STUDY ON INCLUSION OF PERSONS WITH DISABILITIES | AFRICA

Contract number: 81277355

Project processing number: 19.2025.5-001.00

Table of Contents

ABBREVIATIONS

ADA	African Disability Alliance
AU	African Union
AUDA	African Union Development Agency
CRPD	Committee on the Rights of Persons with Disabilities
CWD	Child with disabilities
DESA	Department of Economic and Social Affairs (United Nations)
DHET	Department of Higher Education and Training
DPO	Disabled Persons Organisation
DSU	Disability Support Unit
GIZ	Gesellschaft für Internationale Zusammenarbeit GmbH
ILO	International Labour Organisation
LGBTQI+	Lesbian, Gay, Bi, Trans, Queer, and Intersex
NEPAD	New Partnership for Africa's Development
OHCHR	Office of the High Commissioner for Human Rights
PSET	Post-school education and training
PWD	Person with disabilities
SDG	Sustainable Development Goal
STC- SDLE	Specialised Technical Committee on social development, labour and employment
SWD	Student with disabilities
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UN DESA	United Nations Department of Economic and Social Affairs
UNICEF	United Nations International Children's Emergency Fund
WHO	World Health Organisation

LIST OF TABLES

FORWARD

The GIZ Global Project Inclusion of persons with disability is commissioned by the German Federal Ministry for Economic Cooperation and Development (BMZ). It aims at championing the rights of persons with disabilities by supporting international, regional, and national efforts through German development cooperation. The contribution takes a human rights-based and intersectional approach to development cooperation which ensures the rights of persons with disabilities are respected, protected, promoted, and guaranteed as a key prerequisite for sustainable development. The 2030 Agenda serves as the compass for the German inclusion position as it pledges to "leave no one behind".

Technical Vocational Education Training (TVET) systems are recognized as a priority by BMZ as an avenue for creating millions of jobs and securing income for many families. However disadvantaged and vulnerable groups, such as persons with disabilities, face difficulties in accessing TVET systems to benefit from education and training programmes that increase their employability. Predictably, because of their perceived social status, young women and persons with disabilities experience greater barriers when applying for skills development or employment opportunities. One of the main causes of the problems is the limited access for persons with disabilities to TVET institutions, and the acquisition of required skills and competencies. Completion is another challenge as once enrolled in TVET programs, persons with disabilities are at higher risk of dropping out.

The GP Inclusion is commissioned by BMZ to work towards strengthening inclusion in TVET in African countries, supporting the efforts of civil and state actors to promote inclusive standards and open up jobs. In cooperation with Africa Union Development Agency [AUDA/NEPAD] - Skills Initiative for Africa, the project is fostering knowledge on inclusive TVET and jobs by building evidence-proofed approaches. Organisations of Persons with Disabilities (OPDs) and the private sector are therefore enabled to access and share examples of good practices to increase the employment and equal participation of persons with disabilities.

Against this background, The GP Inclusion commissioned a study towards finding a deeper understanding of solutions for the inclusion of persons with disabilities in TVET with examples from two countries [Kenya and South Africa]. This involved carrying out an in-depth analysis of the policy framework and the practical implementation of inclusive Technical Vocational Education Training, especially concerning persons with disabilities, the employment sectors that offer high opportunities to persons with disabilities and other marginalized groups in each country, against the training. Cooperation with important civil society organizations of persons with disabilities, their

umbrella federations and NGOs working towards the inclusion of persons with disabilities.

This study shows that inclusion is a multidimensional issue and calls for a holistic approach, which is crucial for addressing inequalities in the TVET system, guaranteeing the educational rights of persons with disabilities and giving opportunities to improve their employability and enter decent employment. recommendations have been developed for the systematic inclusion of different target groups, as well as in the portfolios of development cooperation, especially in German development cooperation concerning the TVET.

this study paves the way to inspire initiatives to further compile best practices of inclusive training at TVET across Africa for motivation and replication. We would like to thank the authors from Madiba Consulting Mr. Rainer Tump, Ms. Hermien Kotzé and Ms. Nancy Wagi and all contributors for this excellent piece of work!

ABSTRACT

The Sustainable Development Goals (SDGs) define as target 4.5 "ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations".[1] This study report was commissioned by Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH to gather data on the status of inclusion of persons with disabilities (PWDs), major challenges and opportunities for the African continent and in more detail for the two countries Kenya and South Africa.

For this purpose, three researchers analyzed hundreds of documents in desk research. Country studies on Kenya and South Africa allowed an in-depth view on PWDs and the barriers they are facing in accessing technical and vocational education and training (TVET) in these two countries. Interviews with researchers and practitioners allowed to identify challenges and lead to specific recommendations with focus on development cooperation.

The African Union (AU) recognized the importance of the promotion of inclusiveness in the declaration of the African Decade for Persons with Disabilities and the creation of an ad hoc working group in 1999. This led to the adoption of the *Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa* in 2018. The protocol is unique to the African continent. It tackles issues of disability discrimination and seeks "to promote, protect and ensure the full and equal enjoyment of all human and peoples' rights by all persons with disabilities and to ensure respect for their inherent dignity" (Protocol, Article 2).

Most African countries started adopting policies on inclusion of PWDs in the 90ies of the last century or the beginning of the 21st century. However, a study by Lang et al. concludes that even though there is recognition of the rights of PWDs to inclusion, it is generally not integrated within inclusive implementation plans, budgetary allocations, enforcement mechanisms or disaggregated management information systems for monitoring.[2]

Although the authors of this report found some good practice examples (see chapter 4.2), the general conclusion is that implementation stays far behind the policies defined. This was also confirmed in the country studies on Kenya and South Africa. Consequently, only few countries managed to make visible steps to achieve the SDGs related to inclusion and to achieve the above-mentioned target 4.5. There are still a lot of people "left behind" all over the African continent, especially in rural areas.

---

[1] Goal 4 | Department of Economic and Social Affairs (un.org)
[2] Lang, Raymond, et al. Policy development: An analysis of disability inclusion in a selection of African Union policies, 2019

Although all PWDs face numerous barriers, the desk review and the country studies showed that women and girls as well as migrants, internally displaced people, and members of the LGBTQI+ community face *additional barriers*[3]. In many parts of Africa, there is still a lot of stigmata attached to PWDs, resulting in widespread discrimination, marginalisation and social isolation in their communities and society at large. This stigma and discrimination are often more acute in the groups mentioned above with disabilities, who generally face multiple (overlapping) layers of discrimination – a syndrome routinely described as *double discrimination[4].*

The country studies on Kenya and South Africa identified a series of challenges with regard to the inclusion of PWD. The following table summarizes the major challenges identified for each country:

Major challenges in Kenya
A significant number of CWDs are in special schools and units, however not necessarily participating in inclusive education.
Nationally, the least enrolled were blind and those with cerebral palsy.
Only 44% of CWDs completed primary school in comparison to 60% of children without disabilities.
72.6% lived in rural areas while 27.4% lived in urban areas. Rural based CWDs face greater barriers to education given the inadequate infrastructure and resources, and girls face aggravated marginalisation.[5]
Oftentimes there is a lack of knowledge on existing opportunities for PWD.[6]
Women, youth, persons with disabilities, and those from low-income households are more likely to be excluded from jobs, particularly better-quality wage paying jobs.[7]
Implementation challenges evolve around the following: insufficient data on CWDs; inadequate tools and skills for assessing and identifying learners with special needs; a curriculum that is not adapted to the needs of learners with disabilities; inadequate funding and facilities; poorly trained teachers; lack of clear guidelines on the provision of adaptive skills and equipment such as sign language interpretation and assistive devices as well as lack of awareness amongst parents and caregivers.[8]
Major challenges in South Africa

---

[3] USAID, https://www.usaid.gov/what-we-do/gender-equality-and-womens-empowerment/women-disabilities

[4] Ibid., plus multiple other sources.

[5] Kiru, E.W. (2019). Special Education in Kenya. *Intervention in School and Clinic*, 54:3, 181-188.

[6] Light of the World. (2020). *Skills against Unemployment. Disability -inclusive TVET.*

[7] Timmis, H. (2018). Jobs in Kenya. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies.

