REPUBLIC OF KENYA

Ministry of Education

Implementation Guidelines

for

Sector Policy for Learners and Trainees with Disabilities

May 2018

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LIST OF ABBREVIATIONS AND ACRONYMS

ACDTSC	Assistant County Director of Teachers Service Commission
AIDS	Acquired Immuno- Deficiency Syndrome
CDACC	Curriculum Development Assessment and Certificate Council
CDTSC	County Director of Teachers Service Commission
CEC	County Executive Committee Member
CoG	Council of Governors
DRR	Disaster Risk Reduction
EARC	Educational Assessment and Resource Centre
ECDE	Early Childhood Development and Education
FBO	Faith Based Organization
HIV	Human Immuno- Deficiency Virus
HRO	Human Resource Officer
ICT	Information and Communication Technology
IEP	Individualized Education Programme/Plan
KEMI	Kenya Education Management Institute
KICD	Kenya Institute of Curriculum Development
KISE	Kenya Institute of Special Education
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examinations Council
KRA	Kenya Revenue Authority
M&E	Monitoring and Evaluation
MDAs	Ministries, Departments and Agencies
MoE	Ministry of Education
MoH	Ministry of Health
NACOSTI	National Commission for Science, Technology & Innovation
NCIC	National Cohesion and Integration Commission
NCPWD	National Council for Persons with Disabilities
NEMA	National Environment Management Authority
NEMIS	National Education Management Information System
NGAAF	National Government Affirmative Action Fund
NGEC	National Gender and Equality Commission
NITA	National Industrial Training Authority
NCA	National Construction Authority
PPP	Public-Private Partnership
QASO	Quality Assurance Office/r
RCE	Regional Coordinator of Education
S/CQASO	Sub/County Quality Assurance Office/r
SCDE	Sub-County Director of Education
SNE	Special Needs Education
SRC	Salaries and Remuneration Commission
TSC	Teachers Service Commission

1.0   INTRODUCTION

The importance of having implementing guidelines, together with a policy, cannot be overemphasized. Hence, one critical shift of the reviewed 2009 Special Needs Education (SNE) National Policy Framework is this implementing guidelines document, a product of a participatory process and the direct injection of the experiences of partners and stakeholders working for and with learners and trainees with disabilities.

The document provides guidance and practical demonstration of how relevant government ministries, departments and agencies (MDAs) can implement the policy statements and strategies. It basically provides the plan of action required to implement the policy, and ultimately ensuring that every learner and trainee with disability enjoys the right to relevant, quality and inclusive education and training.

The guidelines are structured along the 15 policy areas. First, the policy objective, policy statement(s) and strategies are restated as they are in the main policy document. Secondly, the guidelines then zoom into each strategy, identifying the concrete activities and processes that will lead to its realization. Lastly, for the purposes of accountability, the guidelines identify and list down the MDAs responsible for implementation of the specific activities and driving the processes.

An accessibility audit guide is annexed that provides guidelines on areas that require modification for the institution to be considered disability friendly to not only those with disabilities, but for everyone. This guide has been adapted from the accessibility audit check list developed by the National Council for Persons with Disabilities which are anchored on ISO Standard 21542 of 2011.

2.0   POLICY IMPLEMENTATION GUIDELINES

The implementation guidelines cover the 15 policy areas:
1. Inclusive education
2. Assessment and early intervention
3. Access to quality and relevant education and training
4. Quality learning environment, health and safety
5. Specialized learning resources, assistive devices and technology
6. Capacity building and human resource development
7. Public participation and engagement
8. Advocacy and awareness creation
9. Equity and gender mainstreaming
10. Curriculum
11. Financing and sustainability
12. Partnership, collaboration and coordination
13. Research, data management and innovation
14. Inclusive Disaster Risk Reduction
15. Mentorship, moulding and nurturing of national values.

2.1   INCLUSIVE EDUCATION

Objective

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

Policy Statement

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

Strategies

MoE shall:

2.1.1. Allocate adequate resources to sustain inclusive education
2.1.2. Undertake piloting process for inclusive education and training.
2.1.3. Establish and develop an effective communication strategy advocating for and raising awareness on inclusive education and training.
2.1.4. Implement inclusive education and training in all programmes and levels of learning.
2.1.5. Strengthen quality assurance and monitoring for effective implementation of inclusive education.
2.1.6. Undertake research on inclusive education periodically and set up a data and evidence structure for effective knowledge, learning and improvement.

Strategies /guidelines	Responsible
2.1.1. Allocate adequate resources to sustain inclusive education	
a. Conduct needs assessment to gather data and information about inclusive education (cost of educating in inclusive setting, required environmental adjustments, human and learning resources etc.) to inform decisions on resource allocation. b. Work with the national assembly in providing finances and aligning resources. c. Facilitate the regular institutions of learning to offer quality inclusive education to learners and trainees with disabilities.	• MoE • National Assembly • TSC • KNBS
2.1.2. Undertake piloting process for inclusive education and training	
a. Develop national standards on inclusive education. b. Establish the readiness of education and training institutions. c. Systematically identify institutions to conduct the pilot. d. Pilot inclusive education and training in the sampled institutions. e. Review and refine the standards and processes in readiness for scale-up.	• MoE • KICD • KISE • County Governments • TSC
2.1.3. Establish and develop an effective communication strategy advocating for and raising awareness on inclusive education and training	
a. Develop the communication objectives. b. Map out the key target audiences for communication and their readiness. c. Identify appropriate modes of communication and the communication activities. d. Develop specific messaging on inclusive education and training based on target audiences. e. Develop the tools and messaging for achievement of the communication objectives. f. Partner with the media and other stakeholders to communicate on inclusive education.	• MoE • Media Council of Kenya • KISE • NCPWD

2.1.4. Implement inclusive education and training in all programmes and levels of learning	
a. Amend existing legislative framework to mainstream inclusive education and training. b. Enhance the capacities of institutions to implement inclusive education and training. c. Prepare Information, Education, and Communication materials for the capacity building initiatives. d. Enhance the capacity of implementing agencies, including the families and learners and trainees with disabilities themselves, on inclusive education and training. e. Facilitate the reporting of mainstreaming of inclusive education and training with emphasis on enrolment, placement, retention, learning and completion of learners and trainees with disabilities.	• MoE • NCPWD • KNEC • Development partners • TSC
2.1.5. Strengthen quality assurance and monitoring for effective implementation of inclusive education	
a. Set standards for quality assurance. b. Develop the inclusive education monitoring tools and processes. c. Provide periodic reports and carry out periodic audits on the implementation of inclusive education and training.	• MoE • TSC • All institutions of learning
2.1.6. Undertake research on inclusive education periodically and set up a data and evidence structure for effective knowledge, learning and improvement	
a. Develop the inclusive education and training research agenda. b. Conduct periodic, theme-based studies to generate robust relevant evidence. c. Entrench an evidence-based decision-making culture for the improvement of inclusive practice, and utilize the generated evidence for the periodic review of the objectives, policies, strategies and activities.	• MoE • TSC • KISE • KICD • Academia

2.2   ASSESSMENT AND EARLY INTERVENTION

Objective

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

Policy Statement

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

Strategies

MoE shall:

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

Strategies /guidelines	Responsible
2.2.1 Develop and review the standard procedures and guidelines for functional assessment	
a. Evaluate the existing functional assessment tools to identify and seal gaps. b. Review and pilot the tools to conform with the assessment procedures and guidelines. c. Induct implementers at all levels on functional assessment. d. Monitor use of the reviewed functional assessment tools in assessment processes. e. Carry out periodic review of assessment tools to conform with global standards.	• MoE • MoH • County Governments • EARC • NCPWD • TSC • KISE
2.2.2 Strengthen identification, assessment and early intervention and placement of learners and trainees with disabilities	
a. Ensure disability screening is a requirement during admission into pre-primary and primary schools for early intervention. b. Create cross referral systems within EARC, MoH, Department of Social Services and NCPWD for diagnostic, medical intervention and registration. c. Conduct functional assessment for educational placement. d. Develop plans for rehabilitation and habilitation. e. Provide and recommend assistive devices and equipment. f. Develop a framework for a standard IEP considering transition and exit. g. Liaise with SNE teachers in developing IEPs. h. Coordinate follow up services based on IEP needs. i. Propose a mechanism for providing medication waiver for children/learners with chronic illnesses and conditions.	• MoH • MoE • NCPWD • County Governments • NHIF • National Assembly

