JOMO KENYATTA UNIVERSITY OF AGRICULTURE AND TECHNOLOGY

Disability Mainstreaming Policy (DMP)

2013

JKUAT is ISO 9001:2008 certified

Setting Trends in Higher Education, Research and Innovation
VISION
A University of Global Excellence in Training, Research and Innovation for Development

MISSION
To offer accessible quality training, research and innovation in order to produce leaders in the fields of Agriculture, Engineering, Technology, Enterprise Development, Built Environment, Health Sciences, Social Sciences and other Applied Sciences to suit the needs of a dynamic world.

CORE VALUES
Our core values are:

  Quality
  Collegiality
  Teamwork
  Professionalism
  Innovation
  Dynamism
  Transparency
  Accountability
  Integrity
  Patriotism

MOTTO
Setting Trends in Higher Education, Research and Innovation
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Foreword

Issues of disability have recently been gaining recognition worldwide. Deliberate efforts to integrate people with disability into development are central towards achieving millennium development goals. THE UNIVERSITY has committed itself to the provision of necessary opportunities and access to people with disability through various mechanisms.

It is expected that this policy will play a major role in mainstreaming disability within the University. This policy provides clear guidelines regarding the position of the University with regard to non-discriminatory practices, effective participation, equity and respect to people with disability. This policy complies with other existing local and international initiatives on disability mainstreaming. It provides guidelines on mainstreaming disability into the various programs, services and structures of the University.

I am confident that with the implementation of the policy, the University will provide a conducive environment for work and study. The University plans to put in place among others a disability resource center, and a committee has been appointed to steer the activity. I wish to assure the University community and its entire stakeholders that the University is committed to the full implementation of this policy.

Prof. Mabel Imbuga, PhD, EBS

Vice Chancellor
ACKNOWLEDGEMENTS
The development of the Disability Mainstreaming Policy has had input from various offices and persons of JKUAT.

I wish to appreciate the University led by the Vice Chancellor for initiating and providing unwavering support for the process of development of this policy.

I wish to acknowledge the support from Committee members’, Dean’s of student’s office, Dipca, Aliso, Finance, DVC (AA) and DVC (APD), JKUAT Hospital and others without whose contributions to this policy may not be the same.

The Committee developed the policy with guidance from facilitators from Kenyatta University and National Council for Persons with Disability (NCPWD).

I cannot forget the contribution from Dr. Margaret Murugami, Ms. Mazrui from Kenyatta University and Mr. Isaac Manyonge from the National Council for persons with Disability. Their contribution is highly appreciated.