[8] Department of Education (DoE). (2012). *A Policy Framework for Education- Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond.* Republic of Kenya

Disability inclusiveness has generally not yet been extended to the area of curriculum development and the actual teaching and learning environment, as indicated in the DHET's 2018 Strategic Policy Framework on Disability for the PSET system.
In 2015, the Department of Basic Education estimated that almost 600,000 CWDs were not in school (more recent statistics could not be found).[9]
"Most TVET colleges lack the capacity, or even policies, to cater for SWD".[10] An audit showed that only 44% had a council approved disability policy in place, 10% had a draft policy and 16% had no policy.[11]
"Institutions, overall, lack the capacity or even the policies to cater for students and staff with disabilities. This includes poor implementation of disability policies in institutions, including the failure of many institutions to develop plans of action, budgeted programmes and coordinating mechanisms".[12]
Government funding for the development and institutionalisation of inclusive education has been wholly inadequate.[13]

Table 1: Major challenges in inclusive TVET in Kenya and South Africa

Mainly based on the interviews held in both countries, the following main recommendations for improving the inclusion of PWD through development cooperation were identified:

Main recommendations to support Development Cooperation for inclusive TVET in Kenya
Supporting more private sector partnerships in which they train the tools of trade needed for that industry and integrate them to ensure skills match market needs.
Disability experts should work closely with employers providing end products or services to ensure full inclusion is realised in employment practices.
Aligning available donor funding to government priorities and policies, in order to facilitate a catalytic effect.
Main recommendations to support Development Cooperation for inclusive TVET in South Africa
Establishing, equipping, staffing and developing Disability Support Units (DSUs) to meet the standards for such bodies set out in the DHET's policies and guidelines as well as international good practices.
Developing short skills training/ work readiness programmes for SWD before they exit TVET colleges.
Collaborating with potential employers of SWD/ and in-house job placement programmes to ensure that SWD have an equal chance to access employment after completing their studies.

---

[9] Mail & Guardian, November 2018, *No school for 600 000 children.* https://mg.co.za/article/2018-11-30-00-no-school-for-600000-children/
[10] Ibid.
[11] Ibid.
[12] Op cit., p.48-49.
[13] Ibid.

INTRODUCTION

This study was commissioned by Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) GmbH against the backdrop that persons with disabilities (PWDs) and other vulnerable groups like women, migrants, and LGBTQI+ are disadvantaged and face multiple difficulties in accessing technical and vocational education and training (TVET) systems that enhance their future employability. Consequently, the overall objective of this study is "[to provide] stakeholders in selected partner countries with disaggregated data and enabling orientation of inclusion in TVET of persons with disabilities and other disadvantaged groups, like women, thereby contributing to the 2030 Agenda and the principle of "leaving no one behind".[14] The study will allow the GIZ "Global Project Inclusion of Persons with Disabilities" to strengthen its efforts on the African continent, especially in the field of TVET.

This study report summarizes the research of a team composed of three experts from Kenya, South Africa and Germany. The team leader is Rainer Tump, a German sociologist with 33 years of professional experience in development cooperation including seven years as team leader for GIZ projects in Angola, and Botswana, Mozambique and Namibia. A special focus of his work and research is the inclusion of PWD and other disadvantaged persons in rural areas of Southern and Eastern Africa.

Hermien Kotzé is a South African consultant with 40 years of experience in the broad socio-economic, political and human rights fields in South- and Southern Africa. She has worked in academia, research institutes, civil society and (since 2007) as a consultant. She has undertaken assignments for the European Union and other international and regional bodies. Her work on disability rights started in 2010 when she conducted a situational analysis on the status of disability rights in 9 countries in Southern Africa for the Open Society Initiative in Southern Africa. Subsequent work in this field included assignments on youth with disabilities and issues of access to education and health care.

Nancy Nyambura Wagi Maina is a Kenyan national who brings on board over 16 years of professional experience in impact entrepreneurship and social innovation for the holistic inclusion of children, youth, people with disabilities, and women. She is a co-founder and Team Leader of Lugha Ishara, an edtech company focusing on inclusive

---

[14] GIZ, Terms of Reference for the „Studies on Inclusion of Persons with Disabilities in Asia and Africa", 2021

education. A key focus of her work is early years innovations on Deaf children's educational development.

In chapter 2, the methodology section will be introduced. Chapter 3 gives an overview of the legislative and political framework on the continental, regional and national level, with a special focus on Kenya and South Africa. Chapter 4 analyses the situation and needs of persons with disabilities, shows the potential for inclusion of persons with disabilities in development cooperation projects and formulates recommendations to improve the chances of persons with disabilities to enter the job market or to start their own business.

METHODOLOGY

A desktop literature review was undertaken to give an overview of existing relevant policy documents and legislation on disability rights in general and, more specifically, on access to education (from primary and secondary to higher education and training) for PWDs. The review also includes academic studies and research reports on disability rights and access to education on continental, regional and national level with a special focus on Kenya and South Africa.

For the two country studies, online interviews and group discussions were conducted in order to get insights on current challenges and the potential for improved inclusion of PWDs. For this purpose, an interview guideline was developed by the research team. The team spoke to various stakeholders in the field of TVET and inclusion of PWDs: senior managers of TVET institutions, representatives of Organisations of Persons with Disabilities (OPDs), senior representatives of the governments of Kenya and South Africa, and disability recruitment and training experts as well as five GIZ staff members for the TVET programmes in their respective countries.

AFRICA

A.1 Policies, legal framework and data

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) is the first comprehensive human rights treaty of this century[15] and thus presents a more universal approach and understanding. By December 2021, 40 African states had signed and ratified the convention.[16] [17] While the UNCRPD defines working in the open labour market, the protocol does not refer to 'open', which may be seen as an entering point to rather promote sheltered workshops.[18]

Based on the UN definition, disability is an evolving concept and "results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation on an equal basis with others".[19] While 15% of the world's population experience some form of disability,[20] developing countries record higher disability prevalence.[21] According to latest projections of the World Health Organisation (WHO), the total number of PWDs is "dramatically increasing"; demographic trends and increases in chronic health conditions are mentioned among other causes.[22]

According to the WHO, nearly 40% of Africa's population experience some form of disability.[23] Violent conflicts which cause severe injuries and poverty which results in limited access to sanitation, clean water, nutritious food and safe living conditions contribute to the mentioned high numbers of people living with disabilities.[24] Of the 40%, between 10% and 15% are school-aged children.[25] Low school enrolment rates (sometimes only 5-10%) for children with disabilities are seen to be one factor that

---

[15] https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

[16] "The instruments of "acceptance" or "approval" of a treaty have the same legal effect as ratification and consequently express the consent of a state to be bound by a treaty. In the practice of certain states acceptance and approval have been used instead of ratification when, at a national level, constitutional law does not require the treaty to be ratified by the head of state."

[17] Source: https://treaties.un.org/Pages/ViewDetails.aspx?src=TREATY&mtdsg_no=IV-15&chapter=4&clang=_en;
South Sudan, Eritrea and Equatorial Guinea have neither signed nor ratified. Libya ratified with the reservation that it "does not contravene the Islamic sharia and national legislation".

[18] Kenya National Commission on Human Rights, Advisory to the Ministry of Labour, Social Security and Services on Kenya's Ratification of the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa, 2020

[19] UNDESA, Convention on the Rights of Persons with Disabilities (CRPD), 2006

[20] World Health Organisation, World Report on Disability, 2011

[21] Disability Inclusion Overview (worldbank.org)

[22] World Health Organisation, Disability and Health, 2020

[23] AUDA-NEPAD, Disability Is Not Inability: Addressing the Disability Divide in Africa using smart technologies, 2021

[24] AUDA-NEPAD, Disability Is Not Inability: Addressing the Disability Divide in Africa using smart technologies, 2021

[25] https://www.ascleiden.nl/content/webdossiers/disability-africa

leads to high unemployment rates of approximately 70-80% of persons with disabilities on the African continent.[26]

The African Disability Protocol is unique to the African continent.[27] It tackles issues of disability discrimination and seeks "to promote, protect and ensure the full and equal enjoyment of all human and peoples' rights by all persons with disabilities and to ensure respect for their inherent dignity" (Article 2). Article 19 refers explicitly to the right to decent work and protection against unemployment for every person with disability.

In 2009, the African Commission established a Working Group on the Rights of Older Persons and People with Disabilities with the mandate to (further) promote the African Disability Protocol, to collect data which are needed to ensure proper mainstreaming of rights of PWDs in the policies and development programmes of the Member States, and to facilitate and expedite comparative research reporting to the African Commission.[28]

Lang et al. (2019)[29] analysed relevant AU policy and strategy documents[30], covering the policy domains of education, health, employment, and social protection that are crucial to the inclusion of PWDs. Lang et al. conclude that AU documents reviewed in the domains of education, health, employment, social protection, and general development, are not comprehensively disability inclusive and disability issues are not perceived by policymakers as a key policy priority in the context of Africa-wide social and economic policies.[31]

[26] AUDA-NEPAD, Disability Is Not Inability: Addressing the Disability Divide in Africa using smart technologies, 2021

[27] Antwi-Atsu, Grace, The African Disability Protocol: a call to leave no one behind, 2021

[28] African Commission on Human and Peoples' Rights, Working Group on Rights of Older Persons and People with Disabilities

[29] Lang, Raymond, et al. Policy development: An analysis of disability inclusion in a selection of African Union policies, 2019

[30] i.e.: Second decade of education for Africa 2006–2015: Plan of action (AU, 2006); African Union outlook report on education 2014: Continental report (AU, 2014); Africa Health Strategy 2007–2015 (AU, 2007); Assessment report of the Africa Health Strategy 2007–2015 (AU, 2016); Africa Health Strategy 2016–2030 (AU, 2016); Draft declaration on employment, poverty eradication and inclusive development in Africa (AU, 2014); First meeting of the Specialised Technical Committee on social development, labour and employment (STC- SDLE- 1): Report of the experts' meeting (AU, 2015); Common African Position (CAP) on the post-2015 development agenda (AU, 2014); Agenda 2063: The Africa we want (AU, 2015)

[31] Lang, Raymond, et al. Policy development: An analysis of disability inclusion in a selection of African Union policies, 2019

A.2 Analysis

A.2.1 Organisations of persons with disabilities

The following African continental organizations of persons with disabilities (OPDs) are to be emphasized as active and influential institutions that have a record of well-established and strong networks to learn from and build on.