2.2.3. Establish and operationalize EARC structures at the national, county and sub-county levels	
a. Develop minimum quality standards for EARC services in Kenya. b. Define the mandate and functions of EARCs c. Define the roles and responsibilities of EARC staff. d. Upgrade existing EARCs and establish new centres with adequate resources to enhance their operations. e. Establish EARC centres of excellence in every county. f. Establish a structure of linkage between the national centre of excellence and county EARCs. g. Recognize and promote the community management structure for EARCs. h. Develop and implement strategic development plans to guide operations, funding and partnerships. i. Create a vote head for financing the operations of EARCs.	• MoE • KISE
2.2.4. Provide adequate human resource with requisite functional assessment skills	
a. Designate a position of EARC assessment officer in Public Service Commission human resource structures. b. Develop a scheme of service for the EARC assessment staff and other learning support assistants such as braille transcribers and sign language interpreters. c. Appoint and deploy EARC staff.	• MoE • County Governments (County PSB) • PSC • Treasury/Ministry of Finance • Ministry in charge of Social Services
2.2.5. Develop and implement continuous professional development programmes for functional assessment staff	
a. Identify professional skill gaps through capacity assessment for EARC staff. b. Integrate functional assessment as component for all SNE teacher training programmes, both pre- and in-service. c. Train and certify the EARC staff. d. Initiate performance contract for the multidisciplinary teams. e. Sustain regular and continuous professional development of all functional assessment staff.	• MoE • TSC

2.2.6. Provide adequate and relevant assessment equipment and facilities	
a. Assess the gaps on equipment and facilities in EARCs. b. Equip the EARCs with up-to-date technology. c. Use the assessment equipment appropriately. d. Maintain the equipment and facilities. e. Forge and form linkages to facilitate tax exemption of assessment equipment and facilities.	• MoE • Treasury/Ministry of Finance • KRA • National Assembly
2.2.7. Strengthen data collection, documentation, monitoring and evaluation within EARC processes for both institution-based and home-based education programmes	
a. Define the scope and criteria of data collection. b. Equip the EARCs with appropriate data collection and management tools and equipment. c. Equip the staff with necessary data collection and management skills. d. Collect data from institution-based and home-based education programmes. e. Device systems for data dissemination to NEMIS and other stakeholders. f. Continuously monitor and evaluate EARC activities.	• MoE • NCPWD • County Governments • MoH
2.2.8 Strengthen tracking and follow up modalities for learners and trainees with disabilities	
a. Utilize the unique learner identifier to track all learners and trainees, including those in home-based education programmes. b. Devise a mechanism to track those identified to have disabilities and are out of institutions of learning. c. Integrate record management of learners and trainees with disabilities from relevant government departments and agencies and other partners to inform early identification and intervention.	• MoE • KNBS • Ministry of Social Services • MoH • Ministry of Interior • NCPWD • County government • KISE

2.2.9. Establish multidisciplinary assessment team for every EARC	

a. Collaborate with county governments and other ministries to establish and formalize a multidisciplinary assessment teams' framework.
b. Form multi-disciplinary teams for every EARC comprising of:
   • Physiotherapists
   • Occupational therapists
   • Vision therapists
   • Speech therapists
   • Social workers
   • Nutritionists
   • Psychologists
   • SNE educators with relevant expertise in various disability categories
   • Medical practitioners with specialization in different and relevant fields.
c. Allocate funds to facilitate effective multi-disciplinary assessment teams.
	• MoE
	• EARCs
	• TSC
	• County governments

2.3 ACCESS TO QUALITY AND RELEVANT EDUCATION AND TRAINING

Objective

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

Policy Statement

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

Strategies

MoE shall:

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

Strategies /guidelines	Responsible
2.3.1. Promote access and retention of learners and trainees with disabilities	
a. Observe universal accommodations in addressing barriers that learners and trainees with disabilities face in institutions of learning. b. Provide appropriate transport facilitation to learners and trainees with disabilities to and from institutions of learning depending on the need. c. Enforce the legal provision of free compulsory basic education for all learners with disabilities. d. Ensure unconditional re-entry to learners and trainees with disabilities whose education has been interrupted due to medical and other challenges. e. Promote school feeding programmes, bursary and scholarships to mitigate against social issues such as poverty that hinder retention. f. Initiate, develop and strengthen habilitation and/or rehabilitation centres and community/ home-based education programmes and pre-primary/foundation for learners and trainees with disabilities. g. Facilitate unlimited entry to an appropriate educational programme for learners and trainees with disabilities as provided for in their IEP. h. Institutionalize parent-teacher conferencing to regularly review learner progress.	• MoE • TVETA • County Governments • Institutions of learning • TSC • KICD • Parents Association
2.3.2. Promote progression and transition of learners and trainees with disabilities	
a. Develop transition plans for learners and trainees in all focus disability areas and at all levels of education. b. Use competency-based assessment of learners and trainees with disabilities to inform progression and transition. c. Develop criteria and procedure for admissions and placement at all levels of learning and training. d. Develop a transition plan for leaners and trainees with intellectual and developmental disabilities from pre-vocational, vocational and to occupational levels. e. Set timelines to guide the length of period a learner with disability can remain at a specific level of education. The learners and trainees following regular curriculum should follow the length of study.	• MoE • Institutions of learning • County Governments • KICD • TSC • KNEC • TVETA

2.3.3. Strengthen the quality of education for learners and trainees with disabilities	
a. Provide qualified, adequate, relevant quality assurance and standards officers with requisite specializations at all levels. b. Ensure quality assurance is coordinated and resourced. c. Implement the institutional based quality management mechanisms d. Develop regulations that guide implementation of home based educational programmes in relation to planning, time allocation, teacher workload, assessment and reporting. e. Establish a regulatory body for Braille and Sign Language through legislation.	• MoE • KICD • TSC • County Governments • The Legislature
2.3.4 Provide teaching and learning resources in accessible formats, qualified teaching and support staff for home-based and institution-based learners and trainees with disabilities	
a. Adapt teaching and learning materials and resources to meet the diverse needs of learners and trainees with disabilities in inclusive learning environments. b. Produce quality and relevant learning-teaching materials in alignment with the change (dynamism) in curriculum, textbooks and needs of learners and trainees. c. Provide teaching and learning materials in accessible format depending on needs of learners. d. Review the book policy to include the non-book resources for learners and trainees with disabilities in the orange book. e. Encourage innovation in development of teaching and learning materials to address emerging educational needs for specific disabilities.	• MoE • Publishers • County Governments • KICD • KISE • KIB
2.3.5 Develop and promote adherence to a framework on affirmative action	
a. Review existing affirmative actions. b. Develop a framework of affirmative actions on access to education for learners and trainees with disabilities. c. Monitor, evaluate and report on the implementation of affirmative action.	• MoE • County Governments • The Legislature • TSC

2.4   QUALITY LEARNING ENVIRONMENT, HEALTH AND SAFETY

Objective

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

Policy Statement

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

Strategies

MoE shall:

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

Strategies /guidelines	Responsible
2.4.1. Provide adequate resources to make all institutions of learning and training accessible to learners and trainees with disabilities	
a. Create public awareness on disability friendly environment. b. Audit accessibility and safety standards in all institutions of learning to identify environmental barriers. c. Provide resources to facilitate institutions of learning to adhere to accessibility and safety standards. d. Enforce building construction accessibility and safety standards in all institutions of learning. e. Raise public awareness on disability friendly environments.	• MoE • NCPWD • TVETA • CUE • County Governments • KEBS • NCA • NEMA • Media Council of Kenya
2.4.2. Ensure compliance to safety standards and barrier free requirements for institutions of learning and training	
a. Adhere to stipulated safety standards in the construction of buildings. b. Train staff, learners and trainees with disabilities to identify signals that denote danger. c. Train learners and trainees on how to respond appropriately to the alarms signifying danger. d. Put in place a mechanism of evacuation from dangers such as fire. e. Continuously assess the compliance to safety standards and barrier free requirements.	• MoE • NCPWD • NCA • Public Works • Institutional management bodies • Ministry of Interior • County Governments
2.4.3. Protect learners and trainees with disabilities from any form of violence such as sexual, physical, emotional or psychological abuse within the school or training institution, at community level and home	
a. Sensitize all the key players on child rights and protection b. Create awareness on reporting mechanisms within and out of institutions of learning. c. Operationalize guidance and counselling services in all institutions of learning. d. Ensure learner and trainee protection guidelines are in place and adhered to by staff. e. Ensure adherence to legal provisions in cases of abuse. f. Establish linkage with Department of Social Services and other key players. for reporting mechanism such as a hotline.	• MoE • Institutional management bodies • Department of Social Services • Teachers • Parents • Learners and trainees • Ministry of Interior • Public Works

2.4.4. Provide adequate, clean, and safe water and sanitation	
a. Provide clean and safe drinking water in all institutions of learning. b. Encourage learners and trainees to make good use of water. c. Provide adequate and adapted sanitation facilities. d. Train learners and trainees on proper use of sanitation facilities. e. Care for and maintain the available sanitation facilities.	• Ministry of Water and Irrigation • MoE • Institutional management bodies • Parents' Association
2.4.5. Provide enriched school feeding programmes to learners and trainees at risk of malnutrition	
a. Conduct a needs assessment to establish the nutritional needs of learners and trainees with disabilities. b. Collaborate with different partners to establish an enriched feeding programme according to the nutritional needs of the learners and trainees. c. Put in place mechanisms for healthy and safe food management.	• MoE • County Governments • Institutional management bodies • Parents' associations • County government • MoH

2.4.6. Provide basic health services to learners and trainees with disabilities	
a. Strengthen collaboration with health service providers to ensure provision of immunisation, supplements and deworming.	• MoE • MoH • County Governments • Religious based health service providers
b. Ensure continuous follow-ups and referral support to leaners and trainees with conditions that require regular medical intervention.	
c. Impart knowledge, skills, practices and proper attitudes in relation to health of learners and training with disabilities and their parents/guardians.	
d. Promote and maintain good health practices among the learners and trainees with disabilities.	
e. Monitor and appraise the health status of the learners through health screening and examinations for learners and trainee with disabilities.	
f. Partner with Ministry of Health to offer first line emergency services to learners and trainees with disabilities and teachers injured or taken ill.	
g. Collaborate with health agencies, parents and communities on issues relating to learners and trainees with disabilities on health issues.	
h. Provide sanitary towels to girls with disabilities and train them on use and proper disposal.	
i. Enforce the National School Health Policy in all institutions serving learners and trainees with disabilities.	
j. Enforce the Safety Standards Manual for schools in institution of learning for learners and trainees with disabilities.	

