability with regard to all matters concerning employment, including conditions of recruitment, hiring and employment, continuance of employment, career advancement and safe and healthy working conditions;
- Protecting the rights of persons with disabilities, on an equal basis with others, to just and favorable conditions of work, including equal opportunities and equal remuneration for work of equal value, safe and healthy working conditions, including protection from harassment, and the redress of grievances;
- Enabling persons with disabilities to have effective access to general technical and vocational guidance programmes, placement services and vocational and continuing training;
- Promoting employment opportunities and career advancement for persons with disabilities in the open labour market, both in the public and private sectors; and
- Ensuring that reasonable accommodation is provided to persons with disabilities in the workplace.

In Kenya, the Persons with Disabilities Act, 2003\(^2\), which is undergoing review in 2014 clearly states in Article 18 (1) that no person or learning institution shall deny admission to a PWD to any course of study by reason only of such disability, if the person has the ability


to acquire substantial learning in that course. Part 2 continues to explain that learning institutions shall take into account the special needs of PWDs with respect to the entry requirements, pass marks, curriculum, examinations, auxiliary services, use of school facilities, class schedules, physical education requirements and other similar consideration.

The National census of 2009\(^3\) points out that 3.5% of total population are persons with disabilities, which translates to 1.3 million. According to the National Survey on Persons with Disabilities in Kenya, 3.6 percent of youth between ages of 15 to 24 years have disabilities out of which visual and physical impairments have the highest prevalence at 1.1 percent each. Amongst persons aged between 25-34 years the prevalence of disability is 4 percent. This begs for answers as to how many students with disabilities are in the mainstream Technical and Vocational Training – TVET Institutions (apart from those who enroll in special TVET Institutions) and what percent of the students graduate and acquire sustainable self or formal employment.

The long-term goal of the EmployAble programme is to see PWDs in Kenya being trained in appropriate and relevant skills in mainstream technical training institutes and sustainably being (self) employed in different sectors of the Kenyan society.

This escalates need for information on the level of inclusiveness of workplaces in terms of policies and practices and the connection between the relevant and appropriate skills required by labour market and what is provided by the learning institutions.

This report is premised on the notion that equality of participation in education for each individual student is reflected in equality of outcome in the workplace for each individual graduate. In this respect, careers services are at the forefront of ‘widening participation’ activities that occupy the agenda of most of the higher education institutions.

The research on access to education and employment opportunities for PWDs in Kenya was therefore required and was to be based on the fact that equal participation in education for an individual with a disability mirrors equal and sustainable self and/formal employment for each individual graduate. This translates to the career services (job market channels) being at the fore position of enlarging participatory activities relevant and necessary for TVET Institutions

1.2 Statement of Purpose

There is a huge gap on students with disabilities being included in the mainstream TVET Institutions and career destinations for graduates with disabilities in Kenya. 4 The exclusion of persons with disabilities from education is one of the biggest issues faced by persons with disabilities as it denies them the opportunity to develop their full potential on equal basis with others. While MDGs have allowed great progress in access to education in general, it is estimated that 90% of children with disabilities still don’t have access to education.

The purpose of this research was to establish areas of successes and barriers in skills development and employment of graduates with disabilities. It also looks at the current developments and practices in the labour market (mapping of skills) and their link to training programs offered by TVET Institutions

This research was also aimed at informing on the extent to which youth with disabilities are identified and offered training opportunities as well as the way they are included in the workplace. It will also establish whether there exist any form of links between employers and learning institutions that guides training and skills development.

The findings of this research will inform the EmployAble programme, the local and international partnership, as well as broader group of stakeholders and policy makers on

the current situation on inclusive TVET Institutions and linkages between TVET Institutions and the labour market.

1.3 Scope

The research will be carried out in Nairobi, Kenya.

1.4 Objectives

- To establish the TVETs experiences with enrolled students with disabilities (identification, assessment, placement, short and long courses, graduation)
- To establish the employer’s responses to employment of persons with disabilities.
- To establish the existing links between labour market and TVET Institutions.

1.5 Significance of the study

This study will shed light on the problems associated with the access by youth with disabilities to quality TVET training, employment and retention. The results will inform policy makers and DPOs and other stakeholders on the best ways to make inclusion a priority in the society.

1.5 Limitation of this Research

This study had the following limitations;

- Financial limitations that was occasioned by limited allocation to the study during the Employable budgetary preparations
- Institutional limitation in that the government and TVET staff were not readily available during the study.
- There was also limitation of information on inclusion of YWDs in training because most of the mainstream TVETs did not admit YWDS, and in employment.
- Most companies are not free to discuss employment of PWDS because of the legal requirements of employing a percentage of these people.
CHAPTER TWO

2. LITERATURE REVIEW

2.1 Introduction

This chapter provides background information on previous research in line with the objectives of this study pointing out areas of complement, knowledge gaps, comparisons of previous findings, and critique on the current findings.

States and Governments have the responsibility to cooperate in and take measures for the improvement of the living conditions of persons with disabilities in developing countries (Albert, 2001).

This is demonstrated by the adoption of the Standard Rules on the Equalization of Opportunities for Persons with Disabilities (UN, 1993). This adoption of the UN rules marked an important milestone in the official international recognition of the need to address the social and economic exclusion of persons with disabilities. It is against this background, as well as because of the continued lobbying by the disability movements, that we can address some of the factors which account for why disability has moved up the development agenda especially in education and training (Albert, 2001).

It is important to note that addressing disability is a significant part of poverty reduction and that bringing people with disabilities out of the dark alleys of society, as well as empowering them to adopt to the center of employment life, will improve the lives of many from among the poorest of the poor around the world (World Bank, 2009)

The Meaning of Disability

Defining what is meant by disability is always not easy, because disability is more than a description of a specific health issue that is affected by people's cultures, social institutions, and physical environment. The current international guide is the World Health Organization’s discussion and classification within ICF: International Classification of
Functioning, Disability and Health. ICF presents a framework which encompasses the complex multifaceted interaction between health conditions and personal and environmental factors that determine the extent of disablement in any given situation (ILO, 2010).

Disability therefore, envisaged to result from the interaction of impairment with social, attitudinal and physical environments that interfere equal participation in community life. Disability is therefore a result of discrimination and social exclusion. It is a human rights issue that demands a socio-political rather than a health-based focus for improvement in terms of policy and practice as well (Carol and Bill, 2005).

Disability and poverty

It is estimated that 82 per cent of the people with disabilities live below the poverty line meaning that, people with disabilities are among the poorest of the poor, especially in developing countries. (Cramm and Finkenflugel, 2008).

However, a growing body of evidence suggests that social and economic benefits can be derived from addressing disability issues from a development perspective but again, work in this area has tended to take place in the absence of a unifying theoretical and social framework that guide research (Metts, 2004).

Access of education to PWD

In Kenya as it is in many developing societies, persons with disabilities hardly have access to education and training in marketable skills that facilitate entry to decent work both at the start and continuing working lives. In addition, the conventional wisdom has it that they must also have access to education and training on a continuing basis, in the form of life-long training, throughout their working lives, to maintain decent work. This is far from reality, for all persons with disabilities, today, even in countries which have held equal participation as a policy goal for many years. (ILO, 2005).