DR. JOHNSON KINYUA
DIRECTOR, GENDER AND MENTORING CENTRE
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADL</td>
<td>Activities of Daily Living</td>
</tr>
<tr>
<td>ACHPR</td>
<td>The African Charter on Human and People’s Rights</td>
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<td>AIDS</td>
<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All Forms of Discrimination against Women</td>
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<td>DSAC</td>
<td>Disability Services Advisory Committee</td>
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<tr>
<td>CEDAW</td>
<td>The Convention on the Elimination of All Forms of Discrimination against Women</td>
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<td>CPAPWD</td>
<td>The Continental Plan of Action for Persons With Disabilities in Africa</td>
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<td>CRC</td>
<td>The Convention on the Rights of the Child</td>
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<td>GOK</td>
<td>The Government of Kenya</td>
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<td>HIV</td>
<td>The Human Immune-Deficiency Virus</td>
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<td>IBHR</td>
<td>The International Bill of Human Rights</td>
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<td>ICCPR</td>
<td>The International Convention On Civil And Political Rights</td>
</tr>
<tr>
<td>ICESCR</td>
<td>International Convention on Economic, Social and Cultural Rights</td>
</tr>
<tr>
<td>ICT</td>
<td>Information And Communication Technology</td>
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<td>ILO</td>
<td>International Labor Organization</td>
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<td>MPDA</td>
<td>Medical Practitioners and Dentists Act</td>
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<td>JKUAT</td>
<td>Jomo Kenyatta University of Agriculture and Technology</td>
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<td>NCPWD</td>
<td>National Council for Persons with Disabilities</td>
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<td>OFPWD</td>
<td>Organization For Persons With Disabilities</td>
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<td>OPWD</td>
<td>Organization Of People With Disability</td>
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<td>PWDs</td>
<td>Persons with a Disability</td>
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<td>SNE</td>
<td>Special Needs Education</td>
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<td>UDHR</td>
<td>The Universal Declaration of Human Rights</td>
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<tr>
<td>UN</td>
<td>United Nations</td>
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<td>UNESCO</td>
<td>United Nations Education Scientific and Cultural Organization</td>
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<td>UNMDGs</td>
<td>United Nations Millennium Development Goals</td>
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<td>WPACDP</td>
<td>World Programme of Action Concerning Disabled Persons</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<td>-------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Accessibility</td>
<td>the attribute of being easy to meet or deal with</td>
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<td>Act</td>
<td>means the Persons with Disabilities ACT 2003.</td>
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<td>Activities of daily living (ADL)</td>
<td>refers to usual day-to-day activities that are expected of an ordinary person;</td>
</tr>
<tr>
<td>Adaptations</td>
<td>Includes redesigning of implements, tools, equipment, machines, workstations, work environment or adjustment in work schedules, sequence of work and breaking down work tasks to suit needs of Council officers with disabilities.</td>
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<tr>
<td>Adjustment order</td>
<td>refers to an order made by the National Council for Persons with Disabilities (NCPWD) under section 24</td>
</tr>
<tr>
<td>Assessment</td>
<td>It is a method of gathering information to ascertain the needs and the required services for persons with disabilities.</td>
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<tr>
<td>Assistive devices and services</td>
<td>means implements, tools and specialized services (including the services of qualified interpreters for the hearing impaired and qualified teachers for the visually impaired) provided to persons with disabilities to assist them in education, employment or other activities</td>
</tr>
<tr>
<td>Disability</td>
<td>means a physical, sensory, mental or other impairment, including any visual, hearing, learning or physical incapability, which impacts adversely on social, economic or environmental participation</td>
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Discrimination
Any direct or indirect distinction exclusion or restriction based on disability which has the purpose or effect of impairing, nullifying the recognition, enjoyment or exercise, on an equal basis with others. It is the denial of any human rights or fundamental freedom in the political, economic, socio-cultural, and civil or any other field, and, includes use of words, gestures or caricatures that demean, scandalize or embarrass a person with a disability.

Empowerment
refer to the process through which persons with disability acquire knowledge, skills and attitudes to critically analyse their situation and take appropriate action to change the status quo of the underprivileged;

Gender
Refers to characteristics of men and women that are socially constructed;

Impairment
means an injury, illness, or congenital condition that causes or is likely to cause a loss or difference of physiological or psychological function;

Mainstreaming
The process of integrating formerly segregated and/or stigmatised issues and people into ‘mainstream’ society and development programmes – and out of the welfare department. It is a strategy through which concerns, needs and experiences of persons with disabilities are made an integral part or dimension of the design, implementation, monitoring and evaluation of policies and programmes in all political, economic and societal spheres so that persons with disabilities benefit equally and inequality is not perpetuated;

Organization for persons with disabilities
means associations or societies formed for the purposes of rendering services to persons with disabilities under section 32; of the disability Act' 2003
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tr>
<td>Organization of persons with disabilities</td>
<td>means associations or societies formed by persons with disabilities for their welfare and protection;</td>
</tr>
<tr>
<td>Participation</td>
<td>the process in which an implementing body puts effort into informing, consulting and co-deciding with all involved stakeholders, especially with the people whom the programme or policy is meant for. Taking stakeholders’ views into account at all stages of the project cycle leads to more effectiveness, efficiency and sustainability;</td>
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<tr>
<td>Person with disability</td>
<td>means a person who has long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others and recognized by an authorized entity;</td>
</tr>
<tr>
<td>University</td>
<td>Jomo Kenyatta University of Agriculture and Technology.</td>
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CHAPTER ONE: BACKGROUND TO DISABILITY POLICY

1.1 Introduction

Currently, statistics estimate that there are about 650 million persons with disabilities (PWDs) worldwide. They account for up to 10% of the global population. It is also estimated that about 80% of PWDs live in developing countries where poverty levels are high. Given that PWDs represent a significant segment of population, it is only fair that they are integrated into all areas of development in order to achieve both local and international development goals. The United Nations Education Scientific and Cultural Organization (UNESCO) notes that 98% of children with disabilities in developing countries do not have access to education and that women with disabilities experience double discrimination, first as women and then as PWDs. Moreover, PWDs have little or no access to health care services. Therefore, there is a need to provide all services and information in formats accessible to persons with varying forms of disabilities. Issues of environmental suitability are particularly important to PWDs and hence the need to address the issue of infrastructure among others.