2.5 SPECIALIZED LEARNING RESOURCES, ASSISTIVE DEVICES AND TECHNOLOGY

Objective

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

Policy Statement

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

Strategies

MoE shall:

2.5.1. Facilitate the production, procurement and distribution of specialized learning resources, assistive devices and learning technologies.

2.5.2. Facilitate the maintenance of specialized learning resources, assistive devices, and technology through quality storage, repairs, replacement, upgrading, and capacity building of relevant staff.

2.5.3. Facilitate the access to tax waivers on specialized learning resources, assistive devices and technologies for all learners and trainees with disabilities.

Strategies /guidelines	Responsible
2.5.1. Facilitate the production, procurement and distribution of specialized learning resources, assistive devices and learning technologies	
a. Conduct periodic situational analyses and needs assessment regarding specialized learning resources, assistive devices and technology. b. Mobilize for resources from government and other partners. c. Establish additional and strengthen the existing centres for local production of specialized learning resources, assistive devices and technology. d. Utilize centres for local production at the national and county levels for provisions and maintenance of specialized learning resources, assistive devices and technologies. e. Adapt existing specialized learning resources, assistive devices, and technology to suit the various categories of disabilities of learners and trainees with disabilities. f. Collaborate with county government and other stakeholders in the provision of rehabilitative and habilitation services.	• MoE • Kenya Institute for the Blind • Ministry of Information • Institutions of learning
2.5.2. Facilitate the maintenance of specialized learning resources, assistive devices and technology through quality storage, repairs, replacement, upgrading and capacity building of relevant staff	
a. Avail repair and maintenance services at local production centres. b. Collaborate with county governments in the provision of services by the rehabilitation and habilitation team. c. Employ technical staff at local production centres to maintain and repair specialized learning resources, assistive devices, and technology. d. Monitor the utilization of specialized learning resources, assistive devices, and technology. e. Provide training to teachers, support staff, learners and trainees, sponsors and parents on the use of specialized resources and technologies that enhance learning for learners and trainees with disabilities. f. Utilize the findings of the periodic situational analysis and needs assessment to inform the distribution of specialized learning resources, assistive devices and technologies. g. Develop guidelines to direct the distribution of specialized learning resources, assistive devices, and technologies.	• MoE • Kenya Institute for the Blind • County Governments • MoH

2.5.3. Facilitate the access to tax waivers on specialized learning resources, assistive devices, and technologies for all learners and trainees with disabilities	
a. Coordinate relevant stakeholders involved in the taxation process to discuss the tax exemptions for specialized learning resources, assistive devices and technologies. b. Develop standards, guidelines, and criteria to seek tax waiver or exemptions on specialized learning resources, assistive devices, and technology. c. Conduct sensitization activities on tax exemption or waiver on specialized learning resources, assistive devices, and technology. d. Monitor implementation or compliance of the standard guidelines on specialized learning resources, assistive devices, and technology.	• MoE • County Governments • Ministry of Information • KICD • KISE • CDACC • CUE Institutions of learning • TVETs

2.6 CAPACITY BUILDING AND HUMAN RESOURCE DEVELOPMENT

Objective

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

Policy Statements

MoE shall:

1.   Set minimum standards to be adhered to by all institutions providing pre-service and in-service programmes and capacity building for all staff who provide and support education and training to learners and trainees with disabilities.

2.   Support the recruitment and re-deployment of the human resource in schools and TVET institutions, to ensure that skills, qualifications, competencies and attitudes are well aligned to support learners and trainees with disabilities.

Strategies

MoE shall:

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

Strategies /guidelines	Responsible
2.6.1. Develop and enforce standards in all institutions offering training on support services for learners and trainees with disabilities at pre-service and in-service levels	
a. Set criteria for recruitment of the required staff for institutions catering for learners and trainees with disabilities. b. Ensure that all institutions offering education and training are appropriately and sufficiently staffed. c. Mainstream SNE in the performance contracting and schemes of service. d. Develop criteria for registering of institutions offering skill development to staff supporting learners and trainees with disabilities.	• TSC • MoE • KNEC • KISE
2.6.2. Promote qualification, competencies and attitudes in supporting learners and trainees with disabilities	
a. Conduct a skills gap and training needs assessment of staff supporting education and training of learners and trainees with disabilities. b. With TSC, review the scheme of service for teachers and other service providers based on performance contracting and job evaluation. c. Explore the provision of classroom assistants to support the teachers in class where learners and trainees with disabilities are included. d. Prioritize scholarship opportunities for specialized pre-service and in-service training courses for example speech pathologists, audiologists, vision therapists. e. Establish a human resource framework for management of learning support assistants. f. Employ health/medical officers to support learners and trainees in institutions based on needs.	• MoE • CoG • TSC • Institutional management bodies • SRC • MoH • County governments

2.6.3. Build the capacity of educators, education managers and learning support assistants	
a. Assess the capacity gaps of educators, educational managers and learning support assistants. b. Develop and review the curriculum for educators, education managers and learning support assistants. c. Continuously build the capacity of educators, and education managers as per the needs. d. Organise and regularly hold conferences and benchmarking to facilitate knowledge sharing on best practices. e. Develop a curriculum for training of learning support assistants for supporting learners and trainees with disabilities. f. Continuously build the capacity of learning support assistants and enforce the implementation of learning support assistants in relation to staffing. g. Develop a scheme of service for teacher aides, sighted guides, sign language interpreters, braille transcribers, readers, physiotherapists, occupational therapists, among other support staff.	• MoE • TSC • CUE • Institutional management bodies
2.6.4. Review the norms of teacher: pupil, trainer: trainee and lecturer: student ratio to inform staffing	
a. Carry out research on best staffing ratio for learners and trainees in an inclusive setup. b. Deploy Staff appropriately as per the staffing norms developed.	• MoE • CUE • TSC

2.7   PUBLIC PARTICIPATION AND ENGAGEMENT

Objective

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

Policy Statement

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

Strategies

MoE shall:

2.7.1. Facilitate representation and participation of learners and trainees with disabilities and their families in all institutions including in student councils, clubs and associations.

2.7.2. Provide appropriate communication channels in all institutions of learning.

2.7.3. Organize inclusive, relevant and needs-based co-curricular and recreational activities for learners and trainees with and without disabilities.

Strategies /guidelines	Responsible
2.7.1. Facilitate representation and participation of learners and trainees with disabilities and their families in all institutions including in student councils, clubs and associations	
a. Establish inclusive clubs and societies that include learners and trainees with disabilities. b. Elect representative(s) of learners and trainees with disabilities to sit in governing bodies across all levels of education and training. c. Establish support groups for parents of learners and trainees with disabilities. d. Institutionalize a parents' representative of learners and trainees with disabilities in all educational and training management bodies to represent the interest of learners and trainees with disabilities. e. Include as standing agenda for annual general meetings discussion of the welfare of the learners and trainees with disabilities in all institutions serving learners and trainees with disabilities. f. Include a parent of a learner(s) with disabilities and a teacher / trainer with expertise in disability in all instruction material selection committees. g. Facilitate active involvement of learners and trainees with disabilities in the process of developing rules for the institution of learning. h. Provide adequate financial resources to support participation.	• MoE • Institutional management bodies

2.7.2. Provide appropriate communication channels in all institutions of learning	
a. Provide information materials in accessible formats for learners and trainees with disabilities to enable them follow proceedings during public functions. b. Ensure physical accessibility of venues when planning for functions to cater for the needs of learners and trainees with disabilities. c. Erect communication boards in institutions of learning in appropriate formats that suit the diverse needs of all learners and trainees with disabilities. d. Clearly mark the pathways and use bliss symbols in institutions of learning. e. Promote communication and mobility skills between learners and trainees with disabilities and the school community and parents. f. Organize regular in-service sessions for teachers/ trainers and learning support assistants at all institutional level on alternative communication for learners and trainees with disabilities. g. Integrate ICT in the teaching and learning environments.	• MoE • Institutional management bodies
2.7.3. Organize relevant and needs-based co-curricular and recreational activities concurrently for learners and trainees with and without disabilities	
a. Hold inclusive sporting and recreational activities in institutions of learning. b. Make available adapted sporting and recreation facilities in all institutions of learning. c. Train coaches and referees on management of sports for learners and trainees with disabilities. d. Ensure safe and appropriate venues for conducting co-curricular activities. e. Work with the sporting organizations and federations to tap and nurture the talents of learners and trainees with disabilities.	• MoE • Institutional managers • Parents • TSC • Institutional management bodies • County Governments

2.8   ADVOCACY AND AWARENESS CREATION

Objective

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

Policy Statement

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

Strategies

MoE shall:

2.8.1.   Undertake continuous advocacy, awareness creation and campaigns on education and training for learners and trainees with disabilities.