The Technical and vocational education and training authority board affirms from the TVETA Act 2013, that the training programmes shall be designed so as to operate within a framework which leads to lifelong education and training, and which facilitates the special
needs of persons with disabilities, minorities and marginalized groups (TVETA Act 2013).

It is therefore, important that the society, government institutions as well as all those involved in disability movements ensure that there is an improved transitional rate between training and labour markets (Metts, 2004).

**Decent work for people with disabilities in Kenya⁵**

Women and men with disabilities can and aspire to be productive members of any functional society. In both developed and developing countries, promoting more inclusive societies and employment opportunities for people with disabilities requires improved access to basic education, vocational training that is relevant to labour market needs and jobs suited to their skills, interests and abilities, with the necessary adaptations where needed. Many societies are also recognizing the need to dismantle other barriers such as making the physical environment accessible, providing information in accessible formats, and challenging attitudes and mistaken assumptions about people with disabilities.

⁵ It is important to note that, people with disabilities in their vast majorities are excluded from work and employment due to discrimination and prejudice, lack of accessibility, access to education, vocational training and financial services.

A 2014 evaluation report by public service commission of Kenya indicated that 1,082 (one percent) PWDs in a population of 106,724 employees were employed in the Government Ministries and agencies. The proportion hardly meets the threshold of five percent representation as required by the constitution. In addition, the representation of the minorities and marginalized groups amongst Government Ministries and the agencies is two percent of the reported workforce. The report notes that employment is a function of, among other factors, skill knowledge and literacy which, in progression towards

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⁵ ILO Fact sheet-Inclusion of people with disabilities in Kenya, October 2009

compliance, will slow down equal representation among the minorities unless they improve their low literacy levels.⁷

**Legal Framework on governmental support for people with disabilities**

The United Nations Convention on the Rights for Persons with Disabilities (CRPD)

The United Nations Convention on the Rights for Persons with Disabilities is an international human rights instrument of the United Nations that is intended to protect the rights and dignity of persons with disabilities. Parties to the Convention are required to promote, protect, and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy full equality under the law. The CRPD came into force in 2008. The Republic of Kenya is a signatory to the convention and thus bound by its provisions. The primary objective of the CRPD is ‘... to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity’ (Article 1, CRPD). Chapter 2 of the Kenyan Constitution provides that any international convention, to which Kenya is a signatory, is part of the Kenyan Law, and therefore the provisions of the CRPD provide a significant framework from which PWDs can make claims to their rights and privileges. Among the rights and privileges enshrined in this convention is the right to non-discrimination; recognition before the law; access to justice; right to health and right to education.

⁸**The Constitution of Kenya**

The third document, which forms the legislative framework from which the rights and privileges of PWDs in Kenya are drawn, is the new Kenyan Constitution of 27th August, 2010.

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⁸ [http://www.khrc.or.ke/component/docman/doc_download/12-the-constitution-of-kenya.html](http://www.khrc.or.ke/component/docman/doc_download/12-the-constitution-of-kenya.html)
2010. Some specific articles in the new Constitution that expressly enshrine PWDs rights and privileges include, *inter alia*:

**Article 7 (3) (b)** providing that: The State shall - ...promote the development and use of ...*other* communication formats and technologies accessible to *persons with disabilities*.

Implementation of rights and fundamental freedoms under **Article 21 (3)** in the Bill of Rights that says that all State organs and all public officers have the duty to address the needs of vulnerable groups within society, including ...*persons with disabilities*....

**Article 27 (4)** on equality and freedom from discrimination, which provides that: The State shall not discriminate directly or indirectly against any person on any ground, including ...*disability*....

**Article 54 (1)** stating that: A person with *any disability* is entitled— (c) to reasonable access to all places, public transport and information; (d) to use Sign language, Braille or other appropriate means of communication; and (e) to access materials and devices to overcome constraints arising from the person’s disability.

**Article 260** *defining disability* thus: “disability” includes any physical, sensory, mental, psychological or other impairment, condition or illness that has, or is perceived by significant sectors of the community to have, a substantial or long term effect on an individual’s ability to carry out ordinary day-to-day activities;

**Articles 2 (5) and 2 (6)** inviting the application of international legal standards i.e. the Convention on the Rights of Persons with Disabilities (CRPD) seeks to further entrench accessibility by PWDs into the constitution.

**The Persons with Disability Act 2003**

The Persons with Disabilities Act came into Law on the 31st December 2003 *vide* Kenya Gazette Supplement No.111 (Acts No.15). This Law was a significant achievement
towards the realization of equal opportunities for Persons with Disabilities (PWD). It was also indicative of the Kenyan government’s commitment to enacting the provisions of the UN CRPD. The PWD Act 2003 has three main objectives:

- To provide for the rights and rehabilitation of Persons with Disabilities
- To achieve equalization of opportunities for Persons with Disabilities
- To establish the National Council for Persons with Disabilities (NCPWD)

Most importantly, section 3 of the PWD Act establishes the National Council for Persons with Disabilities (NCPWD), and provides the council with the mandate of effecting the provisions of the Act. The Act itself provides for the rights and privileges of PWDs through specific provisions on Employment (Sections 12, 13, 14, 15, 16 & 17), Education (Sections 18, 19), Health (Section 20) and Accessibility and Mobility (Sections 21, 22 & 23). Some of the specific provisions include the obligation by proprietors of public buildings to make them ordinarily accessed by PWDs, by re-design them in a manner as to allow ease of access. The Act also obligates proprietors of public service vehicles to redesign them in a manner as to ease their access to PWDs. In order to ensure compliance, the Act also mandates the NCPWD to issue adjustment orders to non-compliant facilities and premises.

The Youth

Youth in Kenya (defined as those between 15 - 30 years old) number around 11.99 million, and account for about 31% of the population (KNBS, 2010). Despite attempts by the government to redress the issue, youth unemployment in Kenya remains a serious issue, and is seen as a potentially destabilizing force in the country with an estimated 64% youth unemployment. Only 1.5% of unemployed youth have formal education beyond secondary school level, and over 92% have no vocational or professional skills training. 12% of youth with disabilities had either never been or were unable to currently attend school in Kenya at the time of the survey. In most parts of Kenya, the transition between primary and
secondary for children and youth with disabilities is rare, and from secondary to tertiary education, all but unknown (Mugo et al 2010).

Kenya’s National Youth Policy (2008) considers youth with disabilities a priority group; however, as Mugo et al 2010 notes “this category is neither mentioned in any of the ten objectives, nor is there any strategy geared at realizing the objectives for this category.” (2010: 5). All of these polices are framed within Kenya’s ‘Vision 2030’ (Government of Kenya, 2007) a development strategy encouraging sustainable economic growth, tackling poverty, and combating discrimination, including those faced by persons with disabilities (Mbithi and Mutuku 2010: 7).