In Kenya, the ILO report on Inclusion of PWDs (October 2009) indicated that there is no recent data on the situation of PWDs in the country. The report however admits that some statistics are available although not current. For example, the National Survey on disability (2008) estimates that about 4.6% men and women have a disability. Many people with disability in Kenya, as in most developing countries, live in poverty, have limited opportunities for accessing education, health care, suitable housing and employment opportunities.

The realization of the millennium development goals (MDGs) and Kenya’s Vision 2030 calls for participation of all Kenyans. The Constitution of Kenya provides for and emphasizes on the bill of rights in chapter 4. In line with this, the Government has put in place the National Council for Persons with Disability (NCPWD), a semi-autonomous government agency charged with ensuring the implementation of the provisions of the Persons With Disabilities Act of 2003. This act of parliament
provides for the rights, rehabilitation of, and achieving equalization of opportunities for PWDs. Among others, the NCPWD:

i) ensures formulation of policies designed to achieve equal opportunities for PWDs,

ii) recommends measures to prevent discrimination against PWDs,

iii) encourages and secures rehabilitation of PWDs within communities and social environment,

iv) and raising public awareness regarding PWDs.

Over the last few years, the University has had an increase in the number of PWDs. This has obliged the University to redesign its governing tools to address emerging issues related to PWDs and to create a university community that is ready to face development issues through providing quality education and equal work opportunities to all. The University is committed to the provision of necessary opportunities and access to PWDs.

1.2 Guiding Principles
The general principles for mainstreaming disability are as follows:

a) Respect for inherent dignity, individual autonomy which includes freedom of choice and independence of all persons
b) Non-discrimination
c) Full, equal and effective participation and inclusion in society
d) Respect for difference and acceptance of PWDs as part of diversity and humanity
e) Accessibility
f) Equity among men and women
g) Respect for the capacities of students and staff with disabilities.

The efforts to mainstream disability at the University shall:

a) Be based on evidence, best practice and experience to enable university staff and students with disabilities to contribute productively, maintain valuable learning, and work expertise.
b) Embrace the conviction that PWDs make a significant contribution at their place of work by matching jobs to their skills and abilities.
c) Use affirmative action aimed at effective equality of opportunities for and dealing with PWDs.

d) Ensure that all entities of the University implement the principle of Universal design and reasonable accommodation in procuring goods and services.

e) Inculcate positive attitude amongst University community through disability awareness campaign.

1.3. Legal Context

Towards the end of the 1960s, Organizations of Persons with Disabilities (OPWD) in some countries started to formulate a new concept of disability. The new concept highlighted the close connection between the limitations experienced by individuals with disabilities, the design and structure of their environments and the attitude of the general population. The issues of disability in developing countries were more highlighted and in some countries, the percentage of the population with disabilities was estimated to be very high and, for the most part, PWDs were extremely poor.

Moreover, the rights of PWDs have been a subject of much attention in the United Nations (UN) and other international organizations for a long time. As a result, the UN standard rules on the equalization of opportunities for persons with disabilities (1993) were developed based on the experiences gained during the UN’s Decade of Disabled Persons (1983 - 1992). Other international instruments for the promotion of human rights include: the International Bill of Human Rights (IBHR) which comprise of the Universal Declaration of Human Rights [UDCR] (1948); the International Convention on Economic, Social and Cultural Rights [ICESCR] (1966); the International Convention on Civil and Political Rights [ICCPR] (1966); the Convention on the Rights of the Child [CRC]; the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979); the World Programme of Action concerning Disabled Persons [WPACDP]; the convention on the rights of PWD’s (2006), The African Charter on Human and People’s Rights [ACHPR] (1981), and the Continental Plan of Action for Persons With Disabilities [CPAPWD] in Africa (2002).