2.8.2.   Promote self-advocacy for learners and trainees with disabilities and their families.

2.8.3.   Develop and distribute information, education and communication (IEC) materials on the right to education, training and related services for learners and trainees with disabilities.

2.8.4.   Integrate monitoring and evaluation at all levels of advocacy and awareness creation processes.

Strategies /guidelines	Responsible
2.8.1. Undertake continuous advocacy, awareness creation and campaigns on education and training for learners and trainees with disabilities	
a. Establish a multi sector advocacy team to plan and coordinate advocacy for the rights of learners and trainees with disabilities. b. Raise awareness among local communities and government officers on the existence of EARC services. c. Partner with the media, local administration and relevant stakeholders to advocate for the right to inclusive education for learners and trainees with disabilities. d. Adopt a holistic approach in sensitizing the institutional management bodies, parents, teachers, learners and trainees on issues of disability and inclusion at the institutional level. e. Collaborate with key actors to create awareness on disability issues at community level. f. Partner with other organizations to promote and monitor advocacy outcomes.	• MoE • County Governments • Institutional management bodies • Parents Associations • Partners • Ministry of Interior
2.8.2. Promote self-advocacy for learners and trainees with disabilities and their families	
a. Strengthen disability champions, forums, lobby groups and associations for learners and trainees with disabilities and their families. b. Form parent support groups as a structure of community advocacy for learners and trainees with disabilities. c. Establish 'inclusion monitors' in all schools serving learners and trainees with disabilities.	• MoE • Learners and trainees • Institutional management bodies • Parents Associations • TSC
2.8.3. Develop and distribute information, education and communication (IEC) materials on the right to education, training and related services for learners and trainees with disabilities	
a. Develop education and communication materials on the right to education and training for learners and trainee with disabilities. b. Disseminate IEC materials to various institutions of learning. c. Monitor distribution, utilization and effect of the IEC materials.	• MoE • TSC • County Governments • Parents/Guardians

2.8.3. Integrate monitoring and evaluation at all levels of advocacy and awareness creation processes	
a. Establish a framework for monitoring and evaluating all strategies for advocacy and awareness creation b. Share the learning to innovate and sharpen the advocacy and awareness creation strategies c. Invest in technology to improve the efficiency of monitoring and evaluation	• MoE • TSC • Development partners

2.9   EQUITY AND GENDER MAINSTREAMING

Objective

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

Policy Statement

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

Strategies

MoE shall:

2.9.1.   Create awareness and sensitize all stakeholders on equity, gender and disability mainstreaming concerns

2.9.2.   Establish an effective strategy for implementation of existing legal frameworks on equity, gender and disability mainstreaming

2.9.3.   Equitably promote education and training opportunities for all categories of learners and trainees with disabilities at all levels.

Strategies /guidelines	Responsible
2.9.1. Create awareness and sensitize all stakeholders on equity, gender and disability mainstreaming concerns	
a. Undertake a needs assessment on levels of awareness on equity, gender and disability mainstreaming. b. Conduct activities to promote awareness on equity, gender and mainstreaming of disability issues at all levels of education and training of learners and trainees with disabilities. c. Assess the impact of the awareness programmes on equity, gender and disability mainstreaming. d. Actively engage and strengthen capacities of county governments on equity, gender and disability mainstreaming in education.	• MoE • NGEC • NGAAF • TSC • County Governments
2.9.2. Establish an effective strategy for implementation of existing legal frameworks on equity, gender and disability mainstreaming	
a. Review and make recommendations for implementation of the legal frameworks that promote equity, gender and disability mainstreaming in education. b. Create awareness on the legislative frameworks that promote equity, gender and disability mainstreaming. c. Monitor and evaluate implementation of the legal frameworks of equity, gender and disability mainstreaming. d. Implement affirmative action that promotes equity, gender and disability mainstreaming in education. e. Enforce re-entry policy for young mothers with disabilities to institutions of learning and training following delivery.	• MoE • NCPWD • County Governments • Parents Associations
2.9.3. Equitably promote education and training opportunities for all categories of learners and trainees with disabilities at all levels	
a. Create awareness to the institutions of learning on government funding available for learners and trainees with disabilities. b. Apply differentiated allocation of resources, considering severity of disabilities for education and training of learners and trainees with disabilities. c. Provide requisite requirements for universal access to education by learners and trainees with disabilities. d. Create awareness on the need to promote education for both male and female learners and trainees with disabilities. e. Equitably distribute resources to marginal regions and disadvantaged persons to accommodate all types of disabilities.	• MoE • NGEC • NGAAF • County Government

2.10. CURRICULUM

Objective

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

Policy Statement

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

Strategies

2.10.1. Conduct regular research to establish emerging curriculum needs of learners and trainees with disabilities.

2.10.2. Provide differentiated curricula, intervention programmes and curriculum support materials to suit the diverse needs of learners with disabilities.

2.10.3. Conduct regular orientation of teachers and field officers on the implementation of the differentiated curriculum for learners and trainees with disabilities.

2.10.4. Provide curricula for teachers, trainers, EARC staff and learning support assistants.

2.10.5. Provide sensitization and empowerment programmes for parents, care givers and significant others of learners and trainees with disabilities.

2.10.6. Review assessment standards and strengthen adapted assessment for learners and trainees with disabilities at all levels.

2.10.7. Promote quality and standards in the. implementation of differentiated curriculum for learners and trainees with disabilities

2.10.8. Facilitate inclusive participation of learners and trainees with disabilities in co-curricular activities.

2.10.9. Promote the use of alternative modes of communication suitable for learners and trainees with disabilities such as sign language, braille and augmentative alternative communication.

Strategies /guidelines	Responsible
2.10.1. Conduct regular research to establish emerging curriculum needs of learners and trainees with disabilities	
a. Conduct periodic research to establish emerging disability-related educational needs that require differentiated curriculum intervention. b. Carry out research to identify the gaps in implementing the differentiated curriculum for specific categories of learners and trainees with disabilities. c. Research on the appropriate modes of instruction, pedagogies and interventions to meet the specific needs of the learners with disabilities. d. Use scientific methods to establish suitable modes of assessing learners with disabilities in competency-based curriculum. e. Carry out periodic monitoring and evaluation of implementation of the differentiated curriculum to provide timely feedback to relevant stakeholders. f. Benchmark with countries, which have succeeded in the provision of inclusive education for learners with disabilities to determine best practices.	• KICD • CDACC • MoE • KISE • KNEC • TSC • Universities and research institutions
2.10.2. Provide differentiated curricula, intervention programmes and curriculum support materials to suit the diverse needs of learners with disabilities	
a. Adapt curricula at all levels to suit the needs of learners and trainees with disabilities. b. Develop specialized curricula to cater for unique needs of learners and trainees with disabilities. c. Develop and make accessible intervention programmes such as home-based education for learners and trainees with severe and profound disabilities who cannot access institutions of learning and training. d. Develop curriculum support materials in accessible formats for the implementation of the differentiated curriculum for learners and trainees with disabilities. e. Evaluate curriculum support materials to assure quality and conformity to universal standards. f. Implement differentiated curriculum in all institutions of learning catering for learners and trainees with disabilities. g. Enforce the development and implementation of individualized education and training programmes. h. Promote re-entry to appropriate education programmes as provided for by IEPs of learners and trainees with disabilities.	• MoE • KICD • CDACC • Teachers • Colleges • TSC • Multidisciplinary team

2.10.3 Conduct regular orientation of teachers and field officers on the implementation of the differentiated curriculum for learners and trainees with disabilities	
a. Conduct in-service training on inclusive education to practicing teachers and field officers. b. Increasingly incorporate special needs education in pre-service regular teacher training curricula and in teacher professional development, for all levels. c. Develop teachers' orientation and in-service programmes tailor made for specific disabilities. d. Carry out periodic skills-upgrade and in-service training of teachers and trainers in all institutions of learning. e. Conduct orientation of curriculum support officers and other education officers on the implementation of differentiated Competency Based Curriculum for learners with disabilities. f. Conduct regular follow up on teacher support programmes.	• TSC • MoE • KICD • CDACC • KISE • QASOs
2.10.4. Provide curricula for teachers, trainers, EARC staff and learning support assistants	
a. Develop and implement pre-service teacher training programmes that include a comprehensive component on inclusive education and the competency-based curriculum. b. Provide specialized teacher training programmes on specific disabilities to facilitate implementation of the differentiated curriculum c. Provide differentiated curricula for teacher trainees with disabilities. d. Develop and implement a training curriculum for EARC staff. e. Develop and implement curricula for learning support assistants.	• MoE • KICD • CDACC • KISE • TSC • Teachers • Trainers
2.10.5. Provide sensitization and empowerment programmes for parents, care givers and significant others, of learners and trainees with disabilities	
a. Develop and implement parental empowerment and engagement programmes. b. Conduct sensitization programmes for parents on disabilities. c. Develop and implement training programmes for caregivers and significant others of learners and trainees with disabilities. d. Conduct home visits to monitor the implementation of home-based programmes.	• MoE • KICD • CDACC • TSC • Teachers • Trainers • Parents