The **Africa Disability Alliance (ADA)**[32], as a pan-African and knowledge-based agency, focuses on advocating for human rights of persons with disabilities through networks and alliances. Partnerships with academic and (non-)governmental institutions on all levels and the application of various policy tools allow ADA to influence the development and implementation of respective policies in Africa. Regional offices in Addis Ababa, Ethiopia, promote a close collaboration with and within the structures of the African Union when it comes to policy formulation, strategy development, management of resources, high-level diplomacy, international relations, and programming processes. Through the variety of cooperation programmes offered (e.g., Participation in Campaigns and Dialogues (PICD) Project, Disability Inclusive Peace & Security (DIPS) Project, Promoting Inclusive Education (PIE) Programme, Fiscal Agent: B2015 Campaign)[33], ADA provides not only political and advocacy leadership, but also technical support and expertise.

The **Network of African Women with Disabilities (NAWWD)**[34] was created with the support of ADA in 2004. Based in Zimbabwe, NAWWD is comprising of 23 countries in East, West, Central and Northern African regions, and promotes mainstream issues of women with disabilities at the continental and international level to enable them to participate in the planning, monitoring and implementation of programs concerning themselves. The key program areas include education; sexual reproductive health; cultural beliefs, myths and stigma and political participation.

The **African Disability Forum (ADF)** "strives to be inclusive and to engage and reflect the views of all existing pan-African, sub-regional and national federations of DPOs."[35] As a full member of the International Disability Alliance (IDA), ADF focuses on promoting and building a stronger, more united, and effective African disability movement. Established in 2014, the forum approved membership for 8 Continental DPOs, 4 Sub-Regional DPO Federations and 34 National DPO Federations[36], reflecting a broad network.

---

[32] http://www.africadisabilityalliance.org/
[33] http://www.africadisabilityalliance.org/index.php/our-services
[34] http://nawwd.org/
[35] https://africandisabilityforum.net/
[36] https://africandisabilityforum.net/adf-members/

Another continental and more specialized organization is the **Pan-African Congress on Autism (PACA)**, a collaboration between organizations, professionals and advocates of persons with an autism diagnosis across the African continent.[37] PACA's mandate covers various aspects: to implement annual African autism congresses; to submit proposals and recommendations to the African Union; to follow-up and ensure the implementation of agreed principles and policies; to benchmark and promote good practices. PACA's work is highly relevant throughout the continent as autism has been recognized only recently as a neurodevelopmental disorder that needs to be studied and understood.

The **East African Community (EAC)**[38], with its headquarters in Arusha, Tanzania, is an intergovernmental organization of six partner states[39] in East Africa. The work of EAC is guided by its treaty which was ratified and accepted by all member states between 2000 and 2016. Following the determination of the East African political leaderships to strengthen the East African economic and political bloc, EAC focusses strategically on political, economic, and social cooperation among the partner states. Among various sectors of operation, "Gender, community development & civil society" focuses explicitly on persons with disabilities. All partner states commit themselves to respective "policy measures to mainstream disability concerns at both national and regional level."[40] The EAC Policy on Persons with Disabilities[41] was adopted in 2012 and developed mainly to address gaps of national policies and reports. Chapter 6.2. of the EAC policy addresses interventions in terms of training and education.

Similar to the **Eastern Africa Federation of the Disabled (EAFOD)**, the **Southern Africa Federation of the Disabled (SAFOD)** is a regional disability-focused network coordinating activities of national and local organizations of persons with disabilities. SAFOD was formed in 1986 and works through national affiliate federations in 10 countries.[42] The main focus is to strengthen the national affiliates in their advocacy and program work by offering training, research, coordination, information-sharing, and promotion of human rights.

Regarding mental health conditions, the **Regional Psychosocial Support Initiative (REPSSI)**[43] is a pan-African organization, founded in 2002, that provides holistic psychosocial care to girls and boys as well as their families and communities in East

---

[37] http://www.panafricancongressonautism.org/non-profit-organization-about-us

[38] https://www.eac.int/

[39] the Republics of Burundi, Kenya, Rwanda, South Sudan, the United Republic of Tanzania, and the Republic of Uganda

[40] https://www.eac.int/gender/persons-with-disabilities

[41] http://shivyawata.or.tz/wp-content/uploads/2015/01/EAC-DISABILITY-POLICY.pdf

[42] Angola, Botswana, Eswatini, Lesotho, Malawi, Mozambique, Namibia, South Africa, Zambia, Zimbabwe

[43] https://repssi.org

and Southern Africa. While operating in 13 countries[44], REPSSI "works closely with the Southern African Development Community (SADC), the EAC and the African Union as well as with a range of governments, academic institutions, civil society organizations, researchers and mental health professionals." Four focus areas are tackled (health and sexual reproductive health rights; protection and sustainable livelihoods; education and early childhood development; disaster risk reduction and humanitarian response) while applying a four-pronged approach: 1. Research and material development, 2. Building capacity and promote evidence-based programming models, 3. Influence policy and practice, 4. Build partnerships.

On the national level, various OPDs can be found that deal with all types of disabilities. Nevertheless, a lack of information provided online, outdated websites or not-functioning links make it difficult to get a realistic picture of actual flagship projects.

The **Congo Innovation Academy (CINA)[45]** is a young organisation which was founded in 2020 in Kinshasa. With the aim to "use social entrepreneurship and self-organization as effective tools for the empowerment and job creation for young people with disabilities", CINA offers certified training courses on applied social innovation and design-driven entrepreneurship to participants with and without disabilities. The approach thereby focuses on self-determination and personal initiative: After choosing and proving their own social business idea, participants will be granted a loan. After paying back the loan, the business will be officially registered. CINA's motivation stems from a situation in the country, whereby 93% of Persons with Disabilities in DRC are jobless, according to the Congolese Federation of People with Disabilities.[46]

Furaha Ya Wanawake Wajasiriamali Kwa Viziwi Tanzania[47] **(FUWAVITA)**[48] is a non-governmental organisation that builds leadership skills among women with disabilities across Tanzania. The personal background of the founder, Aneth Gerana, who was the first deaf women in Tanzania to attain a bachelor's degree in Sociology from the University of Dar es Salaam, explains FUWAVITA's focus on young women with hearing impairment. Researching on the poor, abusive and discriminating living conditions of deaf women in Tanzania, FUWAVITA aims to eliminate the poverty trap by empowering women with disabilities through entrepreneurship training and self-employment support. FUWAVITA offers training, "especially skills in commerce that will equip the women to establish a small sustainable business and manufacturing in order to enable them generate income so they can improve their living standard and afford to maintain the needs for home and pay school fees for their children."

---

[44] Angola, Botswana, Eswatini, Kenya, Lesotho, Malawi, Mozambique, Namibia, South Africa, Tanzania, Uganda, Zambia, Zimbabwe
[45] https://cina-rdc.org and https://www.facebook.com/CinaCongo/?ref=page_internal
[46] https://cina-rdc.org/about-us/
[47] English: Tanzania Joy of Women Entrepreneur for the Deaf (TJWED)
[48] https://zeroproject.org/fuwavita/ and https://www.facebook.com/FUWAVITA/

Consultancy services are provided after the trainings as the women are creating their own businesses by producing local goods like wine, peanut butter, etc. Organised exhibition platforms help the women to get market access and sell their products.