In the New Kenyan constitution, Chapter 4.Section 54: talks of persons with disabilities to be treated with dignity and respect and to be addressed and referred to in a manner that is not demeaning. In Chapter 4, Section 56; the Minorities and marginalized groups are provided with special opportunities for access to employment.
As a UN member state, Kenya has done a lot towards integration of all its people. The standard rules on the equalization of opportunities for persons with disabilities have culminated in formulation of legislation among which is the national persons with disabilities act (2003) that aims at mainstreaming persons with disabilities in all aspects of human activities. The Kenya Special Needs Education [SNE] policy has also emphasized the need for equitable access to education for PWDs at all levels.

In consideration of legislations and policies cited above, the University is committed to offering academic and employment opportunities to all suitably qualified persons irrespective of disability. However, there are three instances in which the university shall not be construed to have discriminated against PWDs:

i. in cases where the overriding health and safety hazards cannot reasonably be overcome

ii. When barriers caused by professional requirements and/or by regulations of professional bodies preclude membership by people with specific disabilities

iii. Critical adjustments cannot be made to the course structure and mode of delivery or to the provision of suitable staff or facilities.

1.4 Status of disability mainstreaming in the University

Disability mainstreaming is a method of promoting inclusion and addressing barriers that exclude PWDs from full and equal participation in society. The University has approximately 0.01% persons with disabilities. In the past, disability was largely invisible in the wider development agenda of the University. However, the University now recognizes that disability mainstreaming is an important strategy towards attaining the university’s mission hence this policy.

1.5 Rationale

In recognition of the need for inclusion of PWDs, it is imperative that the university puts measures in place to adapt to the global trends. The presence of PWDs in our midst requires a strategic action by the university. Provision of equal opportunities may require more than simple equal treatment. This policy seeks to enhance social justice and remove social and environmental barriers to PWDs.
Persons with disabilities are subject to multiple or aggravated forms of discrimination, which need to be addressed. In addition, organizations of PWDs have been agitating for change of attitudes and a shift in the manner in which the society views disability. Education and rehabilitation play crucial roles in facilitating the desired change on the perception of PWDs as well as mobilizing resources to ensure that PWDs enjoy improved living standards. The University is committed to enhancing the evolving capacities of PWDs and respect for their rights. This policy is an effort to align disability concerns with national legislation and policy documents including, MDGs, SNE, United Nations Convention on Rights of Persons with Disability (UNCRPD), Persons with Disabilities Act 2003, Kenya’s Vision 2030 and the Constitution of Kenya (2010).

1.6 Goal

This policy provides a practical guideline towards mainstreaming disability in the University.

1.7 Objectives

The specific objectives of this policy include:

a) To promote a safe, accessible, healthy work and study environment conducive to PWDs

b) To maximize the contributions of staff and students with disabilities

c) To facilitate PWDs access university facilities and services

d) To ensure that the needs of PWDs are catered for in the discharge of human resource functions and management in work and studies.

e) Enhancing communication

1.8 Scope

This disability mainstreaming policy applies to all staff, students and relevant stakeholders in all campuses and centers. It is intended to influence ethics, policies and laws related to staff and students with disabilities in the University.
CHAPTER TWO: POLICY PROVISIONS

2.1 Introduction

Higher education in Africa has been perceived as a preserve of the privileged and therefore majority of persons with disabilities are denied access. While the World Conference on Special Needs Education (UNESCO, 1994) recognized the need for reforms in schools, without significant changes in the policies in the universities and middle colleges, the objective of inclusive education cannot be achieved. It therefore necessitates that the University mainstreams PWDs into all its activities.

2.2 University Programs

The current common practice is that students enrolling into higher education come from regular or special needs education high school systems. The Universities in collaboration with relevant stakeholders should provide accessible housing and other services to students with disabilities. Institutions for higher education still perceive disability from the basis of medical model rather than social model making it rather difficult for them to understand that barriers to PWD’s is as a result of interaction between impairment and contextual barriers.