2.10.6. Review assessment standards and strengthen adapted assessment for learners and trainees with disabilities at all levels	
a. Conduct periodic research to establish assessment needs for learners and trainees with disabilities. b. Provide alternative modes of assessing learners and trainees with disabilities. c. Train examiners on the appropriate procedures of assessing the differentiated curriculum. d. Provide differentiated curriculum tools and materials for the assessment of learners and trainees with disabilities. e. Conduct assessment that takes cognizance of the diverse needs of learners and trainees with disabilities. f. Strengthen formative assessment of competences throughout the learning process. g. Train teachers on setting, moderating, administering, marking and reporting on formative assessment. h. Design ways of assessing affective and psychomotor domains of learning.	• MoE • KNEC • DQAS • KISE • KICD • CDACC
2.10.7 Promote quality and standards in the implementation of differentiated curriculum for learners and trainees with disabilities	
a. Train staff to undertake Quality Assurance and Standards on the education and training for learners and trainees with disabilities. b. Conduct periodic visits to institutions of learning offering education and training for learners and trainees with disabilities to assess and monitor implementation of the differentiated curriculum. c. Regulate establishment and management of special institutions to promote inclusive education. d. Guide teachers in the development and use of appropriate specialized learning resources, assistive devices and technology.	• MoE • QASO • KISE • KICD • CDACC • EARC Officers
2.10.8 Facilitate inclusive participation of learners and trainees with disabilities in co-curricular activities	
a. Design inclusive co-curricular activities that meet the diverse needs of learners and trainees with disabilities b. Organize inclusive co-curricular activities for learners with disabilities concurrently with the regular ones.	• MoE • QASO • Institutions management bodies • EARC officers

2.10.9. Promote the use of alternative modes of communication suitable for learners and trainees with disabilities such as sign language, braille and augmentative alternative communication	
a. Develop and implement sign language curriculum at all levels of education and training. b. Introduce sign language in both regular and SNE teacher training curricula. c. Develop and implement sign language interpreter's curriculum. d. Provide sign language interpreters in all institutions of learning. e. Support the use of braille for learners with visual impairments. f. Promote augmentative mode of communication for learners and trainees with intellectual and developmental disabilities.	• MoE • KICD • CDACC • KISE • Institutional management • TSC • TVETA

2.11. FINANCING AND SUSTAINABILITY

Objective

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

Policy statements

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

Strategies

MoE shall:

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

Strategies /guidelines	Responsible
2.11.1. Determine the unit cost of education and training for each learner and trainee with disability	
a. Constitute a multi-sector committee to come up with unit cost of supporting a child with disability. b. Establish the unit cost of health, education, social and other relevant needs for each child with a disability. c. Deploy resources to target the individual child as per the recommended unit costs. d. Conduct regular review of the unit cost.	• MoE • Health • TSC • Ministry of EAC, Labour and Social Protection • NCPWD • Universities Funding Board • MDAs
2.11.2. Mobilize and allocate adequate resources for provision of education and training for learners and trainees with disabilities	
a. Conduct stakeholder mapping for coordinated responses and interventions. b. Identify resource gaps in the provision of education of learners and trainees with disabilities. c. Employ the Public Private Partnership model in resource mobilization. d. Make eligible for government social protection initiatives parents/guardians/care takers who provide services to learners and trainees with severe and/or multiple disabilities. e. Allocate adequate resources for infrastructure, human resource, curriculum, learning and training materials and other identified needs f. Review the book policy to include the non-book materials for learners and trainees with disabilities in the orange book. g. Continuously monitor and improve the quality on non-book learning and training materials. h. Review budgetary allocation to factor in elements of natural attrition and cost of living for human resource.	• MoE • TSC • Treasury/ Ministry of Finance • Development partners

2.11.3. Implement affirmative action in provision of health and social services, bursaries, education loans and scholarships to learners and trainees with disabilities at all levels	
a. Use accessible media to communicate available funding opportunities. b. Deliberate actions to ensure that learners and trainees with disabilities apply and benefit from bursaries and scholarships. c. Provide for tax exemption for learning materials, assistive technologies and other relevant equipment for learners and trainees with disabilities. d. Partner with Ministry of Health for NHIF to provide medical cover learners and trainees with disabilities.	• MoE • The Legislature • Treasury/ Ministry of Finance • KRA
2.11.4. Strengthen governance and accountability mechanisms in all public and private institutions providing services to learners and trainees with disabilities	
a. Form EARC management committees for national and county EARCs. b. Strengthen capacity of managers in institutions of learning on finance management. c. Provide adequate funds for running of EARC programmes and conduct periodic monitoring and audit of the utilization of the funds. d. Strengthen accountability mechanisms by management of institutions of learning to ensure that all the resources received from all sources are utilized for intended purpose and duly accounted for. e. Monitor and audit resources for institutions offering education for learners and trainees with disabilities.	• MoE • Institutional management bodies • EARC Management Committee
2.11.5. Establish and promote public-private partnerships in funding education and training for learners and trainees with disabilities	
a. Promote PPP at national, regional, county, sub county and institutional levels. b. Map out the various players who can fund education and training for leaners and trainees with disabilities. c. Establish the funding modalities and hold funding conferences for learners and trainees with disabilities.	• MoE • Development partners

2.12. PARTNERSHIP, COLLABORATION AND COORDINATION

Objective

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

Policy Statement

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

Strategies

MoE shall:

2.12.1.   Promote effective coordination of actors involved in provision of education, training and support services for learners and trainees with disabilities.

2.12.2.   Promote joint planning, monitoring and reporting of projects for mutual accountability by MoE and the various actors.

Strategies /guidelines	Responsible
2.12.1. Promote effective coordination of actors involved in provision of education, training and support services for learners and trainees with disabilities	
a. Map out partners implementing programmes for learners and trainees with disabilities and maintain a directory at the national, county and institution levels. b. Develop an accountability framework for partnerships and collaborations in education and training programmes for learners with disabilities at all levels. c. Approve all actors supporting education and training of learners and trainees with disabilities. d. Encourage regular information sharing and review meetings with partners and stakeholders at all levels. e. Carry out regular audit of activities being implemented by partners in education and training for learners and trainees with disabilities at all levels.	• MoE • NCPWD • County Government • Institutional management bodies

2.12..Promote joint planning, monitoring and reporting of projects for accountability by MoE and various actors	
a. Hold joint planning, monitoring, reporting and implementation of education and training activities/programmes at all levels. b. Put in place measures for enhancing joint resource mobilization and financing of inclusive education and training programmes. c. Work closely with parents' support groups/associations, learners and trainees' clubs and other disability interest groups in the community to promote education and training.	• MoE • Parents Associations • County government • Institutional management bodies

10.13. RESEARCH, DATA MANAGEMENT AND INNOVATION

Objective

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

Policy Statement

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

Strategies

MoE shall:

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

Strategies /guidelines	Responsible
2.14.1. Mobilize resources to fund research in inclusive education at all levels	
a. Mandate the National Research Fund to ring-fence a proportion of funds for disability research as affirmative action. b. Provide platforms for researchers to access funds for disability research. c. Develop research grants management mechanisms. d. Establish repository/database of research conducted at county and national levels and modalities for data publishing and sharing. e. Guide and monitor utilization of allocated research funds and the affirmative action.	• MoE • National Research Fund • NACOSTI • Universities • MDAs • KISE • KEMI

2.14.2. Establish an effective data management system linked to NEMIS and other relevant education datasets	
a. Regularly update data and analyse NEMIS to monitor the system-wide progress in inclusive education. b. Build capacity of MoE and other key players on the use of data. c. Monitor the integration of the disability angle to various systems. d. Generate and disseminate reports to inform policy and practice.	• MoE • Institutional management bodies
2.14.3. Entrench a culture of evidence-based decision making to improve services to learners and trainees with disabilities	
a. Document best practices from local and international contexts on the provision of education and training for learners and trainees with disabilities. b. Conduct conferences, workshops, and other events aimed at disseminating research findings on the provision of education and training for learners and trainees with disabilities. c. Collaborate with county governments and other stakeholders to integrate data and to disseminate research findings. d. Utilize appropriate media to disseminate research findings.	• MoE • KNBS • KISE • Research Institutions • Academia/Universities • County Governments
2.14.4. Incentivize innovation for and among learners and trainees with disabilities	
a. Integrate research and innovation skills as part of teaching and learning at all levels. b. Promote fellowships and exchange programmes with international research organizations. c. Showcase technology and innovations emanating from research. d. Introduce reward mechanisms for researchers and innovators.	• MoE • NACOSTI • Kenya National Innovation Agency • Institutional management bodies

2.15. INCLUSIVE DISASTER RISK REDUCTION

Objective

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

Policy Statement

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

Strategies

MoE shall:

2.15.1. Strengthen inclusive disaster preparedness, mitigation, and response at all institutional levels.
2.15.2. Sensitize and build capacities of the institutional community on disaster preparedness, mitigation, and response.
2.15.3. Participate in national and county Disaster Risk Reduction (DRR) coordination for effective response to disasters and emergencies.
2.15.4. Develop a safety manual on DRR for learners and trainees with disabilities.
2.15.5. Equip the education and training institutions for DRR.
2.15.6. Allocate resources for rapid response during disaster and emergency disruptions in institutions of learning.
2.15.7. Promote education and training in emergencies in institutions of learning and training for learners and trainees with disabilities.