The **Ethiopian Center for Disability and Development (ECDD)**[49] was registered with the Ministry of Justice in 2005. ECDD's innovative approach created a new form of an organisation that would no longer concentrate on providing rehabilitation or disability services to individuals, but would rather "reflect, in its structure and programs, certain core values: majority governance by persons with disabilities and family members, gender equality, and positive bias (affirmative action) in the employment of staff. Finally, rather than create a membership organization of persons with disabilities, they decided to create an association composed of prominent individuals, both professionals with and without disabilities, 50% women, reflecting different aspects of society." Based in Addis Ababa, ECDD has branch offices all over the country, in Tigray Region, Hawassa, Afar and Oromo Region, and works in close collaboration with other organisations like the Federation of Ethiopian National Associations of Persons with Disabilities (FENAPD) or Addis Ababa University – Center for Disabled Student Services. A shift from a project-oriented to programme-oriented organisation enables ECDD to have greater autonomy in planning and a longer-term sustainability of programmes and impacts. The six programme priorities for the strategic planning of 2019-2023 cover legal rights, health services, inclusive education, livelihoods, and humanitarian assistance as well as social inclusion and protection for persons with disabilities. In 2019 ECDD launched "EmployAble II"[50], a guideline for inclusion of persons with disabilities in TVET; supported by Light for the World Netherlands and Lillian Foundation. With the aim of improving access to inclusive skills training and employment programmes for persons with disabilities in Ethiopia, ECDD "in this project is closely working with private companies like "FDRE TVET Agency, public TVETs, government organizations, employment agencies like Info-mind solutions, Society of Human Resource Management in Ethiopia (SHRME) and Organizations of Persons with Disabilities (OPDs)."[51] According to ECCD, the third phase of the Employable Project, SAS-P, "an action-learning project, with a focus on multi-stakeholder involvement and inter-country exchange and learning" has been launched in 2021.[52] ECCD also developed a Guide to Accessible Ethiopia, reviewing the accessibility of hotels, government buildings, restaurants, and public spaces in Addis Ababa and other cities.[53] During the past years, ECCD gained international attention and was named by BBC as one of "Africa's disability innovators".[54]

---

[49] https://www.ecdd-ethiopia.org/
[50] "dispatched to relevant stakeholders", not available on the internet
[51] https://www.ecdd-ethiopia.org/news-and-events/387-guideline-for-inclusion-of-persons-with-disabilities-in-tvet.html
[52] https://twitter.com/ECDDEthiopia/status/1381933880974979076
[53] https://www.ecdd-ethiopia.org/publication.html
[54] https://www.bbc.com/news/disability-36538196

A.2.2 Good practices

The project **"Enhancing livelihoods of Ebola Survivors" in Sierra Leone** was started by Caritas Freetown in 2015. The project consists of four main components, mainly addressing survivors of the Ebola epidemy, which left more than 100,000 persons in Sierra Leone with mental and physical health problems:

- A mobile clinic to treat Ebola survivors and other persons with disabilities
- Psycho-social support for Ebola survivors
- TVET to integrate persons with disabilities into the labor market
- TVET for Ebola survivors and other persons with disabilities who intend to build their own business.

An evaluation carried out in 2019 by RT-Consult showed that all four project components are implemented successfully, with visible positive impacts for the target group. A comparison of components 3 and 4 showed that the strategy to prepare Ebola survivors for a job in the (formal) job market had limited impacts. The main reason is the limited job market in the project area. But even many of those who found a job after passing TVET expressed their dissatisfaction with low salaries and the constant pressure on them to "function" as well as persons without disabilities. The percentage of Ebola survivors who successfully managed to open their own business was three times higher than the success rate in component 4 and the degree of satisfaction was much higher. One of the new entrepreneurs, a young woman who suffered from severe balance disorders and opened her own small restaurant, explained higher satisfaction as follows:

> *"When I don´t feel well, I ask my mother or my cousin to open the restaurant for me. On these days, I often come later to the restaurant to look after my clients. If I had a paid job, they would long have fired me due to my unreliability".*

"Intellectual Disabilities" in Zambia is following the vision of a "Zambian Labor Market and environment that is open, inclusive and accessible for people with intellectual Disabilities", the Sani Foundation Zambia[55] promotes the inclusion of young Persons from age 14 to 35 with Intellectual Disabilities (PIDs) in all aspects of society. Sani Foundation provides relevant skills and training through a holistic approach to enhance employment skills of young PIDs. Beyond this training, it supports the participants to find jobs in the open labor market. In 2015, the foundation established a for-profit social enterprise called "Disability Inclusive and Customised Employment" (DICE), which "serves as a work-based training platform for delivering career and technical education and training to youth with disabilities in workplace

---

[55] https://sanifoundationzambia.org/

settings rather than in conventional school environments." Since 2017, the DICE Juice Bar[56] offers jobs for trainee members who would otherwise find it hard to get into the open labor market and thus "empowers a highly disenfranchised and excluded group in the Zambian society."

Zambia's state party report submitted to the Committee on the Rights of People with Disabilities in 2017 highlights the approval of a technical and vocational training curriculum on the inclusion of persons with disabilities in technical education, vocational and entrepreneurship training, and the requirement of trainers in TVET institutions to undergo a skills award course in inclusive training (CRPD/C/ZMB/1, 2020). This initiative was praised in the Special Rapporteur on the rights of persons with disabilities' visit report to Zambia in 2016 (A/HRC/34/58/Add.2, 2016).

Countries including Ethiopia and South Africa have taken steps to create more disability-inclusive apprenticeship schemes, such as workplace programs and hands-on learning that are also open to persons with disabilities at companies that combine on-the-job-training with complementary school-based training for a full occupation, craft, or trade (UN DESA 2018, p. 165).

In 2012, **Ethiopia** started including young persons with disabilities into their national **apprenticeship system**. Training occupations are available on the basis of the individual abilities of each apprentice. Restrictions apply only when a job requires a specific ability, e.g., when eyesight is indispensable. The apprenticeships have a duration between one and four years, with 70% company-based and 30% school-based training. Each regional training agency and training college has a designated focal point for disability inclusion and needs to reserve a specific share of their budget for reasonable accommodation purposes. Colleges usually identify the training companies, check accessibility, and seek a good match between the company and the apprentice. Specialized support staff can be hired to assist companies and TVET schools in accommodating disabled apprentices. They advise on adaptations of workshops, facilities and curricula or accompany apprentices during the initial training phase at the company. Free scholarships are available for especially disadvantaged youth, e.g., from rural areas. Upon successful completion, graduates with and without disabilities receive the same certificates and supports going forward. First evidence shows that a number of apprentices are hired by their training companies. In addition, the government encourages graduates to set up joint cooperatives, offering microfinance and business development services. Despite these efforts, it is reported that additional knowledge and strategies are needed to overcome negative attitudes and to improve accessibility.[57]

---

[56]http://dicejuicebar.weebly.com/?fbclid=IwAR0K3cV3Iwh64NFW1RQDNAuzAol9egnwQEnlmeRFhDd
2t7ES6CnluGY2EA4
[57] ILO (2018) Making apprenticeships and workplace learning inclusive of persons with disabilities

In Ethiopia, the Federal TVET agency prepared national guidelines for the inclusion of persons with disabilities, with trainees being admitted in 35 skills centres in all regions since 2015 (Irish Aid-ILO Partnership Programme 2012-15, Progress report 2015, quoted in ILO 2017, p. 8).

A.3 Recommendations

General recommendations are the following:

- The **AU** should install a simple **monitoring tool** for all member countries to measure the impacts of their policies and programs on inclusion of persons with disabilities. This should include regularly updated figures on the integration of PWDs in TVET programs and in the formal or informal job market.
- Integration of PWDs into TVET programs will only be successful if the **conditions for PWDs in basic education** are improved. Many member states of the AU should have good policies for early inclusion in place. Now they should invest more money into inclusion at primary schools to improve the chances of PWDs to participate successfully in TVET.
- In nearly all African countries **organizations of persons with disabilities (OPDs)** can be found. Although they sometimes lack adequate structures and funding, most of them have good contacts to PWD and know their day-to-day challenges. Strengthening these organizations (based on a process of selection of those organizations that really present the target group) and supporting change of experience and knowledge are two areas where development cooperation can achieve tangible results.

Recommendations for GIZ on integrating inclusion of PWD into development cooperation are the following:

- **Disability organizations, governments and institutions of development cooperation** should collaborate on implementing an open and strengths-based approach to train students, develop tailor-made curricula, specific teacher/lecturer training, support students through career guidance; offer courses that are aligned with the skills needs of potential employers; explore and align students' individual competences with the employer's needs.
- Development programs should **champion the valuable contributions** and business benefits of having PWDs as employees and focus on a "disability confident" business community.
- Development cooperation should provide **disability awareness training** for vocational training institutes, apprenticeship providers, and potential employers.

- Development cooperation should provide opportunities for young persons with disabilities to **assess** their **capacities and career interests** and match their ambitions with identified opportunities for skills development and job opportunities.
- Development organisations like GIZ should support organs of the AU like of AUDA and NEPAD in establishing a **database on inclusion of PWD in the TVET sector** including updated and comparable data on enrolment, gender/ intersexuality, success rates and integration of graduates into the job market.
- As PWD often lack information on TVET opportunities that are accessible for them, development cooperation should support governments and OPDs to establish and **implement adequate information strategies** at primary and secondary schools.
- Based on the successful good practice of South Africa, Development cooperation should support the **establishment and strengthening of Disability Support Units** at each TVET institution and invest in capacity development of their staff.