Some mainstream youth programmes, such as the Youth Fund, that was formally initiated through the defunct Ministry of Youth Affairs, and the KazikwaVijana (‘work for young people’) initiative9, through which young people are employed in community projects (such as water harvesting, repairing boreholes and roads, reforestation) have also made attempts to include youth with disabilities; however, there has not been a systematic attempt to ensure inclusion, nor is it clear how successful this has been. There are also a number of targeted initiatives such as the Youth Enterprise Development Fund. Reaching young people between the ages of 18 to 35 years, the Fund has dispersed funds to youth with disabilities in cities across Kenya, including Kisumu, Nairobi, and Mombasa. There are other funds specifically for persons with disabilities, such as the National Disability Development Fund, dispersed through the National Council of Persons with Disabilities which also provides funding to youth with disabilities to establish group and personal businesses, as well as to a number of TVET training institutes. In addition, the National Fund for the Disabled of Kenya provides persons with disabilities with equipment (but not cash grants or loans) to set up their own businesses. Despite these laudable attempts, it is unclear how coordinated – or successful – these programmes are, or indeed who receives these grants. There has also been criticism of the lack of youth awareness about these programmes, and it is argued that these programmes reach only a small percentage of the

young people with disabilities who are in need of support (Mbithi and Mutuku 2010: 8)

Technical, Industrial, Vocational and Entrepreneurship Training (TIVET)

In Kenya, Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) covers a range of public and private institutions covered by the TIVETA Act 2013. The Kenya Education Sector Support Programme 2005-2010 (KESSP) supports the “provision of loans and bursaries to enhance access to TIVET taking special account to marginalized groups, such as female students and the physically challenged.” (Nyerere 2009: 5). However, Nyerere 2009, is critical of the extent to which this is actually planned, coordinated or implemented. Most TIVET provision is by civil society organizations, faith-based organizations, such as the Salvation Army, NGOs and specialist intuitions including the Undugu Society of Kenya,\(^{10}\) which offers TIVET and has programmes for deaf children; the International Youth Foundation,\(^ {11}\) the Karen Technical Institute for the Deaf, and the Machakos Institute for the Blind. There is no specific body that coordinates or is responsible for TVET programmes for youth with disabilities. Institutions take responsibility for their own programmes with support from the Ministry of Education Science and technology. Training for persons with disabilities is mainly done in conjunction with disabled people’s organisations (DPOs) such as the Action Network for the Disabled; Association for the Physically Disabled of Kenya; Deaf Ability Initiative; United Disabled Persons of Kenya and the Kenya Union of the Blind being some of the main providers of TIVET in Kenya, however, the results have not been that encouraging. United Disabled Persons of Kenya is currently developing a database to record the skills of people with disabilities to try and match them to the job market. However, it is unclear how TVET programmes are coordinated or even partnered with DPOs. Finally, a number of disability-specific NGOs provide livelihoods and skills training, but again it is unclear how these programmes are coordinated with each other or the KESSP.

\(^{10}\) [http://www.undugukenya.org/usk](http://www.undugukenya.org/usk)

\(^{11}\) [http://www.iyfnet.org/country/Kenya](http://www.iyfnet.org/country/Kenya)
Therefore despite a range of policies and interventions there are still a number of constraints facing young people with disabilities entering employment in Kenya. These range from a lack of suitable employment; little or no access or adaptations; limited expectations of families and employers; lack of networks, contacts or social and interpersonal skills (Mugo 2010: 9). Moreover, it is argued that while there are five national vocational and technical training institutes for persons with disabilities in Kenya, with a total of some 2,400 registered attendees (not broken down by age), these institutes cannot possibly meet the needs of the large number of young Kenyans with disabilities (Mugu et al 2010: 12).

The Technical and vocational education and training authority board affirms from the TVET Act 2013, that the training programmes shall be designed so as to operate within a framework which leads to lifelong education and training, facilitate innovativeness and creativity, and the special needs of persons with disabilities, minorities and marginalized groups. Training shall be harmonized through integration of on the job attachment and internship at all levels in order to provide relevant training for the development of appropriate practical and innovative skills.

In 2015, the Ministry of Education, Science and Technology has initiated the process of developing a competency based education and training – CBET framework as required by the new legislation which also seeks for heavy industry involvement in the process of curriculum development, implementation and assessment. The CBET for Kenya has been developed to support efforts aimed at enhancing the establishment of an internationally competitive workforce in Kenya and is a key element in unifying TVET. The potential of inclusion of PWDs in education and employment through the flexible curricula in the CBET framework stands high though implementation of framework is at its infant stage.

Collaboration between industry and TVETs in the development and implementation of tailor made vocational training is important to the advancement of equality in the society. A case in point is the TVET Reform Project in Bangladesh that developed methodologies that ensured that access of PWDs to technical and vocational training courses was improved and tailor made to suit employers requirements (ILO, 2012). It is in this light that
the Employable project being implemented in Kenya, Ethiopia and Rwanda will be aimed at. It also serves as a basis of inclusion of persons with disabilities within mainstream development efforts including sustainable employment.
CHAPTER THREE

3. METHODOLOGY

3.1 Introduction

This chapter describes the research techniques, methods and tools that were used to address the objectives of this study. These methods and tools were used in the fieldwork as well as the collection of the required data and information within the study area. Operationalization of the variables and description of the data analysis method are also given.

3.2 Description of the Area of Study

Nairobi County is the capital and the commercial city of Kenya. It is also the County with the highest population of about 4 million people during the day and about 3.2 at night.

Figure 3.1: Map of Nairobi, the study area:

Adopted from UNEP, Nairobi River basin programme
It is bordered by Kiambu County to the North, Machakos County to the east and South East and Kajiado to the South and Southwest. Nairobi lies between latitudes 1˚17’and 0˚32’ North and longitudes 36˚49’ East. Its altitude is 1795 meters above the sea level.

The study area was chosen because of two reasons; first, Nairobi has one the highest population density relative to the county’s size, secondly it was cheaper given the prevailing financial constraints.

3.3 Sampling framework

To establish the nature of TVETS and likely Employers of Youth with Disabilities, the study made an initial survey by mapping out the Government run TVETs and the likely employers of Youth with Disabilities. The number of Government TVETs in Nairobi is about 4 and there are 6 private technical institutions. Likely employers are many by virtue of Nairobi being the Capital city of Kenya and the most industrialized county.

Out of the 6 TVETs all were earmarked for the study. A total of 100 likely employers were also identified. The appropriate sample of the employers was established through a lottery as suggested by Maluki, (2010). Names of the 100 employers were written on pieces of papers that were folded, put in a container and thoroughly mixed. 60 papers were picked out randomly to represent the sample. The remaining 40 papers were kept for use as replacement names for employers that did not meet a respondent threshold. In addition a focus group discussion on barriers and successes of PWDs in skills development and employment was held to enrich the information that was to be derived from the questionnaires.

3.4 Research Design

Cooper (2003) explains two prototypes of conducting research; the positivist and phenomenological. Positivist approach entails quantitative analysis to generate conclusions while the phenomenological approach follows some universal existing patterns to arrive to conclusions. This study used the positivist approach to arrive at conclusions.
3.5 Methods of Data Collection

The gathering of the primary data sources applied mainly quantitative methods derived from the administered questionnaire that were corresponding to the main objectives of the study. A focus group discussion was also held and the results used to compliment the quantitative analysis.
CHAPTER FOUR

4. DATA ANALYSIS, PRESENTATION AND INTERPRETATION OF FINDINGS

4.1 Introduction

This chapter discussed the analysis of data, interpretation and the presentation of the research findings. The research findings relate to the research questions that guided the study. The data from the completed questionnaires was analyzed and summary of key findings presented.