Strategies /guidelines	Responsible
2.15.1. Strengthen inclusive disaster preparedness, mitigation, and response at all institutional levels	
a. Review the Education Sector Emergency Preparedness and Response Plan to include aspects of disability. b. Strengthen the security departments within institutions of learning equipped with appropriate alarm systems as per disability needs. c. Provide both material and human resources for DRR. d. Establish a registry for learners and trainees with disabilities in all institutions of learning' for ease of evacuation. e. Provide a mechanism for evacuation in case of emergency as follows; raise the alarm using appropriate means in relation to learners and trainees with disabilities; evacuate; give first aid; provide guidance and counselling and; refer for specialized treatment. f. Monitor and evaluate disaster preparedness by conducting periodic DRR drills in all institutions. g. Assess existing infrastructure to ensure they meet the safety specifications for disabilities to minimize risks.	• MoE • MoH • NCPWD • County Government • Media Council of Kenya • Police Service Commission
2.15.2. Sensitize and build capacities of the institutional community on disaster preparedness, mitigation, and response	
a. Create awareness on disability and disaster, preparedness, mitigation and response among the institutional community with regard to learners and trainees with disabilities. b. Train community, learners and trainees, teachers, and support staff on DRR and appropriate responses. c. Formulate disaster preparedness information and educational communication materials in appropriate format and disseminate them to all institutions of learning. d. Train the managers of institutions of learning in DRR. e. Provide resources for disaster, preparedness, mitigation, and response.	• MoE • Red Cross • County Governments
2.15.3. Participate in national and county Disaster Risk Reduction (DRR) coordination for effective response to disasters and emergencies.	
a. Facilitate the active participation of education administrators in national and county DRR clusters. b. Establish a communication linkage between the MoE, county governments and relevant departments on inclusive DRR. c. Operationalize the DRR activities within the relevant departments	• MoE • Institutional management bodies • County Government

2.15.4. Develop a safety manual on DRR for learners and trainees with disabilities	
a. Carry out a needs assessment on DRR in institutions of learning with regard to learners and trainees with disabilities. b. Develop the DRR manual and its associated IEC materials. c. Disseminate the IEC materials to stakeholders. d. Monitor and report on the inclusive DRR implementation process.	• MoH • MoE • NCPWD • County government • KICD
2.15.5. Equip the education and training institutions for DRR	
a. Conduct needs assessment in all institutions of learning on equipment and facility requirements for DRR. b. Provide the facilities and equipment on need basis. c. Adhere to the laid down structural safety guidelines in all new buildings. d. Enforce compliance to structural safety standards and practices.	• MoE • County Government • MoH
2.15.6. Allocate resources for rapid response during disaster and emergency disruptions in institutions of learning	
a. Provide budgetary allocation for DRR to mitigate on effects of disaster on learners and trainees with disabilities. b. Include DRR as a cost item during funding for all institutions of learning and training. c. Create kitties for DRR at both national and county levels. d. Develop an accountability framework for DRR.	• MoE • Ministry of Interior • Treasury/ Ministry of Finance
2.15.7. Promote education and training in emergencies in institutions of learning and training for learners and trainees with disabilities	
a. Provide human and material resources during education in emergencies. b. Capacity build staff to ensure provision of education during situations of emergencies. c. Establish a contingency fund for education in emergencies.	• MoE • Treasury/ Ministry of Finance

2.16.   MENTORSHIP, MOULDING AND NURTURING OF NATIONAL VALUES

Objective

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

Policy Statement

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

Strategies

MoE shall:

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

Strategies /guidelines	Responsible
2.16.1. Establish a framework for mentorship programmes for learners and trainees with disabilities in institutions of learning at all levels	
a. Develop mentorship programs for learners and trainees with disabilities. b. Develop vetting and approval mechanism and engage role models as partners in the mentorship program. c. Establish clubs in institutions of learning to nurture and promote national values. d. Apply ICTs to enhance interaction among mentors and mentees.	• MoE • TSC Teachers • Parents • Guardians • Institutional management bodies
2.16.2. Support learners and trainees with disabilities living with HIV and AIDS and other chronic conditions and illnesses	
a. Train learners and trainees with disabilities on sexual and reproductive health and prevention of STIs and HIV and AIDS at all levels. b. Establish stigma reduction strategies for learners and trainees with disabilities living with HIV and AIDS and other challenging conditions. c. Provide continuous health and nutritional support. d. Provide drugs to those with medical conditions. e. Enforce implementation of education sector policy on HIV and AIDS.	• MoE • MoH • Teachers • Parents • County governments
2.16.3. Develop life skills and nurture values among learners and trainees with disabilities	
a. Integrate aspects of life skills, values and other core capabilities in curricula for learners and trainees with disabilities at all levels. b. Review and develop appropriate and effective methodologies for nurturing values and life skills among learners and trainees with disabilities. c. Strengthen the capacity of professionals to nurture values and life skills and provide psychosocial services to learners and trainees with disabilities in institutions of learning. d. Sensitize parents, guardians and the management of institutions of learning on the need to be good role models to learners and trainees with disabilities. e. Assess and report progress in the development of life skills and values among learners and trainees with disabilities.	• MoE • County Governments • KICD • FBOs

2.16.4. Mentor learners and trainees with disabilities for career pathways and social integration		
a. Promote apprenticeship, job shadowing and attachment for learners and trainees with disabilities. b. Organise regular career guidance and family life counselling sessions. c. Establish vocational wings in the institutions of learning for development of skills. d. Modernize and adapt skills training in selected TVET institutions to serve trainees with disabilities. e. Create awareness on the constitutional affirmative action on five per cent employment requirement for PWD. f. Create a database of learners and trainees with disabilities transiting to the world of work. g. Liaise with NCPWD on job placement of University and TVET graduates with disabilities.	• MoE • KNEC • County Government • NITA • NCPWD	
2.16.5. Sensitize institutions of learning and communities on harmonious co-existence		
a. Promote teaching of peace education and inculcate concern for others and the environment. b. Organize activities that promote respect and tolerance for diversity in cultures, faiths, gender, and lifestyles. c. Promote conflict resolution approaches among learners and trainees with disabilities. d. Inculcate concern for others and the environment. e. Inculcate virtues such as honesty, trustworthiness and fairness and service to others among learners and trainees with disabilities. f. Establish and promote mechanism for conveying grievances to the administration g. Promote religious programmes through chaplaincies in all institutions of learning.	• MoE • KICD • Teachers • NCIC • Religious institutions	
2.16.6. Promote leisure and recreation activities for learners and trainees with disabilities		
a. Provide time for recreational and sporting activities in learning institutions. b. Facilitate institutions of learning at all levels to avail options of leisure and recreation that suit needs of learners and trainees with disabilities. c. Engage services of qualified persons to guide and help learners and trainees with disabilities in leisure and recreation activities. d. Encourage regular bonding sessions with parents/guardians and siblings. e. Promote opportunity for enjoyment and socialization in family set-ups for institutionalized learners and trainees with disabilities.	• MoE • Institutions of learning	

3.0. INSTITUTIONAL IMPLEMENTATION FRAMEWORK OF THE POLICY

Objective

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

Policy statement

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

Strategies

MoE shall:

3.1.   Develop the policy implementation guidelines and dissemination plan and implement the policy and implementation guidelines.