KENYA

K.1 Policies, legal framework and data

The Government of Kenya (GOK) is a signatory to the UNCRPD and thus, expected to promote, protect, and ensure the full enjoyment of human rights by persons with disabilities under the law.[58] In addition, the GOK is a signatory to the SDGs which promote the disability agenda considerably.[59] 'Leave No One Behind' is the core principle of the SDGs in realising the development agenda.[60] Inclusive education is pertinent to realising SDG 4 and 8 for education and work, respectively.[61] TVET as a pathway to employment is supported by the UNCRPD.[62] The International Labour Organisation (ILO) and UN Educational, Scientific and Cultural Organisation (UNESCO) endorse the attainment of vocational skills as a pathway to enable formal and informal employment for PWDs.[63]

Kenya ratified the UNCRPD in 2008 and had a review of its implementation in 2015. This process has influenced thinking in Kenya in terms of PWDs as rights holders. The government acknowledges that there are many challenges in implementing the UNCRPD, especially providing the necessary funding to ensure the full participation of PWDs in the implementation and monitoring process.[64] There is an absence of specific legal and policy frameworks for implementing the UNCRPD at the county and municipal levels.[65]

A National Disability Policy is in the final stages of approval. The Ministry of Gender, Children and Social Development has the mandate to promote and protect the rights of PWDs. The National Council for PWDs is charged with the follow up and enforcement of the law. At the workplace, different pieces of legislation are in place to protect PWDs who are employees: the Occupational Safety and Health Act (2007); the Work Injury Benefits Act (2007); the Employment Act (2007); the Public Officers' Ethics Act (2003); the Sexual Offences Act of 2006; the Labour Institutions Act; the

---

[58] United Nations (UN) (2006). *Convention on the Rights of Persons with Disabilities and Optional Protocol*. Author

[59] Government of Kenya (GOK). (2018a). *National Disability Mainstreaming Strategy (2018- 2022)*.

[60] Kates, R.W., Parris, T.M., & Leiserowitz, A.A. (2005). What is Sustainable Development? Goals, Indicators, Values and Practice. *Environment: Science and Policy for Sustainable Development, 47*(3), 8–21.

[61] Inclusive Futures | Inclusion Works - Labour Market Assessment – Kenya, July 2019 Page 28

[62] UN Convention on the Rights of Persons with Disabilities. 2006 http://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx

[63] UNESCO (2013), Policy Review of TVET in Lao PDR, UNESCO Education Sector, Paris.

[64] Jillo, A.B.A. (2018). *Statement by Hon. Abdul Bahari Ali Jillo Chief Administrative Secretary, Ministry of Labour & Social Protection of the Republic of Kenya during the eleventh session of the Conference of States Parties to the Convention on the Rights of PWD's*. U.N.

[65] Committee on the Rights of PWD's (CRPD). (2015). *Concluding observations on the initial report of Kenya*. CRPD.

2016 National Employment Authority Act; the 2003 Public Officers' Ethics Act; and the 2015 Public Procurement and Disposal Act.

GOK is an active member of the African Union Commission (AUC), which duly recognises the rights of PWDs in its Agenda 2063 dubbed *The Africa We Want* blueprint. AUC prioritises improving of incomes and decent work; tackling poverty, inequality and hunger; achieving social security and protection including PWDs.[66] Additionally, Kenya is a member of the East African Community (EAC).[67] Based on the Convention on the Rights of PWDs, the EAC developed a regional EAC Policy on PWDs in 2012 that recognises poverty and disability as interconnected where disability is both a cause and a consequence of poverty.[68] The policy is anchored on the premise that PWDs are unvaryingly marginalised and excluded from formal and informal job market.[68] The policy has no clauses on inclusive TVET.

Kenya has an advanced legislative and policy framework that addresses economic, social, cultural, political and civil rights of PWDs.[69] [70] This involves both disability-specific policies and legislation, and disability concerns in some key mainstream legislation. The 2010 Constitution of Kenya is a key instrument for the inclusion of PWDs because it guarantees equality for all citizens.[71] It forbids direct and indirect discrimination based on disability.[72]

Article 54 specifically provides PWDs with the right to be treated with dignity and respect; access to educational institutions; reasonable access to all places, public transport and information; the use of sign language, Braille or other appropriate forms of communication; and access to assistive devices to overcome disability-related constraints. Article 54 of the Kenyan Constitution requires that 5% of all employment in the national and private sector be set aside for PWDs. Further, as per Presidential Order[73], 30% of the value of government procurement opportunities are reserved for minority groups with 2% of this being reserved for PWDs. Despite policies which recognise the rights of PWDs to work, their impact on PWDs accessing work in Kenya

[66] African Union Commission (AUC). (2015). *The Africa We Want: A Shared Strategic Framework for Inclusive Growth and Sustainable Development. First Ten-Year Implementation Plan 2014 – 2023*. AUC.

[67] EAC. (2022). *Overview of EAC*. Retrieved Dec 16, 2021, from East African Community (EAC): https://www.eac.int/overview-of-eac

[68] East African Community (EAC). (2012). *EAC Policy On Persons with Disabilities*. EAC.

[69] Sightsavers. (2018). An analysis of the status of persons with disability in Kenya. Sightsavers Kenya

[70] Leonard Cheshire Disability and Inclusive Development Centre (LCDIDC). (2016). Bridging the Gap - Examining disability and development in four *African countries*. LCDIDC

[71] Kett, M., & Cole, E. (2018). *Disability and Climate Resilience Research Project*. Leonard Cheshire & UCL

[72] Kabare, K. (2018). *Social Protection and Disability in Kenya*. Development Pathways.

[73] Kenya: Youths, Women, PWDs to Benefit From New Procurement Rules - allAfrica.com

has been minimal and PWDs continue to experience discrimination in accessing employment opportunities.[74] [75] [76]

Kenya has encountered several challenges in implementing majority of the legislation and policies provisions.**Error! Bookmark not defined.**[76] The following have been cited as causes: insufficient budgetary apportionment, disability definition remaining ambiguous; disability issues remaining non-prioritized; lack of robust monitoring and enforcement mechanisms; planning and implementation void of PWD's; lack of group effort between government and relevant stakeholders; some policy makers and implementers have negative attitudes and low levels of awareness on disability.[75]

Kiru (2019) adds that a lack of enforcement mechanisms is related to DPOs missing resources and technical capacity to keep policy implementers under check. Other challenges cited are poor disability movement, low levels of disability awareness and lack of reliable planning data.

K.2 Analysis

K.2.1 Analysis of the situation and needs in education

Kenya has robust policies and legal mechanisms that support children with disabilities' (CWDs) integration into education whereas CWDs have not yet been fully integrated into the education system.[77] [78] [79] The population of CWDs in schools amounts to 2,489,252 of which 1,261,877 are males and 1,227,375 are females.[80] Rohwerder[81] indicates similar findings that a significant number of CWDs are in special schools and units, however not necessarily participating in inclusive education. There are high drop-out rates of CWDs enrolled in schools. Further, there is a great number of CWDs

---

[74] Kingiri, A., Khaemba, W., Olenja, J., Gitonga, A., Oloo, W., Nyariki, E., & Wafula, S. (2017). *Policy brief: The labour market situation in Kenya: promoting right to work and employment for persons with disabilities.* Leonard Cheshire Disability and Inclusive Development Centre, UCL;

[75] Khaemba, W., Kingiri, A., Olenja, J., Wangila, S., Nyariki, E., Kiraithe, A., & Oloo, W. (2017b). *Labour market situation in Kenya: promoting right to work and employment for persons with disabilities (PWDs).* African Centre for Technology Studies

[76] Kenya National Commission on Human Rights (KNCHR). (2014). *From Norm to Practice - A Status Report on Implementation of the Rights of Persons with Disabilities in Kenya.* KNCHR.

[77] Mwoma, T. (2017). Education for children with special needs in Kenya: A review of related literature. Journal of Education and Practice, 8:28, 188-200.

[78] Flora, M.N.M., & Juma, S.W. (2018). The Role of Educational Assessment Resource Centres in Promoting Inclusive Education in Kenya. International Journal of Science and Research, 7:1, 885-889.

[79] Republic of Kenya (RoK). (2018). Sector Policy for Learners and Trainees with Disabilities. Nairobi, Kenya: MOE.

[80] KISE (2018)https://kise.ac.ke/system/files/202007/Official%20Research%20Report%20on%20Disability%20Published%20by%20KISE%20(2018).pdf

[81] Rohwerder, B. (2020). *Kenya Situational Analysis.* Disability Inclusive Development

not enrolled in schools.[82] Only 44% of CWDs completed primary school in comparison to 60% of children without disabilities. 72.6% lived in rural areas while 27.4% lived in urban areas. Rural based CWDs face greater barriers to education given the inadequate infrastructure and resources, and girls face aggravated marginalisation.[83] The highest number of CWDs were in primary school compared to those in secondary school. This in line with a UNICEF report that shows that the enrolment gap of boys and girls with disabilities widens as they proceed to higher grades.[84]

The government supports learners with disabilities by giving a higher capitation grant compared to learners without disabilities, including financial and material provision to six (TVET) institutions and three teacher training colleges that admit trainees with disabilities.[85]

The main gaps that perpetuate exclusion of CWDs in accessing quality education and training are as follows: negative cultural attitudes; averseness of the implementation of the special needs education policy; insufficient data on CWDs; inadequate tools and skills for assessing and identifying learners with special needs; a curriculum that has not adapted to the needs of learners with disabilities; inability to provide adapted learning support for CWDs; inadequate funding and facilities; poorly trained teachers; and lack of awareness amongst parents and caregivers.[86]

Kenya's inclusive data charter action plan was launched in November 2021 by the Ministry of Public Service, Gender, Senior Citizens Affairs and Special Programmes plans to take on the national disability census for accurate data on PWDs. The main growing sector of employment is the informal sector as the formal sector does not create sufficient jobs to meet the existing demand. Agriculture remains the main employer, however, jobs in the service industry have grown faster. The community, social and personal services sectors have the highest share (40%), followed by the agriculture sector (12%), the trade and hotel/restaurant sector (12%), and the manufacturing sector (11%) in terms of wage employment. The majority of PWDs are employed in the informal sector in Micro and Small Enterprises.[81]

---

[82] UNESCO (2012), Transforming TVET: Building Skills for Work and Life. General Report, Third International Congress on Technical and Vocational Education and Training, Shanghai.