The research aimed at evaluating employment opportunities for persons with disabilities in Kenya with a view to establish areas of successes and barriers in skills development and employment of youth with disabilities. It looked at the current developments and practices in the labour market (mapping of skills) and their link to training programs offered by TVETs, so as to inform on the extent to which youth with disabilities are identified and offered training opportunities as well as the way the labour market is inclusive. The study also sought to establish whether there exists any form of links between employers and technical learning institutions that guides training and skills development.

Out of the questionnaires sent out for data collection, 60 questionnaires were returned completely filled by the respondents who constituted of senior members of Organizations or commercial enterprise (employer).

4.2 General Findings and Interpretation

This section represents the general information of the respondents which include scope of the organization/commercial enterprise, location of the organization/commercial enterprise, position of the respondent in the organization/commercial enterprise, members of staff in the organization/commercial enterprise, number of members of staff with disabilities and sector of operation.
Scope of the Organization/Commercial Enterprise

The research sought to find out the scope of the organization/commercial enterprise. From the figure 4.1 below majority 53 (88%) of the organizations/commercial enterprise operated locally while 7(11.7%) had their scopes beyond Kenya.

![Figure 4. 5: Scope of the Organization/ Commercial Enterprise](image)

Location of the Organization/ Commercial Enterprise

In determining the location of the organization/commercial enterprise, the research established that, majority 52 (86.6%) were located in Nairobi while 4(6.7%) had operations in other counties neighboring Nairobi and other counties, respectively.

Table 4. 1: Location of the Organization/ Commercial Enterprise

<table>
<thead>
<tr>
<th>Location</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi</td>
<td>52</td>
<td>86.6</td>
</tr>
<tr>
<td>Counties Neighboring</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Other counties</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Position of the Respondent in the Organization/Commercial Enterprise

In relation to the position of the respondent in the Organization/Commercial Enterprise, most of the respondents 56.7% were other line managers, 31.7%(19) were Personnel/HR specialists while 11.7%(7) were programme officers. This is because senior management and human resource professionals play a pivotal role in developing and implementing business policies and practices directed toward inclusion of persons with disabilities into the workforce.

Table 4.2: Position of the Respondent in the Organization/Commercial Enterprise

<table>
<thead>
<tr>
<th>Position of the Respondent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel/HR specialist</td>
<td>19</td>
<td>31.7</td>
</tr>
<tr>
<td>Programme Officer</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>Other Line manager</td>
<td>34</td>
<td>56.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Members of Staff in the Organization

In determining the number of members of staff in the Organization/Commercial Enterprise, the research established that, majority 24 (40.0%) of the respondents indicated that the organization had less than 25 members of staff, 35%(21) had more than 100 members of staff, 15% (9) had between 50 to 100 members of staff while 10% had between 25 to 50 members of staff.

Table 4.3: Members of Staff in the Organization

<table>
<thead>
<tr>
<th>Number of Staff</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25</td>
<td>24</td>
<td>40.0</td>
</tr>
<tr>
<td>25-50</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>50-100</td>
<td>9</td>
<td>15.0</td>
</tr>
<tr>
<td>More than 100</td>
<td>21</td>
<td>35.0</td>
</tr>
</tbody>
</table>
Members of Staff with Disabilities

The study sought to establish whether the organization had any member of staff with a disability. The research established that, majority of the respondents 73% (45) indicated that they didn’t have any member of staff with a disability while 27% (15) of the respondents indicated that they had members of staff with disabilities.

Figure 4. 6: Members of Staff with Disabilities

Number of Members of Staff with Disabilities

In relation to the number of staff members in the organizations with disabilities, most of the respondents 21.7% (13) indicated that the members of staff with disabilities were less than 25 while 1.7%(1) indicated that the members of staff with disabilities were between 25-50 and 50-100, respectively.

Table 4. 4: If Yes, Number of Members of Staff with Disabilities

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 25</td>
<td>13</td>
</tr>
<tr>
<td>25-50</td>
<td>1</td>
</tr>
<tr>
<td>50-100</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
</tr>
</tbody>
</table>
Main Sector of Operation

The study sought to find out the main sector of operation of the organization/enterprise. The study established that the organizations dealt with Community and development, Health care and Research and Development as shown by 16.7%(10), 11.7%(7) and 10.0%(6) respectively. 8.3%(5) were in agriculture while 6.7%(4) were in ICT, telecommunication, carpentry and education. 5%(3) were in sanitization while 1.7% were masonry.

Table 4.5: Main Sector of Operation

<table>
<thead>
<tr>
<th>Sector</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>ICT</td>
<td>4</td>
<td>6.7</td>
<td>56</td>
<td>93.3</td>
</tr>
<tr>
<td>Agriculture</td>
<td>5</td>
<td>8.3</td>
<td>55</td>
<td>91.7</td>
</tr>
<tr>
<td>Health care</td>
<td>7</td>
<td>11.7</td>
<td>53</td>
<td>88.3</td>
</tr>
<tr>
<td>Automobile engineering</td>
<td>6</td>
<td>10.0</td>
<td>54</td>
<td>90.0</td>
</tr>
<tr>
<td>Telecommunication</td>
<td>4</td>
<td>6.7</td>
<td>56</td>
<td>93.3</td>
</tr>
<tr>
<td>Water and sanitation</td>
<td>3</td>
<td>5.0</td>
<td>57</td>
<td>95.0</td>
</tr>
<tr>
<td>Masonry</td>
<td>1</td>
<td>1.7</td>
<td>59</td>
<td>98.3</td>
</tr>
<tr>
<td>Carpentry</td>
<td>4</td>
<td>6.7</td>
<td>56</td>
<td>93.3</td>
</tr>
<tr>
<td>Education</td>
<td>4</td>
<td>6.7</td>
<td>56</td>
<td>93.3</td>
</tr>
<tr>
<td>Research and Development</td>
<td>6</td>
<td>10.0</td>
<td>54</td>
<td>90.0</td>
</tr>
<tr>
<td>Community and development</td>
<td>10</td>
<td>16.7</td>
<td>50</td>
<td>83.3</td>
</tr>
</tbody>
</table>

Linking the Labour Market (Employer) to TVET Institutions

Skills Offered in the TVETs Mirror Job Skills

The study sought to establish whether the skills offered in the TVETs mirrored the job profile and skills needed by the labour market. According to the findings, 58.3% (35) of the
respondents indicated that the skills offered in the TVETs mirrored the job profile and skills needed by the labour market while 41.7%(25) of the respondents indicated that the skills offered in the TVETs didn't mirror the job profile and skills needed by the labour market.

**Table 4. 6: Skills Offered in the TVETs Mirror Job Skills**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
</tr>
<tr>
<td>No</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

**Further Skills Training for Improvement of Performance to New Employees**

In determining whether the organizations offered further skills training for improvement of performance to new employees. Majority of the respondents 68.3% (41) indicated that the organizations offered further skills training for improvement of performance to new employees while 31.7%(19) indicated that the organizations didn't offer further skills training for improvement of performance to new employees.

**Table 4. 7: Further Skills Training for Improvement of Performance to New Employees**

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>41</td>
</tr>
<tr>
<td>No</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>
Activities the Employees are Taken Through

In establishing the activities the employees were taken through, majority of the respondents 53.3% (32) indicated that the employees were taken through short courses on specific technical skills, 46.7%(28) indicated that the employees were taken on long courses on specific technical skills, 41.7%(25) indicated that the employees were taken through short courses on soft skills, 40% (24) indicated that the employees were taken through theoretical and practical course while 35%(21) indicated that the employees were taken through management training programs.