2.2.1 Objectives

a) To encourage enrolment and/or employment of PWD’s in all University programmes;

b) To foster equity among PWDs in all University programmes;

c) To encourage disability responsive pedagogy;

d) To encourage identification and expression of needs of PWDs;

e) To promote the participation of PWDs in decision-making, problem solving and management of University programmes.

2.2.2 Policy Statements

a) Ensure enrolment of students with disabilities in various academic programmes relevant to their qualifications and abilities

b) Ensure non-discriminatory practices in all programs

c) Ensure establishment of an adequately equipped resource center to address the needs of PWDs
d) Foster capacity building among faculty members in development of a disability responsive pedagogy

e) Provide PWDs a fair chance to express their needs

f) Promote participation of PWDs in all activities of the University

2.2.3 Strategies

a) Create awareness in the university community and the public through public lectures and dissemination of educational information materials

b) Enroll students with disabilities in various academic programs through affirmative action

c) Ensure that no qualified student is denied enrolment to any academic program due to disability

d) Establish a disability resource center

e) Conduct trainings, seminars, and workshops for University community

f) Carry out regular needs assessment for all PWDs

g) To establish and maintain an up to date data base of PWD’s

h) Ensure employment and active participation of PWDs in all activities of the University

i) Review programmes to mainstream disability

2.3 Participation and Performance

Persons with disabilities are unable to access higher education due to barriers outside and within the institutions. Such barriers include narrowly defined set of legibility criteria, negative attitudes, and inaccessible environments. Inclusive education approach is instrumental in addressing these barriers in order to open access to higher education for students with disabilities and all those who currently are denied access on various grounds

2.3.1 Objective

To ensure that PWDs have equal opportunities at the University either for work or for studies.

2.3.2 Policy Statements

a) Ensure improved employment prospects for PWDs at the University

b) Ensure enhanced retention of students and staff with disabilities in all the University programs

c) Ensure accessibility of available information and technical assistance to all PWDs in the University
2.3.3 Strategies

a) To ensure that advertisement for recruitment are accessible to all including PWDs
b) To give priority to students with disabilities who excel academically for staff development
c) To provide assistive devices, appliances and equipment to PWDs
d) To recognize and reward PWDs who relatively excel in their performance.
e) To conduct career guidance on opportunities available in the university for PWDs
f) To give priority to students with disabilities in the work-study programmes
g) To encourage PWDs to enroll in a wide variety of courses
h) To develop disability responsive guidelines on recruitment, return to work formulae, job retention, and career advancement.

2.4 Assistive Devices

In Kenya, 74% of PWD are in need of assistive devices. Current estimates indicate that more than 4,000 assistive technologies have been designed to cater for the various disabilities globally. These assistive devices help PWDs to integrate into general populations and carry on the activities of daily life.

2.4.1 Objective

To enhance academic and work performance for PWDs through provision of adaptive equipment and appropriate teaching and learning materials

2.4.2 Policy statements

a) Ensure procurement of equipment necessary for use by PWDs to facilitate participation and performance
b) Ensure provision of assistive devices including visual, audio and mobility aids
c) Ensure that all assistive devices are well maintained.

2.4.3 Strategies

a) To provide for budgetary allocation for procurement of assistive devices
b) Develop referral systems for provision of assistive devices and healthcare
c) Link with health institutions and NGOs that produce and provide assistive devices for PWDs
d) Approach various organizations to sponsor or subsidize costs on assistive devices

e) Establish a fully functional workshop for storage, distribution, repair and maintenance of assistive devices

f) Train faculty members on the use of assistive devices to use during teaching/learning sessions

g) Train PWDs on use and care of assistive devices

h) Solicit funds and aids from partners to facilitate procurement and provision of assistive devices

2.5 Communication and ICT

The media is central to successful integration of all members of the society. The ICTs - combined with proper methodologies - can offer individuals the ability to compensate for physical or functional limitations, thus allowing them to enhance their social and economic integration in communities by enlarging the scope of activities available to them. It is crucial that the University takes necessary steps to mainstreaming disability in learning and or working environment through effective communication strategies.

2.5.1 Objectives

a) To promote appropriate and effective communication for all,

b) To provide assistive technology for PWDs,

2.5.2 Policy statements

a) Ensure compliance with appropriate and effective communication,

b) Ensure availability of assistive ICT devices for PWDs,

c) Ensure regular training of students and staff on the use of assistive communication technology.