[83] Kiru, E.W. (2019). Special Education in Kenya. *Intervention in School and Clinic*, 54:3, 181-188.

[84] UNICEF (2018). The challenge of inclusion for CWD's– experiences of implementation in Eastern and Southern Africa.https://www.unicef.org/esa/sites/unicef.org.esa/files/2019-04/EducationThinkPieces_7_DisabilityInclusion.pdf

[85] Ministry of Education (MoE). (2018). *Sector Policy for Learners and Trainees with Disabilities*. Republic of Kenya

[86] Department of Education (DoE). (2012). *A Policy Framework for Education- Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond*. Republic of Kenya

Gesongo (2019) noted an increasing demand for skilled and qualified PWD's in the government sector and where youth with disabilities might have similar qualifications with their colleagues without disabilities.[87]**Error! Bookmark not defined.** They continue to state that the skilled and qualified PWDs rather choose to seek for jobs in the public sector than the private sector because of job security, regular income, a more adaptive environment and access to loan facilities.

One of the first barriers to young persons with disabilities in enrolling to vocational training and education is the lack of knowledge on existing opportunities.[88] Several studies have documented the inaccessibility modes of dissemination of information on new employment opportunities to PWDs as most advertisements are done in print media such as newspapers and through the internet that most PWDs may not have access to. Therefore, PWDs who might be qualified are barred from applying since they are not aware of advertised opportunities. It was observed that other than direct applications to the institutes, trainees with disabilities are admitted into technical institutions by the help of NGOs, FBOs and CBOs support PWDs to get admission into TVETs.

The TVET Authority's (TVETA) Strategic Plan details that the overall enrolment is poor in spite of the large diverse training programmes under TVET institutions and the importance of TVET in the education system enrolments. The annual enrolment is highest at polytechnics and lowest in Vocational Training Centres (VTCs) and PWDs are less than 4% nationally. The inclusive TVET are expected to practice and embody an integration policy where 60% of students have disabilities and 40% do not.[89]**Error! Bookmark not defined.** This is not the case in Special Vocation Centres where the number of trainees without disabilities (76%) outweighs the number of those with disabilities (24%).[90]**Error! Bookmark not defined.** Nationally, the enrolment of persons with physical disabilities is highest and least enrolled were blind and those with cerebral palsy. Some disabilities go along with greater disadvantages than others as the level of severity of a disability is likely to affect enrolment.

72.6% PWDs get admission to TVET institutions by making direct applications, 9.1% of those with disabilities are placed in TVETs by Kenya University and Colleges

---

[87] Government of South Africa, 2001, White Paper 6, Special Education Needs: Building an Inclusive Education and Training System
https://www.gov.za/sites/default/files/gcis_document/201409/educ61.pdf

[88] Light of the World. (2020). *Skills against Unemployment. Disability -inclusive TVET*.
[89] Antwi-Atsu, Grace, The African Disability Protocol: a call to leave no one behind, 2021
[90] KISE (2019), A situation analysis of special education practices in Technical and Vocational Training Institutions in Kenya TVET REPORT DECEMBER 2019.pdf (kise.ac.ke)

Central Placement Service (KUCCPS), and majority are those with physical disabilities. KUCCPS played an insignificant role in the admission of trainees with disabilities in technical institutions.[91]

The national enrolment of PWDs is higher (68.5%) in VTCs and lower in NTIs (8.96%) irrespective of the type of disability. This denotes that most trainees with disabilities have access to low level training which is available in vocational training institutions away from national polytechnics and technical training institutions that are better equipped to train more specialised and diversified programmes. The highest number of PWDs are enrolled in craft certificate courses (87.9%) and only 12.1% are enrolled at diploma level[92].

Malle noted the following barriers limiting effective learning[93]:
- Lack of an adapted and modified curriculum responsive to the special educational and training needs of students with disabilities;
- Lack of specialised and adaptive equipment and technologies;
- Lack of clear guidelines on the provision of adaptive skills and equipment such as sign language interpretation and assistive devices;
- Lack of funding allocated for the promotion of inclusive education and training regardless of the availability of disability support allowance in Kenya;
- Inaccessibility of the physical environment and accommodation services of TVET centres and institutions;
- Lack of proper integration of trainees with disabilities in the regular training system; and
- Lack of adequate ICT qualified staff, trained in special needs education.

The African Youth Charter notes on a national scale the choice of course of 60.4% of trainees with disabilities in technical institutions was determined by the type of disability they had compared to 39.6% who reported that disability did not impact their career choice. The lack of modifications to provide accommodations for their disability within training resulted in them not taking on their preferred courses. Adapted support is minimal or absent in majority of the technical and vocational training institutions.[94] Student's Voice 5 confirms: "The physical disability i.e., lack of one hand has influenced the choice since tailoring is less demanding."

[91] African Union Commission (AUC) (2015). The Africa We Want
[92] African Union Commission (AUC) (2015). The Africa We Want
[93] Malle, Abebe. (2016). Inclusiveness in the Vocational Education Policy and Legal Frameworks of Kenya and Tanzania. Journal of Education and Learning. 5. 53. 10.5539/jel. v5n4p53
[94] Maarse A. (2015), Report mid-term review employable program. Veenendaal, Netherlands: Light for the World Netherlands

K.2.2 Analysis of the situation and needs in employment

Employment data on PWDs is not easily available, either in the formal or the informal sector. Timmis estimates that the "employment rate for PWDs is about 1% compared to 73.8% for the general population". However, women, youth, persons with disabilities, and those from low-income households are more likely to be excluded from jobs, particularly better-quality wage paying jobs.[95]

Despite policies which recognise the rights of PWDs to work, their impact on PWDs with regards to access to work and employment opportunities in Kenya has been minimal and PWDs continue to experience discrimination in accessing employment opportunities. KNBS noted that PWDs are at higher risk to experience disadvantage, exclusion, and discrimination in the labour market than persons without disability.[96]

Poverty in general is a barrier for PWDs in accessing employment. It is proposed that limitations to the employment of PWDs include a lack of appropriate employment, little or no access or adaptations, narrow expectations of families and employers, lack of networks, contacts or social and inter-personal skills; low education, literacy and job skills levels limiting their competition in the job market. Many PWDs face numerous challenges in accessing education, especially in transitioning to institutions of higher learning and thus they do not meet certain high job qualifications. Complex application processes can also be off-putting to youth with disabilities. Private companies were found to not actively source PWDs when recruiting.

Self-stigma and poor perceptions by PWDs about their abilities, self-worth, and capacity to compete in the job market with non-disabled workers were a substantial barrier for their participation in formal sector workspaces.[97] More evidence to validate this, is given by a study where 47% of the youth with disabilities chose not to apply for jobs that they qualified whilst 57% of employers indicated they do not receive applications from PWDs.

Inaccessible physical environment and inaccessible public transport make it hard for PWDs to get to workplaces thus hindering access to employment. These include additional costs of getting to work. Another physical barrier tied to this is a lack of accessible communication within the workplace.[98] While parts of the building may be accessible other important places such as the toilets may be inaccessible. Inadequate

[95] Timmis, H. (2018). Jobs in Kenya. K4D Helpdesk Report. Brighton, UK: Institute of Development Studies.

[96] Kenya National Bureau of Statistics (KNBS). (2012). *Kenya 2009 Population and Housing Census – Analytical Report on Disability*. KNBS.

[97] Opoku, M.P., Mprah, W.M., Dogbe, J.A., Moitui, J.N., & Badu, E. (2016). Access to employment in Kenya: the voices of persons with disabilities. International Journal on Disability and Human Development, 16:1, 77–87.

[98] Maina, P.W. (2016). Experiences of People with Disabilities in Accessing Employment in Kenya: A Case of Nairobi County. Department of Sociology and Social Work, University of Nairobi.

access to assistive devices can also deter PWDs' access to employment and productivity whilst at the workplace. Employers cited additional costs to adapt the workplace for PWDs as a put off and the identified employers had no budget to meet the costs of making the adaptations.[99] Employers who have PWDs at the workplace often do not offer an adaptive workspace and reasonable accommodation in the formal and informal sectors.

Various interview partners mentioned that employers provide inclusive employment through corporate social responsibility programmes rather than absorbing them into the workforce. PWDs with university education have fought to find employment because of employers' negative attitudes towards disability. Stigmatisation and assumptions of PWDs on capacity to deliver verses the 'abled' counterparts by employers were noted. Even where PWDs have proved they can deliver, they still struggled to find employment due to employers' negative perceptions on the value of their contribution. In addition, other employees had negative perceptions in relation to the capabilities of PWDs.[100] These findings were similar for the private sector employers who indicated that persons with disabilities may not be able to do the work appropriately or competently; or that other staff may not be comfortable or like working with staff with disabilities. Practitioners mentioned abuse and discrimination at work including negative jokes, hazardous jobs and verbal abuse.