Table 4.8: If Yes, Activities the Employees are Taken Through

<table>
<thead>
<tr>
<th>Activities</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management training programs</td>
<td>21</td>
<td>35.0</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td>Short courses on specific technical skills</td>
<td>32</td>
<td>53.3</td>
<td>10</td>
<td>16.7</td>
</tr>
<tr>
<td>Short courses on soft skills</td>
<td>25</td>
<td>41.7</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Long courses on specific technical skills</td>
<td>14</td>
<td>23.3</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td>Theoretical and practical course</td>
<td>24</td>
<td>40.0</td>
<td>18</td>
<td>30.0</td>
</tr>
</tbody>
</table>

Whether the Organizations have Platforms to Voice out Needed Competent Skills

In relation to determining whether the organization had a platform to voice out needed competent skills required of the new employees.71.7% of the respondents indicated that the organization had a platform to voice out needed competent skills required of the new employees while 28.3% of the respondents indicated that the organization didn’t have a platform to voice out needed competent skills required of the new employees.
EmployAble Project
Developing Inclusive Competency Based TVET Education Practices in Kenya

Analysis from the interviewed TVET Institutions on whether there is a platform where relevant skills of the labor market can be shared with the employers for considerations during the curriculum development and reviewing indicated that 70% of the respondents indicated that there is no platform where relevant skills of the labor market could be shared between the TVET institutions and employers for considerations during the curriculum development and reviewing. 30% indicated that such platforms existed. Of the positive responses the platforms that were sighted include; student being sent for attachment in industrial estates related to their field, development seminars at KICD and in annual general meetings.

The contradictory discrepancy of the analysis does not define clearly the status of existence of a platform for organizations/Commercial Enterprises to voice out the needed competent skills to the TVET Institutions for considerations during the curriculum development and reviewing in TVETS.

Table 4. 9: Whether the Organization has a Platform to Voice Out Needed Competent Skills

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>71.7</td>
</tr>
<tr>
<td>No</td>
<td>17</td>
<td>28.3</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Disability Knowledge and Awareness Among Organizations/Commercial Enterprise Staff Current Attitudes of Organizations Staff Towards Persons With Disability

The study sought to establish the current attitudes of organizations staff towards persons with disability. According to the findings, the respondents indicated the
organizations/commercial enterprise mandate did not include persons with disabilities as indicated by a mean of 1.433, that the organization/commercial enterprise did not know how to include persons with disabilities as indicated by a mean of 1.417, that the organization mandate didn’t not include person with disabilities and that the organization programs were not appropriate for students with disabilities as shown by a mean of 1.367 respectively, the study also found out that persons with disabilities need their help so we design special projects (and special services) for them, that persons with disabilities need their help and should be included in our regular activities and programs and that most staff members had not thought about the issue as shown by a mean score of 1.233, 1.217 and 1.200 respectively.

Table 4.10: Current Attitudes of Organizations Staff Towards Persons With Disability

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization mandate does not include person with disabilities</td>
<td>20</td>
<td>40</td>
<td>1.367</td>
</tr>
<tr>
<td>Persons with disabilities need our help so we design special projects (and special services) for them</td>
<td>28</td>
<td>32</td>
<td>1.233</td>
</tr>
<tr>
<td>Persons with disabilities need our help and should be included in our regular activities and programs</td>
<td>41</td>
<td>19</td>
<td>1.217</td>
</tr>
<tr>
<td>The organization/commercial enterprise does not know how to include persons with disabilities</td>
<td>17</td>
<td>43</td>
<td>1.417</td>
</tr>
<tr>
<td>Most staff members have not thought about the issue</td>
<td>30</td>
<td>30</td>
<td>1.200</td>
</tr>
<tr>
<td>The organization programs are not appropriate for students with disabilities</td>
<td>20</td>
<td>40</td>
<td>1.367</td>
</tr>
</tbody>
</table>
disabilities

The organizations/commercial enterprise mandate does not include persons with disabilities

<table>
<thead>
<tr>
<th>Current Practices with Regard to Inclusion of Persons With Disabilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The organization mandate does not include person with disabilities</td>
</tr>
<tr>
<td>Some courses are accessible to students with (mild) disabilities</td>
</tr>
<tr>
<td>Persons with disabilities have access and participate in all our programmes/activities</td>
</tr>
<tr>
<td>Persons with disabilities participate in the design and implementation of programmes and have equal access to our services</td>
</tr>
</tbody>
</table>

Barriers to Employment of Graduates With Disabilities in The Organization

According to the findings, the respondents indicated that there were no technical support from disability organizations/experts, no budget to meet the costs of disability adjustments that might be required and that no candidates with disabilities had ever applied for a job as
indicated by a mean score of 1. 1.483, 1.433 and 1.417 respectively, that organization premises and or facilities aren’t accessible to PWDs as indicated by a mean score of 1.367, that organization HR policy did not encourage employment of graduates with disabilities and that they may not be able to do the work appropriately as indicated by a mean score of 1.283 and 1.267 respectively, that other staff may not be comfortable working with staff with disabilities as shown by a mean score of 1.183, that other staff would not like to work with staff members with disabilities and that they were not competent for the available jobs as shown by mean scores 1.133 and 1.100 respectively.

A focus group discussion in relation to this found out that, the employers were reluctant to employ PWDs because they saw them as a burden and as people who would need constant attention. In addition, the group agreed that most employers felt that they were not able to provide the necessary adjustments that would enable employees with disabilities to work comfortably (for example an employee with disability was required to sit for long hours on a customer service desk while she required regular movements at regular intervals due to her disability), The group admitted that through friends, networks, DPOs, they were able to search for jobs that were readily available and that there existed recruitment without retention whereby PWDs were employed on temporary basis because of their conditions.

The study collaborates with literature review by GoK 2008a where it was found that when asked why employment was so difficult to find, a significant number (over 58%) of 15-24 year olds with disabilities reported that stigma and prejudice were major problems. Interestingly this was mediated by education: the highest proportion of those who felt stigma and prejudice was a barrier to daily living had never attended school (12%), while those with university education were the least likely to report having a problem – 1.4%). However, it is difficult to establish from the survey if this reduction in perceived stigma is as a result of education, or if the person experienced less stigma and discrimination from the outset, and was therefore more readily able to access education

<table>
<thead>
<tr>
<th>Table 4. 12:Barriers to Employment of Graduates With Disabilities in The Organization</th>
</tr>
</thead>
</table>

Baseline Study on Areas of Successes and Barriers in Skills and Employment of Graduates with Disabilities
They are not competent for the available jobs 1.100
They may not be able to do the work appropriately 1.267
Organization premises and or facilities aren't accessible to PWDs 1.367
Other staff would not like to work with staff members with disabilities 1.133
No budget to meet the costs of disability adjustments that might be required 1.433
Other staff may not be comfortable working with staff with disabilities 1.183
No candidates with disabilities have ever applied for a job 1.417
Organisation HR policy does not encourage employment of disabled graduates 1.283
No technical support from disability organizations/experts 1.483

**Partnership with DPOs and Organizations for and of the Disabled**

In determining whether the respondents had partnered with DPOs and organizations for and of the disabled, the study established that majority of the respondents 75% (45) indicated that they had not partnered with DPOs and organizations for and of the disabled while 25%(15) indicated that they had partnered with DPOs and organizations for and of the disabled.