3.2.   Establish a national steering committee supported by a national technical committee.

3.3.   Establish and operationalize coordinating committees at regional, county and sub-county levels.

3.4.   Establish institution-based implementation committees.

3.5.   Develop quality assurance tools and standardized reporting mechanisms for the implementation process.

Strategies /guidelines	Responsible
3.1. Develop the policy implementation guidelines and dissemination plan and implement the policy and implementation guidelines	
a. Publish the policy and its implementation guidelines. b. Hold a national launch of the policy and implementation guidelines. c. Hold sensitization and dissemination workshops at the regional level.	• MoE • Technical committee • Partners
3.2. Establish a national steering committee supported by a national technical committee	
a. Develop terms of reference for the national committee and identify competent candidates for this committee. b. Have the nominees officially appointed by the Cabinet Secretary. c. Officially launch the committee and sensitize on terms of reference. d. Operationalize the committee and monitor and report on its achievements.	• MoE
3.3. Establish and operationalize coordinating committees at regional, county and sub-county levels	
a. Identify members to the coordinating committees. b. Have the members officially appointed to the by the Principal Secretary. c. Induct the coordinating committees on their roles. d. Officially launch the committees and sensitize on terms of reference. e. Operationalize the committees and monitor and report on their achievements.	• MoE • Coordination committees • TSC
3.4. Establish institution-based implementation committees	
a. Identify members to the implementing committees. b. Officially constitute the implementation committee. c. Induct the committee members on their roles. d. Sensitize institutional management bodies, educators, learners, trainees and the entire institution community on the policy.	• MoE

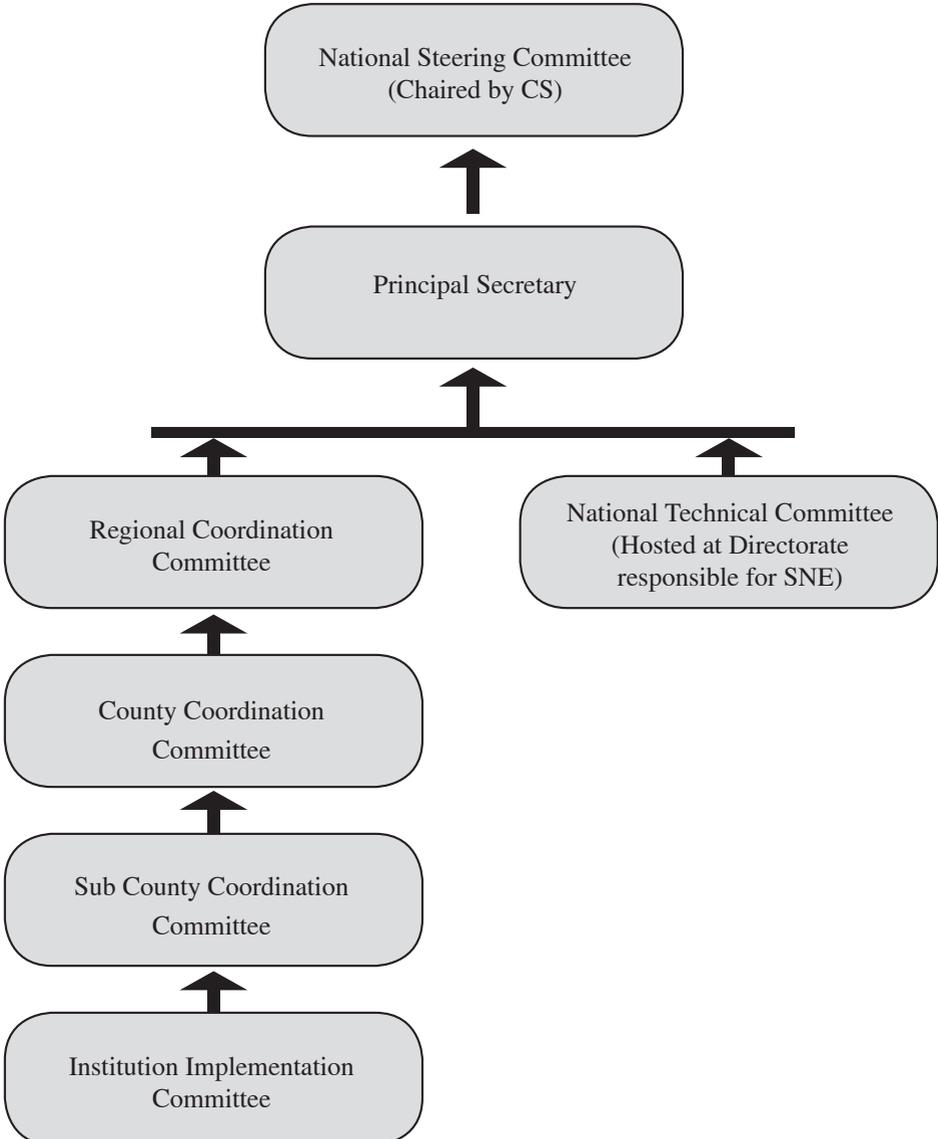| **3.5. Develop quality assurance tools and standardized reporting mechanisms for the implementation process**	
a. Establish multi- sectorial monitoring and evaluation teams. b. Develop the tools and standardized reporting on implementation of the policy. c. Pilot and use the tools to monitor implementation progress. d. Develop an accountability plan. e. Establish complaint and feedback mechanisms at all levels. f. Conduct regular joint review missions involving key stakeholders to appraise implementation.	• MoE • TSC

FRAMEWORK FOR THE POLICY COORDINATION AND IMPLEMENTATION

The coordination structures for policy implementation will be established as follows:

a) **The National Steering Committee** to be chaired by the Cabinet Secretary with the following membership: All MoE Principal Secretaries, all the relevant Directors, Teachers Service Commission, relevant MDAs, CUE, COG, and other key stakeholders from the private sector, academia and civil society. The members of the committee shall not be more than 30. The role of the national steering committee will be mainly to guide on the overall implementation of the policy at the national level.

b) **The National Technical Committee** will be domiciled and coordinated from the Directorate responsible for SNE , reporting to the Principal Secretary. The committee will be headed by the Director, the directorate in charge of special needs, composed of officers from different state departments and directorates. Others will include private sector, academia and the civil society. The members of the committee shall not be more than 15, with three subcommittees each consisting of five members. The key role of the national technical committee will be to support the national steering committee in planning and execution of its mandate.

(c) **Regional Steering Committee** to be chaired by RCE with membership from CDEs, CDTSC, CECs, TVET Directors, regional commissioners, relevant MDAs, civil society representatives and other key stakeholders. The members of the committee shall not be more than 30. The role of the committee will be mainly to guide on the overall implementation of the policy at the regional level.

(d) **County Coordination Committee** co-chaired by the CDE and CDTSC with membership from CQASOs, HRO, County EARC coordinators, county TVET Directors, relevant MDAs, CEC (Education and Health), representative NCPWD, relevant professional teacher associations, county commissioner and other key stakeholders. The members of the committee shall not be more than 25. The role of the committee will be mainly to guide on the overall implementation of the policy at the county level.

(e) **Sub-County Implementation Committee** chaired by SCDE, with members being ACDTSC, ASDQASO, Sub County EARC officer, relevant MDAs, sub county administrator, civil society representatives and other key stakeholders. The members of the committee shall not be more than 15. The role of the committee will be mainly to guide on the overall implementation of the policy at the sub county level.

(f) **Institutional Implementation Committee** chaired by the institutional management member representing learners/trainees with disabilities. Membership will consist of the head teacher/principal/institutional director, SNE coordinating teacher who will be the secretary, civil society representative and other key stakeholders. The members of the committee shall not be more than 10. The committee at the institutional level will be mainly to guide on the overall implementation of the policy at the institutional level.

COORDINATION AND IMPLEMENTATION STRUCTURE

The structure below demonstrates the coordination framework of the policy implementation from the national to the institutional level. The Directorate in charge of special needs will coordinate the implementation of the policy.

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                   ┌─────────────────────────────┐
                   │  National Steering Committee │
                   │      (Chaired by CS)         │
                   └─────────────────────────────┘
                                 ▲
                   ┌─────────────────────────────┐
                   │      Principal Secretary     │
                   └─────────────────────────────┘
                                 ▲
        ┌────────────────────────┴────────────────────────┐
        ▲                                                  ▲
┌──────────────────────┐              ┌──────────────────────────────┐
│ Regional Coordination│              │ National Technical Committee │
│      Committee        │              │   (Hosted at Directorate     │
└──────────────────────┘              │    responsible for SNE)      │
        ▲                             └──────────────────────────────┘
┌──────────────────────┐
│  County Coordination  │
│      Committee        │
└──────────────────────┘
        ▲
┌──────────────────────┐
│ Sub County Coordination│
│      Committee        │
└──────────────────────┘
        ▲
┌──────────────────────┐
│ Institution Implementation│
│      Committee        │
└──────────────────────┘
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ANNEX 1: ACCESSIBILITY AUDIT GUIDE

The list below provides guidelines on areas that require modification for the institution to be considered disability friendly to not only those with disabilities, but for everyone. This guide has been adapted from the accessibility audit check list developed by the National Council for Persons with Disabilities which are based on ISO Standard 21542 of 2011.

1. **Management and Maintenance issues**

- Clear external routes, steps and ramps of any surface water, dead leaves and debris to ensure they are clean and unobstructed.

- Check side hung doors accompanying revolving doors to ensure the door is always unlocked

- Make auxiliary aids such as portable ramps, wheelchairs, crutches available and remove them when not in use

- In case you do not have a signage policy, develop/ adopt one

- Review the number of disabled people using your facility from time to time preferably annually

- Plan and arrange for an accessibility audit annually

- Ensure that accessibility improvements are picked up during maintenance and refurbishment work

- Review and improve evacuation procedures once a year

- Have a programme of training all the staff on the importance of implementing accessibility

- Every two years, review policies, procedures and practices on accessibility

- Considered the impact of background noise (e.g. music, ventilation etc.) on people with a range of sensory conditions (hearing, vision, autism) especially in areas where voice communication is necessary.