K.2.3 Good practices

Sightsavers in Kenya has a robust strategy in championing an inclusive world of work evidenced in the oversight role of the Inclusive Futures initiative and leading on specific education, employment, and health programs.[101] The Inclusive Futures initiative started in 2018 and is scheduled to end in June 2022 aimed at ensuring all children and adults with a disability have the same likelihood as everyone else to access quality education, health, and work opportunities. Inclusive Future is a team of 16 organizations that are working collaboratively with DPO's to harness their collective expertise in the creation of innovative solutions to eliminate core barriers for PWDs from accessing education, health care and work.

[99] Curvers, S., Duncan, S., Flowers, C., Milano, A., Okazaki, R., Walsh, S., & Yi, C. (2016). People with Disabilities. In A.A. Frediani & T. Monson (Eds.). Advocating for People- Centred Development in Kisumu, Kenya. Development Planning Unit, The Bartlett, University College London.

[100] Wanjala, J.W., Njoroge, D.I., & Mathews, B.G. (2016). The effect of employer perception on employment opportunities for people living with disabilities: Case of selected universities in Kenya. Research Journal of Human Resource, 4:6, 1-12.

[101] SightSavers. (2022). *SightSavers.* Retrieved December 2021, from Inclusive Futures initiative: https://www.sightsavers.org/programmes/inclusive-futures/

The program **Inclusive Futures**, led by Sightsavers, is designed to make practical changes to the way companies train and hire persons with disabilities, and to develop innovative ways to help persons find a job. The program partners with private sector companies to support them in becoming more attractive workplaces for persons with disabilities and gain more confidence in hiring and training employees with different types of disabilities. The program takes on four approaches namely, building partnerships with the private sector, evidence creation through innovation for replication, capacity building on employers' disability inclusion and skills training and enhancement of PWDs in Kenya. The sectors in focus are finance and banking, food and beverage, pharmaceuticals, mobile telecoms, and fast-moving consumer goods.

The program **Inclusion Works**, led by Sightsavers, is part of the Inclusive Futures initiative that seeks to answer the question "How can more people with disabilities be included in and or access formal waged employment?". This is achieved through testing and developing models of inclusive employment practice and produced evidence to influence national, regional, and global spaces. A wide group of stakeholders ranging from persons with disabilities in organised groups are engaged such as DPOs, the state bodies which are both employers and duty bearers, the private sector as employers and influencers.

Light for the World Netherlands in collaboration with local DPOs support TVET programs to improve access to education and employment for PWDs through the Employable program. Some of the key lessons include the need to provide disability awareness training for vocational training institutes, apprenticeship providers, and potential employers. It recommends mobilizing young persons with disabilities, assess their capacities, and career interests, and match their ambitions with identified opportunities for skills development and job opportunities.

Based on the literature research and interviews hold, the following recommendations to improve the inclusion of persons with disabilities. They are separated by general recommendations and those specifically for development institutions. The latter include recommendations for development cooperation (of GIZ) in Kenya and South Africa.

K.3. Recommendations

According to the African Development Bank[102], the bank gave loan financing to the Ministry of Education, State Department of Vocational and Technical Training for TVET phase II project to ensure digitization of competency-based education & training

---

[102] African Development Bank. (2021, March 12). *SPN - Kenya - Support to technical and vocational education and training (TVET) for relevant skills development phase II project*. Retrieved from African Development Bank: https://www.afdb.org/en/documents/spn-kenya-support-technical-and-vocational-education-and-training-tvet-relevant-skills-development-phase-ii-project

(CBET) curricula. 16 organizations came together focused on inclusive education and work which includes TVET, which are under the Inclusive Future consortium funded by UK Aid. These are ADD International, BBC Media Action, Benetech, BRAC, Development Initiatives, Humanity & Inclusion, Inclusion International, Institute of Development Studies, International Disability Alliance, Leonard Cheshire, Light for the World, Sense International, Sightsavers, Social Development Direct, Standard Chartered Bank and Sustainable Hospitality Alliance. Inclusive Futures[103] acknowledges that their initiative started in 2018and is scheduled to end in June 2022 and that Sightsavers has been noted earlier detailing the program focus and scope.

IDA is a core partner of the Inclusion Works project, a consortium led by Sightsavers and funded by the DFID UK Aid Connect fund. The Inclusion Works program focuses on the question "How can more people with disabilities be included in/access formal waged employment?". The objective is to jointly create and jointly promote employment models compliant with the CRPD and inclusive of all groups of PWD' s.[104]

The main objective of **Innovation to Inclusion (i2i)** is to ensure the private sector embodies inclusive employment for persons with disabilities. It's a three-year program based in Bangladesh and Kenya[105]. The program is funded by Foreign Commonwealth and Development Office (FCDO) and is intended to develop, test, validate, and share learning from interventions. The consortium is composed by the following organizations: Action Network for the Disabled Kenya (ANDY), Bangladesh Business and Disability Network (BBDN), CBM, European Disability Forum (EDF),International Labour Organisation (ILO),London School of Hygiene and Tropical Medicine (LSTHM), Global Disability Innovation Hub (GDIH), World Bank and Plan International (Plan).[105]

Other opportunities for development cooperation in Kenya might be:

- Supporting more **private sector partnership** in which they train specifically the tools of trade needed for that industry and integrate them to ensure skills match market needs. For example, in Kenya, the Expert processing zone is great example of absorbing Deaf employees.
- **Disability experts** should work closely with employers providing end products or services to ensure full inclusion is realised in employment practices.

[103] Inclusive Future. (2022). *what we do*. Retrieved from Inclusive Future- Promoting disability inclusion: https://inclusivefutures.org/who-we-are/

[104] International Disability Alliance (2022). *Inclusion Works – consortium project led by Sightsavers*. Retrieved from International Disability Alliance:https://www.internationaldisabilityalliance.org/inclusion-works

[105] Leonard Cheshire Disability. (2022). *Inclusive employment in Bangladesh and Kenya*. Retrieved Feb 22, 2022, from Leonard Cheshire Disability: https://www.leonardcheshire.org/our-impact/our-international-work/work-and-employment/inclusive-employment-bangladesh-and-kenya

- Aligning available **donor funding** to government priorities and policies, in order to facilitate a catalytic effect, rather than trying to solve problems by providing innovative solutions and demonstrating those so that they're able to be picked up, and or supporting most marginalized populations that cannot be reached through the government system.

SOUTH AFRICA

S.1 Policies, legal framework and data

Following South Africa's transition to democracy in 1994, the country has developed a range of progressive policies and legislation with regard to the rights of PWDs. The policy and legislative framework around disability evolved from a broad set of principles and guidelines around disability rights to more detailed overall and sector-specific policies and laws over the past 28 years. Disability rights were first enshrined in the equality clauses of the new South African Constitution adopted in 1996. The first White Paper on disability, the Integrated National Disability Strategy[106], was published a year later in 1997.

PWDs were included early on in the government's employment equity targets, set out in the Employment Equity Act of 1998[107], with an inclusion target of 2% of the workforce. The Department of Labour subsequently developed a guideline document, the Technical Assistance Guideline on the Employment of People with Disabilities[108] which sets out practical guidelines on disability inclusion in the workplace. The Skills Development Act (1998)[109] and the Promotion of Equality and Prevention of Unfair Discrimination Act (2000)[110] also made early provisions for the inclusion of PWDs in the workplace and the economy.

South Africa was one of the first countries to ratify the UN Convention on the Rights of Persons with Disabilities (UNCRPD) in November 2007. In the following years, the South African government developed more progressive policy documents and legislation, which started to integrate the country's obligations in terms of the UNCRPD. A new White Paper on *The Rights of Persons with Disabilities* was published in 2015.[111] It replaced the 1997 White Paper and is aligned with both the UNCRPD and the (disability-inclusive) SDGs.[112]

In most cases, the above-mentioned policy processes were conducted in close collaboration with the disability community in South Africa, including disability experts

---

[106]Government of South Africa, 1997, White Paper on an *Integrated National Disability Strategy.* https://www.gov.za/sites/default/files/gcis_document/201409/disability2.pdf
[107] Government of South Africa, 1998, Employment Equity Act. https://www.labour.gov.za/DocumentCenter/Acts/Employment%20Equity/Act%20-%20Employment%20Equity%201998.pdf
[108] Department of Labour, South Africa, undated, *Technical Assistance Guideline on the Employment of People with Disabilities.* https://functioning.co.za/downloads/Technical%20Assistance%20Guidelines%20on%20the%20employment%20of%20people%20with%20disabilities.pdf
[109] Government of South Africa, 1998, *Skills Development Act* https://www.gov.za/sites/default/files/gcis_document/201409/a97-98.pdf
[110] Government of South Africa, 2000, *Promotion of Equality and Prevention of Unfair Discrimination Act (2000)* https://www.gov.za/documents/promotion-equality-and-prevention-unfair-discrimination-act
[111] Op cit.
[112] Ibid.

and representatives of OPDs.[113] Disability policies in the country – both in content and processes followed – can therefore (largely) be described as following good practices.