2.5.3 Strategies

a) To encourage use of appropriate media of communication such as braille, sign language, alternative and other augmentive communication method technology;

b) To train students and faculty members on relevant modes of communication;

c) To procure assistive ICT facilities for PWDs;

d) To avail assistive technologies in appropriate locations;

e) To carry out regular ICT trainings as need arises.
2.6 Governance and Management

The University recognizes that inclusive practice should be embedded into the culture of education and work environment. The University management has an important role to play as change agents and policy makers. As such, the University will strive to work to provide guidance and support towards harnessing resources that specifically address culture change to accommodate PWDs.

2.6.1 Objective

To promote equity and equality of all in governance and management of the University

2.6.2 Policy Statements

   a) Ensure equity and equality of all in governance, management and appointment to positions
   b) Facilitate capacity building programmes for all

2.6.3 Strategies

   a) Enforce the 5 % percent affirmative action for employment and student enrolment
   b) Encourage PWDs to seek elective and appointed posts in all levels of governance
   c) Create equal opportunities during capacity building programmes to all

2.7 Equity and Discrimination

Human rights based approach demands that disability be considered as planning tool in our development agenda and not be left to charity. The approach provides for protection from discrimination based on real or apparent grounds. PWDs have not benefited substantially from available opportunities like the rest of the society. Measures provided in this policy document ensure that, among other things, they are accorded opportunities on equal basis with others, including through affirmative action.

2.7.1 Objectives

   a) To increase access to opportunities and services for all
   b) To optimize participation of both students and staff

2.7.2 Policy Statement

   a) Ensure sensitization on inclusiveness of PWDs so as to appreciate all persons
b) Ensure the enhancement of access to opportunities and services to PWDs to all built environment

c) Ensure timely handling of issues and concerns of PWDs

2.7.3 Strategies

a) Hold workshops and seminars to sensitize the university community to give necessary and appropriate care and support to university members with disabilities.

b) Establish specific scholarship and bursaries for students and staff with disability.

c) Develop mechanisms to ensure monitoring, evaluation and response to issues and concerns of PWDs

2.8 Work Environment

The University recognizes the role of a supportive work environment plays towards inclusion of all people and enhancing productivity. Consequently, the University management shall endeavor to adapt the university environment to suit the needs of persons with disability.

2.8.1 Objective

To improve accessibility, participation, performance and productivity of PWDs

2.8.2 Policy Statements

a) Ensure removal of physical barriers within the University environment

b) Ensure modification of buildings and pathways to ensure accessibility of facilities and services

c) Ensure adaptation of work equipment

d) Ensure disability friendly interpersonal relationships

2.8.3 Strategies

a) Construct well lit appropriate pathways that are obstacle free

b) Provide ramps and lifts to ease movement of PWDs

c) Conduct regular access audits on buildings, pathways and equipment

d) Modify doorways, washrooms and accommodation premises to suit the needs of PWDs

e) Modify equipment to suit user with disability

f) Enforce the recommended etiquette for relating with PWDs as provided for in the Disability Act of 2003.
g) Provide access to facilities and services by offering transportation to PWDs within the university  
h) Include PWDs in physical planning  
i) Provide suitable accommodation for PWDs within the University  
j) Designate well-marked parking spaces for PWDs

2.9 Sexual Harassment and Exploitation  
The university community recognizes that sexual harassment and exploitation undermines human dignity and idealism. Thus, the management of the university shall endeavor to protect PWDs from sexual harassment and exploitation.

2.9.1 Objective  
To eliminate all forms sexual harassment and exploitation based on disability

2.9.2 Policy Statements  
Mainstream policies that address disability based sexual harassment and exploitation like gender policy, sexual harassment policy and disability mainstreaming policy

2.9.3 Strategies  
   a) Create awareness through regular trainings, seminars and workshops  
   b) Empowering PWDs to be assertive, independent and self-reliant

2.10 Disability Responsive Health Services  
The university recognizes that health services are crucial for the wellbeing and productivity of all. Thus, the university will endeavor to ensure that PWDs are aware of availability of health facilities and can easily access them.