NB: This practice should be reviewed every two years

2. **Entrances**

- Design primary entrances to buildings so that they are accessible

- Construct a ramp in the approach to the entrance that is free of stairs and steps

- Provide an accessible route in multi-storey buildings, so that the accessible entrance can permit access to a conveniently located elevator.

- Add the international symbol of accessibility and Paint the entrance door with a colour that will contrast with the surrounding surface to make it clearly identifiable.

- Enlarge the landing area (space between stair cases) to ensure that the entrance landing dimensions are able to accommodate a wheel chair.

- Add a slip-resistant finish so that the landing surface is level and non-slippery.

- The door width should be at least 0.90 m. Automatic sliding doors can also be installed or the use of swing clear hinge doors be adopted.

3. **Pathways**

- Remove or relocate obstructions to clear pathways of any hurdles. Obstructions can also be indicated using tactile marking.

- Provide an alternative accessible pathway that ensures the path of travel is free of stairs and steps. A ramp can be constructed to address this situation.

- Widen the pathway to at least 0.90 m wide and remove obstructions and landscape features that limit the pathway width.

- If construction is already in place, apply textured rubber stick - on tiles to slippery paving so that the surface is level, smooth and non-slip.

- To modify existing constructions, replace gravel paths with a surface of uniform texture but use different colouring and texture than the adjacent surfaces. All holes and uneven paving must be repaired.

- Manholes should be located outside the pedestrian path of travel and grating should be set flush with the surface.

- Make grating openings narrow, not more than 13mm, alternatively, replace gratings with wide opening patterns.

- Construct guards with a minimum height of 0.15m to ensure edges of raised pathways are protected.

- Clean pathway surfaces constantly. If there are obstructive plant varieties near the pathway, relocate them.

- Provide passing space for wheelchairs at least 1 800mm wide in every 25m.

- Provide a passing and turning space of at least 1 800mm – 2 000mm for every 25m

4. **Ramps**

- Construct a ramp to provide a complementary route next to stairs or steps.

- The ramp slope should not be greater than 1:20. Ramps with a gradient greater than 1:12 (83mm/m) may only be used in existing buildings.

- Redesign or relocate steep ramps that do not comply with requirements. Steep ramps can be lengthened to reduce slope.

- Remodel or relocate ramps that do not offer a landing of at least 1.20m length, at 10.00m intervals, at every change in direction and at the top and bottom of every ramp.

- Add railings to ensure ramps with a rise of 0.45m or more are protected on both sides.

- Add intermediate hand rails to wide ramps (more than 3.00m)

- The width of the ramp should be at least 0.90m

- The surface of ramps should be of non-slip material.

- Remove all obstructions from the ramp surface.

- Construct coloured tactile marking strips at least 0.60m wide at the top and bottom of the landing and at every change of direction to clearly identify the location of the ramp.

5. **Corridors**

- Widen the corridor to make sure that the minimum unobstructed width of low traffic corridors is no less than 0.90m.

- Locate passing areas at frequent intervals to ensure that the unobstructed width of a public corridor is no less than 1.50m.

- To ensure that the corridor width allows manoeuvring through doors located along its length, change the direction of the door swing or widen the corridor or even remove door if possible.

- Install a lift or construct a ramp to bridge differences in levels

6. **Stairs**

- Widen the minimum width of the stairs to be 0.90m.

- Install an intermediate handrail for stairs that is 3.00m wide or more.

- Enlarge the landing space to ensure the landing length at the top and at bottom of the stairs are no less than 1.20m.

- Remodel stairs to have flush or rounded nosing and add slip-resistant strips to nosing.

- Change finishing material to ensure treads have a non-slip surface.

- Place signage and construct coloured tactile marking strips at least 0.60m wide, at the top and bottom of the stairs and intermediate landings of each stair to clearly identify them.

- The maximum rise of stairs shall be 180 raisers and minimum tread of 260mm. The maximum rise shall be 18 mm and minimum going of the tread shall be 260mm.

- The minimum head clearance should be 2100mm, if less than that a guard or other element should be provided to shield against impact.

7. **Railings and handrails**

- Install safety guards or railings around all hazardous areas and raised platforms more than 0.40m high.

- Change the spacing between the vertical and horizontal elements of railing around dangerous areas to make them narrow. Mount handrails at a height between 0.85m and 0.90m.

- Make hand rails easy to grip.

- Reinforce fixtures of railings to ensure they are securely attached.

- Add or replace handrails to make them extend horizontally between 0.30m and 0.45m at the top and bottom of every staircase or ramp.

- Ensure that the handrails are continuous throughout the full length of ramps and stairs.

- Install railings to protect low positioned windows at landings.

- Ensure the space between the handrail and the wall is not less than 40mm for smooth walls and 60mm for rough textured walls.

- Make handrails easy to identify by painting them in a contrasting colour or provide a tactile strip indication for emergency stairs.

8. **Obstruction**

- Remove or block out protruding parts on travel paths so that a sightless person can use the cane safely and place tactile markings in an area extending at least 0.60m beyond the projection area of the obstruction

- Construct a raised platform 0.10m high around hanging obstacles and place an object that is easily detectable with a cane, on the ground or floor beneath low-mounted overhanging obstructions.

- Mark obstructions at eye level with contrasting colour marking strips at least 0.30m long so that it is easily detectable by a person with partial sight.

- The minimum unobstructed manoeuvring space should be 1600mm x 2150mm.

9. **Signage**

- Provide well illuminated, clear and legible signs so that they are readable and legible for all people.

- Provide signage at a consistent height of 1 600mm where they are easy to approach, touch and read.

- Graphical symbols are to be used together with the building signage whenever possible and have a minimum LRV of 60 points and well illuminated.

- Provide direction signage and a plan layout of the facility.

- Mark accessible spaces with the international symbol of accessibility so that they are easily identifiable.

- Provide directional signs indicating the location of accessible facilities.

- Adjust the height of maps, information panels and wall-mounted signs so that they are placed at a height between 0.90m and 1.60m.

- Make signs clear, simple and easy to read through colour engraved texts.

- Use contrasting colours to ensure signs are clearly distinguishable.

- Provide a processed non-gloss surface so as to prevent glare.

- Add sign supplement by a text in embossed letters or in Braille next to information signs.

- Make the lettering size proportional to the reading distance.

10. **Resting facilities**

- Provide resting and seating facilities at regular intervals between 100.00m and 200.00m.

- Rearrange the layout of seats to allow an adjoining space of at least 1.20m for a wheelchair next to benches and public seats

- Provide unobstructed space at the information desk with a minimum free height of 700mm, minimum free depth of 60 mm and minimum width of 900mm to accommodate knees underneath.

- Ensure public seats are between 0.45m and 0.50m high.

- Ensure that table tops are between 0.75m and 0.90m high.

- Modify or replace seats and tables that are too low or too high to ensure knee spaces at accessible tables are at least 0.7 m high, 0.85m wide and 0.60m deep.

- There should be at least one wheelchair accessible toilet room on each floor for both genders and be located in the same vicinity and the PWD toilet should be the first in line of proximity to the door.

11. **Fire evacuation routes**

- Provide exit signage on all floors and emergency instructions and fire alarms, voice message and light strobes/beacons that are clearly visible.

- Provide an area of rescue assistance adjoining a vertical evacuation route and designate areas of rescue assistance or a place of relative safety. There should be a current schedule for fire drills.

12. **Reception areas**

- Ensure there is a position fitted with hearing enhancement system to assist hearing aid users.

- Graphical symbol shall be used on guides to clearly mark the position.

- Service counters shall not be in front of windows where bright sunshine causes the user's face to be in shadows and hence difficult to lip read. Reflections and glare should be avoided.

- Counters and reception desks should be clearly identified and positioned near the main entrance.

- Counters, desks, and ticket office should be accessible to wheel chair users on both sides. A clear manoeuvring space at least 150 mm square shall be provided on three sides; counter level shall be between 740mm to 800mm from the floor.

- Clear knee space underneath shall be minimum 700mm and reception desks where writing is done by the visitor (e.g. hotels) should allow frontal approach by wheel chair users with space to provide clearance for wheel chair user's knees. The counter level shall be between 740mm to 800mm from the floor. The clear knee space underneath shall be at least 700mm. At least a part of the desk should also be at a height suitable as a writing place for standing people, between 950mm and 1100 mm.

- The reading and writing surfaces at counters, desks and ticket offices shall be illuminated to a level of at least 200lux in the room, and on the desk in a range of 350lux to 450lux.

13. **Conference rooms and meeting rooms**

- Make all sanitary facilities accessible.

- Provide sufficient acoustic arrangements.

- Sound augmentation system should be provided.

- Reverberation time for speech, music etc. should be given by national provisions

- All equipment in conference rooms shall be usable by people chairing or participating in the meeting and shall be at a height between 800 mm to 1100 mm

ANNEX 2: TECHNICAL COMMITTEE MEMBERS IN DEVELOPING THESE GUIDELINES

The Technical Committee spearheading and facilitating the review process was composed of the following members:

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