**Table 4. 13: Partnership with DPOs and Organizations for and of the Disabled**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td>No</td>
<td>45</td>
<td>75</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Barriers/Obstacles that Prevent the organization from partnering with DPOs and Organizations for and of the Disabled

The study sought to find out the barriers/obstacles that prevent the organization from partnering with DPOs and organizations for and of the disabled. According to the findings, the respondents indicated that training policy did not encourage partnerships with DPOs as shown by a mean score of 1.167, that DPOs knew little about inclusion of SWDs at mainstream classrooms, that organizations program did not involve persons with disabilities so there was no need to partner with DPOs and that there were no budget to meet the costs of disability adjustments that might be required as shown by a mean score of 1.100 respectively, that the organizations didn’t know who DPOs were and that the organizations knew little about DPOs and their programs as shown by a mean score of 1.166 respectively, that DPOs were not interested in working with the organization, that premises and/or facilities within the institution were not accessible to SWDs, that DPOs did not have sufficient capacity to effectively deal with these issues and that No DPOs had come forward to become partners as shown by a mean score of 1.133 respectively.

The study findings conquer with those of Nyerere, 2009, who found out that institutions take responsibility for their own programs with support from the Ministry of Education and training for persons with disabilities is mainly done in conjunction with disabled people’s organizations (DPOs) – with the Action Network for the Disabled; Association for the Physically Disabled of Kenya; Deaf Ability Initiative; United Disabled Persons of Kenya and the Kenya Union of the Blind being some of the main providers of TIVET in Kenya and that it is unclear how TIVET programs are coordinated or even partnered with DPOs.

Table 4. 14: Barriers/Obstacles that prevent the organization from partnering with DPOs

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>I do not know who DPOs are</td>
<td>1.166</td>
</tr>
</tbody>
</table>

Baseline Study on Areas of Successes and Barriers in Skills and Employment of Graduates with Disabilities
EmployAble Project
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Requirements of Organizations so as to be Able to Employ Persons With Disabilities

The respondents established the requirements as making the organization visible to inclusive development and making HR policy and procedures inclusive as shown by a mean score of 1.389 and 1.305 respectively, creating and sustaining relationships with DPOs and organizations for and of the disabled as well as making the organizations premises and facilities accessible to PWDs as shown by a mean score of 1.271 and 1.254 respectively, making the organizations/commercial enterprises activities inclusive and enhancing knowledge and skills of staff on disability and inclusive development as shown by a mean score of 1.203 and 1.189 respectively.

Table 4. 15: Requirements of Organizations so as to be Able to Employ Persons With Disabilities

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Mean</th>
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<tbody>
<tr>
<td>DPOs are not interested in working with us</td>
<td>1.133</td>
</tr>
<tr>
<td>DPOs know little about inclusion of SWDs at regular classrooms</td>
<td>1.200</td>
</tr>
<tr>
<td>DPOs do not have sufficient capacity to effectively deal with these issues</td>
<td>1.133</td>
</tr>
<tr>
<td>Premises and/or facilities within the institution are not accessible to SWDs</td>
<td>1.133</td>
</tr>
<tr>
<td>Organizations program do not involve persons with disabilities so there is no need to partner with DPOs</td>
<td>1.200</td>
</tr>
<tr>
<td>No budget to meet the costs of disability adjustments that might be required</td>
<td>1.200</td>
</tr>
<tr>
<td>We know little about DPOs and their programs</td>
<td>1.166</td>
</tr>
<tr>
<td>No DPOs have come forward to become partners</td>
<td>1.133</td>
</tr>
<tr>
<td>Training policy does not encourage partnerships with DPOs</td>
<td>1.267</td>
</tr>
</tbody>
</table>

Baseline Study on Areas of Successes and Barriers in Skills and Employment of Graduates with Disabilities
Baseline Study on Areas of Successes and Barriers in Skills and Employment of Graduates with Disabilities

EmployAble Project
Developing Inclusive Competency Based TVET Education Practices in Kenya

Making the organizations premises and facilities accessible to PWDs 1.254
Making the organization visible to inclusive development 1.389
Making HR policy and procedures inclusive 1.305
Creating and sustaining relationships with DPOs and organizations for and of the disabled 1.271
Making the organizations/commercial enterprises activities inclusive 1.203
Enhance knowledge and skills of staff on disability and inclusive development 1.189

Linking TVET institutions to the labor market employer

Whether courses offered in the institution give relevant and appropriate skills needed by the labor market

From the findings all the respondents indicated that institutions gave relevant and appropriate skills needed by the labor market.

![Bar chart showing 100% yes for whether courses offered in the institution give relevant and appropriate skills needed by the labor market.](image)

Figure 4. 7: Whether courses offered in the institution give relevant and appropriate skills needed by the labor market

Frequency of trainers being trained in refresher skills emerging from the dynamic market
The study revealed that 40% of the respondents indicated that the frequency of employees being trained in refresher skills emerging from the dynamic market was annually and bi-annually respectively.

Figure 4.8: Frequency of trainers being trained in refresher skills emerging from the dynamic market

Whether there is a platform where relevant skills of the labor market can be shared with the TVET institutions for considerations during the curriculum development and reviewing

From the findings, 70% of the respondents indicated that there is no platform where relevant skills of the labor market can be shared with the TVET institutions for considerations during the curriculum development and reviewing while 30% indicated that such platforms exist. Of the positive responses the platforms that were sighted include; student being sent for attachment in industrial estates related to their field, development seminars at KICD and in annual general meetings.
Figure 4. 9: Whether there is a platform where relevant skills of the labor market can be shared with the TVET institutions for considerations during the curriculum development and reviewing

Whether institution have a follow up program for graduates in terms of areas of attachment, internship and employment with the employer

From the findings 55.6% of the respondents indicated that TVET institution have a follow up program for graduates in terms of areas of attachment, internship and employment with the employer while 44.6% indicated that institution do not have a follow up program for graduates in terms of areas of attachment, internship and employment with the employer.

Figure 4. 10: Whether institution have a follow up program for graduates in terms of areas of attachment, internship and employment with the employer

Summary of the Findings

This chapter discussed the interpretation and presentation of the findings from the study. The findings were presented in forms of tables and figures. The analysis endeavored to answer all the three objectives of the study namely: establish areas of successes and barriers in skills and employment of persons with disabilities; current developments and practices in the labour market (mapping of skills) and their link to training programs offered by TVETs, extent to which graduates with disabilities are identified and offered training opportunities as well as the way they are inclusive in the workplace; establish whether there exists any form of links between employers and learning institutions that guides
training and skills development. The next chapter will discuss the key findings, recommendations, conclusion and suggested areas for further studies.
CHAPTER FIVE

5. SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of findings

This chapter presents the discussion of key finding of the research in relation to the research objectives of the study, conclusion drawn from the findings highlighted and recommendations made there-to. The conclusion and recommendations drawn were focused on addressing the purpose of this study, which was to establish areas of successes and barriers in skills development and employment of graduates with disabilities.

Discussions

This section presents a summary of findings on the demographic characteristics of the respondents and the discussion on the findings based on the research objectives.