2.10.1 Objective  
   a) To provide disability responsive health care services  
   b) To reduce HIVAIDS infection rates among PWDs

2.10.2 Policy Statements  
   a) Ensure that PWDs access quality healthcare services
b) Ensure provision of referral system for provision of specialized health care and assistive devices

c) Empower all persons to make responsible decisions concerning their sexuality

d) Encourage all persons to be involved in the implementation of HIV/AIDS policy

2.10.3 Strategies

a) Carry out regular health need assessment for PWDs

b) Establish appropriate referral services for PWDs

c) Offer seminars and short courses on HIV/AIDS

d) Equip PWDs with life skills
CHAPTER THREE: IMPLEMENTATION STRUCTURE AND HUMAN RESOURCE REQUIREMENTS

3.1 Introduction

This chapter articulates how the provisions of this policy shall be implemented in all aspects of university life.

3.2 The Disability Services Office

There shall be a Disability Services Office (DSO).

3.3 Terms of reference for the disability services office

a) To facilitate the realization of the university vision and mission;
b) Coordinate all disability activities related to education, employment, training and research;
c) Mainstream disability issues in the University through implementation of JKUAT disabilities mainstreaming policy and its strategies;
d) To undertake a baseline survey on disability and related issues;
e) Conduct needs assessment for PWDs;
f) To prepare quarterly reports and submit to the national council for persons with disabilities (NCPWD) and to the office of the Vice Chancellor;
g) Mobilize resources to support disability activities within the university
h) Spearhead disability awareness campaigns;
i) Initiate disability studies and dissemination of information;
j) Advocate for affirmative action application where necessary to address disability disadvantage;
k) Advise the University on disability issues;
l) Create linkages with relevant stakeholders;
m) Carry out monitoring and evaluation;

n) Undertake regular reviews of the disability mainstreaming policy;
o) Communicate changes in policy after revision;
p) Perform any other duty as may be assigned by the Vice Chancellor from time to time.
3.4 Structure of the office

The Vice Chancellor shall appoint a Chairman to head the Disability Services Office. An advisory committee (Disability Services Advisory Committee [DSAC]) appointed by the Vice Chancellor shall assist the chairperson. The chair of Disability Services Office shall report to director of the directorate that shall house the disability services office.

Membership to Disability Services Advisory Committee shall be reviewed from time to time and when need arises but shall be reviewed once every three (3) years. Membership to the disability services committee shall have a life span of three years and can be renewed once.

The implementation structure will consist of several structures and agencies to allow the effective implementation as shown in the organogram (Appendix 1).

The office shall have another one (1) professional member of staff:

i. administrative assistants who will be charged with the day to day running of the office

ii. there shall also be division disability services coordinator appointed

The disability services advisory Committee

The disability services advisory committee shall be appointed by the Vice Chancellor and will consist of;

i. A chair person

ii. The chairperson disability services office who will serve as the secretary to the committee

iii. One representative of the functional division of the university (AA, RPE, APD)

iv. Dean of Students

v. JKUSO chairperson

vi. 1 nonacademic representative

vii. 2 senate representative

viii. The Chief Medical Officer
3.5 Dissemination of the policy

The policy shall be disseminated through workshops, trainings, and seminars. Policy booklets, brochures and fliers will be prepared and distributed to university members and other stakeholders. The policy will be launched to serve as the initial forum for policy awareness.

3.6 Enforcement of the policy

Appropriate disciplinary action will be taken against non-compliance of this policy.

3.7 Monitoring and evaluation

The implementation of this policy shall be monitored to ensure efficient implementation. Data shall be collected annually and analyzed to reflect the progress of implementation. The policy operation process will be evaluated from time to time as integral part of design, development and its implementation.

3.8 Review of Policy

This policy will be reviewed every three years to accommodate emerging disability issues.
Appendix 1: Organogram
Appendix 1: Committee Members

1. Dr. Johnson Kinyua                     Director
2. Prof. Hellen Kutima                   Deputy Director
3. Prof. Rosebella Maranga               Chairperson
4. Prof. Wairara Kariuki                Member
5. Mrs. Emma Omulokoli                   Member
6. Dr. Kangethe Giterere                Member
7. Mr. Joseph Kinyua                    Member
8. Mr. Jonathan Maweu                   Member