Demographic characteristics of employers

In this study, 60 questionnaires were returned completely filled by the respondents who constituted of senior members of an Organization or commercial enterprise (employer). From the findings, majority of the organizations 53(88%) operated locally while 7(11.7%) operated internationally, 52(86.6%) were located in Nairobi. The study also found out that majority 24(40.0%) of the organization had less than 25 members of staff. The study also established that majority of the organizations didn’t have any member of staff with a disability. The organizations dealt with Community and development, Health care, Research and Development, agriculture, ICT, telecommunication, carpentry, education, sanitation and masonry.
Demographic characteristics of TVET Institutions

10 questionnaires were returned completely filled by Principals or Deputy Principals of TVET Institutions located within Nairobi and its environs.

Focus Group Discussion

15 persons living with disabilities participated in a focus group discussion. The participants had either undertaken studies to acquire particular skills, employed, self-employed or out of employment. The aim of the discussion was learn and share about barriers and successes encountered in education - learning environment, the learning process and skills, and in employment - job searching, workplace and accessibility, recruitment and staff retention.

Linking the market (Employer) to TVET institutions

The study deduced that the skills offered in the TVETs mirrored the job profile and skills needed by the labour market, that the organization had a platform to voice out required competence and skills of the new employees, that the organizations offered further skills training for improvement of performance to new employees. The study findings are backed by Nyerere (2009) who argues that the Kenya Education Sector Support Programme 2005-2010 (KESSP) supports the “provision of loans and bursaries to enhance access to TVET taking special account to marginalized groups, such as female students and the physically challenged”. However, Nyerere is critical of the extent to which this is actually planned, coordinated or implemented (2009: It not unclear how TIVET programmes are coordinated or even partnered with DPOs).

Disability Knowledge and Awareness Among Organizations Staff

The study revealed that the organizations/commercial enterprise mandate didn’t include persons with disabilities, that the organization/commercial enterprise didn’t know how to include persons with disabilities, that the organization mandate didn’t not include person
with disabilities and that the organization programs were not appropriate for people with disabilities. The study also found that for the organizations to be inclusive, they needed help so that they can design special projects (and special services) for them, that persons with disabilities need their help and should be included in our regular activities and programs and that most staff members had not thought about the issue.

Despite this, Kenya has a number of laws and policies supporting persons with disabilities. These include the Persons with Disabilities Act (2003), which conveys rights, rehabilitation and equal opportunities for people with disabilities, although there is no requirement or incentive to comply with this law (Tororei, 2009).

The study found out that some organizations were accessible to people with disabilities. However the organization’s mandate did not expressly include person with disabilities, and therefore, Persons with disabilities did not adequately access and participate in all the programmes/activities at equal basis with their abled counterparts.

The study found out that some courses were accessible to students with (mild) disabilities, that the organizations mandate did not include person with disabilities, that Persons with disabilities had access and participated in all the programmes/activities and that persons with disabilities participated in the design and implementation of programmes and had equal access to our services.

The study established that at TVETs level there were no technical support from disability organizations/experts and that the employers hardly set aside budgets to meet the costs of disability adjustments that might be required.

The study findings conquers with those of Nyerere, 2009, who found out that institutions take responsibility for their own programs with support from the Ministry of Education and training for persons with disabilities is mainly done in conjunction with disabled people’s organizations (DPOs) – with the Action Network for the Disabled; Association for the Physically Disabled of Kenya; Deaf Ability Initiative; United Disabled Persons of Kenya and the Kenya Union of the Blind being some of the main providers of TIVET in Kenya and that it is unclear how TIVET programs are coordinated or even partnered with DPOs.
Many organizations indicated that no candidates with disabilities had ever applied for a job, that the organization’s premises and or facilities aren’t accessible to PWDs, that organization HR policy did not encourage employment of graduates with disabilities and that PWDs may not be able to do the work appropriately, that other staff may not be comfortable working with staff with disabilities, and that they were not competent for the available jobs.

The findings are in line with those of Greenwood, et al. (1991) who argues that physical disabilities are generally viewed more favorably than mental disabilities. Further he argues that projects with Industry placement specialists rated employers as being more willing to hire individuals with physical disabilities than those with emotional, mental, or communication disabilities, to have the least difficulty in recruiting and selecting these workers, and to expect better work performance from them.

The study sought to find out the barriers/obstacles that prevent the organization from partnering with DPOs and organizations for and of the disabled.

The study indicated that training process and policy especially that of TVETs did not encourage partnerships with DPOs that DPOs knew little about inclusion of SWDs at regular classrooms. Since organizations’ program did not involve persons with disabilities they thought there was no need to partner with DPOs and that there were no budget to meet the costs of disability adjustments that might be required. Some organizations didn’t know who DPOs were and their programs. It is evident from the study that DPOs are also not interested in working with the organizations and TVET institutions to develop inclusive training and employment Analysis from the TVET Institutions further indicated that premises and /or facilities within the institution were not accessible to SWDs, that DPOs did not have sufficient capacity to effectively deal with these issues and that no DPOs had come forward to become partners.

The study conquers with those of Nyerere,2009 who found out that institutions take responsibility for their own programs with support from the Ministry of Education and training for persons with disabilities is mainly done in conjunction with disabled people’s
organizations (DPOs) – with the Action Network for the Disabled; Association for the Physically Disabled of Kenya; Deaf Ability Initiative; United Disabled Persons of Kenya and the Kenya Union of the Blind being some of the main providers of TIVET in Kenya and that it is unclear how TIVET programs are coordinated or even partnered with DPOs.

5.2 Conclusion

In a time marked by a critical demand for labor and significant economic expansion and prosperity, it is discouraging that members of our nation’s largest minority, persons with disabilities, are not meeting the threshold of five percent as required by the constitution. A 2014 evaluation report by public service commission of Kenya indicated that 1,082 (one percent) PWDs in a population of 106,724 employees were employed in the Government Ministries and agencies. Employers play a critical role in addressing the high unemployment rate experienced by persons with disabilities. There is therefore a need for employers to be sensitized about the rights for PWDs for decent work life and that the cost on inclusion far outweighs the cost of marginalizing a large proportion of our society that would contribute positively to economic development.

To some extent, some employers appear willing to sacrifice work performance or work quality in exchange for a dependable employee. However, it is unclear the extent to which other factors, such as economic and labor market conditions or coworker perceptions, might influence an employer’s willingness to support or sustain a worker with a disability who may be perceived as less productive. Increasingly, there appears to be a renewed emphasis on employers’ recognizing the significance of employing workers with disabilities in an effort to enhance their image in the community. This is evident from a focus group discussion in relation to this study, which found out that, the employers were reluctant to employ PWDs because they saw them as a burden and as people who would need constant attention. In addition, the group agreed that most employers felt that they were not able to provide the necessary adjustments that would enable employees with disabilities to work comfortably (for example an employee with disability was required to sit for long hours on a customer service desk while she required regular movements at regular intervals due to her disability), The group admitted that through friends, networks,
DPOs, they were able to search for jobs that were readily available and that there existed recruitment without retention whereby PWDs were employed on temporary basis because of their conditions.

Employers have identified both benefits and concerns regarding the employment potential of persons with disabilities. Perhaps there has not previously been a time in history in which prosperous economic conditions, emerging technology, and progressive disability-related legislation coexisted to generate the most promising employment outlook for persons with disabilities. Employers are increasingly faced with managing a diverse workforce, and many have strengthened their efforts in the area of corporate social responsibility.

Findings of this research will inform the EmployAble programme, the local and international partnership, as well as broader group of stakeholders and policy makers on the current situation on the TVET and linkages between TVETs and the labour market. The

Despite a range of policies and interventions there are still a number of constraints facing young people with disabilities entering employment in Kenya. These range from a lack of suitable employment; little or no access or adaptations; limited expectations of families and employers; lack of networks, contacts or social/inter-personal skills and low self esteem.

Employable program aims at empowering at least 200 youth with disabilities in Kenya through access to relevant skills to make them employable. Activities will not be limited to psychosocial support and career counseling at the training Institutions but also soft and entrepreneurship skills to give YWDs a competitive edge while in training and at work.

**Challenges in Education**

PWDs have continued to have skewed access to education. Both the Gross Enrolment Rates and the Net Enrolment Rates of primary and secondary education indicate low access. This is also replicated at the tertiary level TVETs included. (This may be construed to mean that majority of PWDs lack necessary education, skills, abilities and other characteristics related to training and job performance) however lack of access to the
relevant institutions may be the real culprit. These happen despite all the legislation and sanitization. It is therefore important to note that the conditions of PWDs can be well improved if they were allowed to acquire skills of their choice that they think are relevant to their careers and the job market. TVETs must be empowered and influenced to be inclusive in all their learning activities. Legislation and activism will not achieve much without concrete action such as those being undertaken by EmployAble project.

Challenges in Access to Employment

Kenya being a low-income country is one of the economies that are adversely affected by unemployment. Unemployment has affected both the uneducated and the educated; with graduates sometimes facing gross underemployment. Given the unemployment levels, PWDs, are further marginalized by both structural and attitudinal impediments that are associated with gainful employment.

The low employment rate of PWDs may partly be explained by negative stereotypes held by employers about them that result in unfavorable selection decisions. However, employers would require employees with skills that are required to fulfill their mandates.

TVETs have a role to play in bridging this skills gap that the industries require. This will in turn help in combating multiple forms of disadvantage, and overcoming barriers to entry and progression in the world of work and in further learning. However, if these efforts are to succeed, obstacles that exist within TVET systems as far as PWDs are concerned have also to be recognized and addressed.

Certainly, some groups encounter more barriers to entry into further learning than others. For instance, there is a growing acceptance that TVETs have to combat discrimination and promote inclusion, especially for PWDs. This process begins with an awareness of the learning needs of a more diverse population of learners. By working together with employers, TVET providers can offer additional support to disadvantaged learners in their transition from TVET learning to working. In this way TVET providers will become key partners in combating discrimination and promoting inclusion through, for example,
careers guidance and counseling.

Through the Employable project, both the mainstream TVET Institutions and the employers will be taken through intense awareness creation and sensitization so that they appreciate diversity and abilities of Persons with disabilities and have confidence in training and employing graduates with disabilities. Issues of accessibility in terms of communication, infrastructural will be acted upon accordingly to ensure that barriers that PWDs face in training and employment are minimal. Linkages between the TVET institutions and the employers will be initiated through the recent CBET framework by the MOEST, which seeks for heavy industry involvement in the entire process of curriculum development, implementation and assessment.

5.3 Recommendations

There are clearly many areas where further information is needed to design effective training programmes in TVETs that can be transitioned to gainful employment. Various suggestions for policy approaches and programme design have been made in the previous sections, but in most cases further evidence and further discussion is needed before these could be supported with full confidence. However, through the analysis of the findings, some clear broad principles emerge, and these are as provided below.

Employment Policies

Employment policies for people with disabilities need to reach beyond the traditional hiring quotas, reserved employment schemes and rehabilitation strategies of the past, to address the root causes of inequalities in the workplace. Private sector involvement should be promoted through partnerships with learning institutions, employers, employees and organizations of disabled people; and compulsion should be replaced with programs that are market driven, competition and individual and employer responsibility. Specialized agencies should be replaced with strategies to include disabled people in mainstream labor market programs and activities wherever possible, often as priority groups.
Ensure a Strong Rights-Based Legal framework

Disability organizations should see strong legal foundations as an important step towards making employment among disabled persons a right and entitlement rather than a charity handout. They should emphasize on effective, training programmes needed to be effective in skills acquisition that is underpinned by national legislation that is in line with national and international goals of providing for equity and equality for all irrespective of their ability. They should be at the forefront to identify youth within their organizations to join the mainstream TVETs to promote inclusion.

Participation of People With Disability

Persons with Disabilities’ participation in design, implementation, and evaluation is critical to ensure training programmes are effective and relevant for their needs. This participation could also help to identify and overcome many of the more technical challenges, particularly accessibility of PWDs not only to institutions but also to workplaces.

Effective participation of PWDs in training and skills development will require sensitization of decision-makers on the one hand, capacity building of the disability movement on the other hand as well as the ability of TVETs to deliver effective and relevant skills that are required by the employers. This requires full participation of all relevant stakeholders.

Overcoming the Barriers Preventing Individuals Accessing to TVET

A number of policy choices can be identified using the equity lens, which may help overcome the attitudinal, communication, infrastructural and institutional barriers preventing individuals accessing to TVET. These include:

- Identifying priority groups, and which policy approaches may be most effective to reach them.
- Finding ways to make both public and private TVETs more inclusive.
- Supporting better transitions from training to work for the most disadvantaged.
• Working with employers to improve workplace training and to develop inclusive workplaces.

Securing collaborative approaches to achieve these objectives, an inclusive learning system is one key dimension of ‘TVET for all’. Using the economic and transformative lenses here draws attention to the need to ensure that intended beneficiaries experience improved access to labour market and life prospects in the long term.

**Curbing lack of access to education**

The study recommends that;

• There is need for the ADDA and its disability mainstreaming partners to conduct a national wide audit be conducted to establish the extent of compliance with PWD Act 2003 in the educational sector: There is need for accurate data on PWDs in school and out of school. And as well, the level of schools’ compliance with the Act’s provisions.

• The National Council for Persons with disabilities in conjunction with the Ministry of Public Works work together to ensure that building and other facilities are accessible to PWDs.

• There is need for more advocacy by the stakeholders, especially Organizations of and for Persons with Disabilities to lobby for disability mainstreaming within Institutions.

• There is need for MOEST to observe inclusion through the implementation of the national CBET guideline. Such a process needs to ensure technical equipment within training institutions are provided, awareness training and sensitization is intensely undertaken at the TVETs and with the employers, and investment on inclusion of PWDs in the mainstream is heavily made, for inclusion to be more realistic. In conjunction with ADDA and through the Employable Program, one inclusive mainstream TVET to be a center of excellency could be a starting point.

• There is need for the mainstream TVETs to be empowered to access funds, bursaries, and loans allocated for trainees with disabilities, and affirmative strategies to ensure that inclusion is taking place effectively.
Recommendations for further studies

This study concentrated on evaluating employment opportunities for persons with disabilities in Nairobi. To facilitate the generalization of the findings, this study proposes that future studies be conducted on employment opportunities for persons with disabilities across Kenya and possibly Africa.

The study also recommends that another study be carried out to establish employers’ attitudes toward workers with disabilities.
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