Although the above-mentioned policies are impressive, the reality on the ground, i.e., regarding the lived experiences of PWDs in South Africa, is often far removed from the principles and objectives set out in these documents. In most cases, the situational analyses included in the various policy documents acknowledge the shortcomings and challenges with regard to the realisation of disability rights. South Africa has largely not been successful in making lasting progress towards realising the inclusion of PWDs in all aspects of life in the country, including in the education system.

Indications are that, in recent years, progress on some key aspects of disability inclusion has stagnated[114] – a situation made significantly worse by the impact of the Covid-19 pandemic.[115] Employment equity statistics in the 2020/21 Annual Report of the Commission for Employment Equity[116], for instance, show clearly that both government and private sector are not even meeting the minimum regulatory targets for employment of PWDs (2%) set out in the above-mentioned employment equity legislation. During the period under review, PWDs constituted only 1.6% of top management positions, 1.3% of senior management, 1.3% of professionally qualified staff, 1.1% of skilled staff and 1.1% of unskilled staff – across all sectors of the economy, including government employment.[117]

Despite its good policies in many areas, the South African government is generally known for its slow pace of implementation – a situation that can be attributed to several factors, including a lack of bureaucratic capacity; long-winded consultation processes; often corrupt out-sourcing practices; inadequate resource allocation and/or the lack of capacity to spend resources appropriately. The authors of two recent articles in the *Daily Maverick* encapsulate the problem:

> *"Government thinks big but implements small".[118]*
> *"South Africa has an over-abundance of big-thinking policies and a critical shortage of implementation".[119]*

---

[113] This information is usually included in the newer policy documents, with lists of participating disability experts and OPD included.
[114] Interviews with disability activists, December 2021.
[115] Impression based on interviews with disability experts. December 2021.
[116] Employment Equity Commission, Annual Report 2020/ 21. https://cisp.cachefly.net/assets/articles/attachments/85727_21_cee_report.pdf
[117] Ibid.
[118] Bailey, M., 30 December 2021, *South Africa's basic education needs a major revision in 2022.* Daily Maverick. https://www.dailymaverick.co.za/article/2021-12-30-south-africas-basic-education-needs-a-major-revision-in-2022/
[119] Naidoo, R., 5 December 2021, *South Africa's Youth Employment Crisis: the clock is ticking and it is five minutes to midnight.* https://www.dailymaverick.co.za/opinionista/2021-12-05-south-africas-youth-unemployment-crisis-the-clock-is-ticking-and-its-five-minutes-to-midnight/

Lack of implementation unfortunately also characterises most of the South African government's efforts towards the concretisation of disability rights and the programmes needed to empower PWDs on different fronts and sectors. Progressive policies are often not matched with concrete plans, targets, budgets, proper monitoring of implementation and accountability for lack of progress from senior management in government and the private sector.[120]

This includes slow progress on enhancing access to areas that are *crucial* to the improvement of the quality of life and socio-economic prospects of PWDs, including inclusive basic education; post-school education and training (PSET); skills development programmes that are matched to the actual skills needs of employers; and access to employment, entrepreneurship, or other income-generating opportunities.

Any discussion about access of PWDs to the PSET system must start with a consideration of the progress made on disability inclusiveness in the basic education system. Nobody gets to apply for admission to a university or TVET college without having progressed successfully through the basic education system.

The South African government recognised the importance of establishing an inclusive education system early on. It developed laws and policies that stressed the importance of removing barriers to learning for learners/students with disabilities across the education spectrum. The policies and laws listed below deal, to different degrees, with inclusive education in the basic education sector:

- The Schools Act (1996)
- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001)[121]
- Draft Policy on Screening, Identification, Assessment and Support (2014)[122]

The White Paper on Special Needs Education sought to "establish a national education system whereby learners with disabilities can learn alongside their peers, with appropriate supports in place".[123] It was regarded as the blueprint for inclusive basic education in South Africa and outlined an ambitious national strategy for

---

[120] This is an insight gained from both the literature review and interviews with persons in the disability community.
[121] Government of South Africa, 2001, White Paper 6, *Special Education Needs: Building an Inclusive Education and Training System*
https://www.gov.za/sites/default/files/gcis_document/201409/educ61.pdf
[122] Department of Basic Education, 2014,
https://www.gov.za/sites/default/files/gcis_document/201409/sias-revised-final-comment.pdf
[123] See summary of European Agency for Special Needs and Inclusive Education:
https://www.inclusive-education-in-action.org/case-study/south-african-inclusive-education-policy

"systematically addressing and removing barriers to learning"[124], a process which was to be implemented over a 20-year period.

S.2 Analysis

The official data on disability prevalence that is most routinely quoted in South Africa, is more than ten years old and was collected during the 2011 National Census.[125] An "impairment prevalence of 7.5% or 2.9 million persons"[126] is estimated, but this is widely perceived to be an under-count and problematic on different fronts. Concerns about the reliability of the data are widespread and have been also expressed in the White Paper on *The Rights of Persons with Disabilities* (2015):

> *"Data collection on disability prevalence through national surveys does not provide an accurate reflection of actual incidence, mainly due to the fact that these surveys are often done through proxy responses, where one family member responds on behalf of the entire family; limitations in the number and type of questions which could be asked, language and other traditional beliefs associated with disability"[127].*

In the absence of reliable data on disability prevalence, it is worth looking at the numbers of PWDs that receive disability grants from the state. Apart from the disability grants given to adults with disabilities, the state also provides Care Dependency Grants to parents/carers of children with severe disabilities. The statistics below are from the 2020 Annual Report of the South African Social Security Agency (SASSA).[128]

Grant type	Monthly grant	Recipients
Disability Grant	ZAR 1 890 per month	1 042 025
Care Dependency Grants	ZAR 1 890 per month	154 735
TOTAL		1 196 760

Table 3: Disability grant recipients (2020)

---

[124] Equal Education Law Centre (EELC), undated, *Inclusive Education – Learners with Learning Barriers: The Right to an Equal and Quality Education.* https://eelawcentre.org.za/wp-content/uploads/2016/08/Inclusive-Education-Final.pdf

[125] Statistics SA, Census 2011, *Profile of Persons with Disability in South Africa.* http://www.statssa.gov.za/publications/Report-03-01-59/Report-03-01-592011.pdf

[126] Ibid.

[127] Op cit., p.23.

[128] SASSA, Annual Report, 2019/20. https://www.sassa.gov.za/annual%20reports/Documents/SASSA%20Annual%20Report%202020.PDF

S.2.1 Analysis of the situation and needs in education

The chances of a young person with a disability even reaching that point depend on many factors, most of which relate to the broader socio-economic context and the existence and *implementation* of a legal and policy framework which creates an enabling environment for PWDs in all spheres of life. The most important determining factor, however, is the level of access, inclusion and support a PWD has experienced in the basic education system. Access to PSET for PWDs will also depend on a combination of the following (and other) factors:

- Socio-economic status of their families
- Type and severity of disability
- Gender
- Geographical location (e.g., rural or urban)
- Availability of inclusive schools in their vicinity
- Adequate government funding for inclusive education
- Teachers trained in disability support
- Accessible school infrastructure
- Availability of assistive devices and appropriate technology/software
- Accessible, safe and affordable school transport
- Availability of information about bursaries for post-school studies
- Good career counselling

In many South African communities, especially in rural areas, the level of stigma and discrimination that prevails with regard to PWDs also plays a role in whether CWDs will be able to attend school and be supported to proceed successfully through the schooling system. All the factors mentioned above will ultimately determine whether learners with disabilities will be able to matriculate and meet the admission requirements of PSET institutions.

The key obstacle to greater access to post-school education for students with disabilities (SWDs) in South Africa is, however, the general failure of the basic education system to adequately include (and retain) learners with disability in inclusive mainstream schools. Although good policies on inclusive education have been in place for more than 20 years, implementation has been wholly inadequate[129], as will be discussed below. In 2015, the Department of Basic Education estimated that almost 600,000 children with disabilities were not in school (more recent statistics could not be found).[130]

---

[129] Ibid and other sources.
[130] Mail & Guardian, November 2018, *No school for 600 000 children.* https://mg.co.za/article/2018-11-30-00-no-school-for-600000-children/

The multiple remaining barriers to inclusive education have led to, *inter alia,* high drop-out rates, with only a small number of learners with disabilities matriculating and an even smaller number gaining admission to PSET institutions. The impact of school closures during Covid-19 lockdowns in 2020/21 has made matters worse, with an estimated 750 000 children (including numerous CWDs) having permanently dropped out of school during the pandemic.[131] It is therefore important to stress, from the outset, that the pool of young persons with disabilities that can potentially access PSET institutions in South Africa is very small, with the number of graduates from these institutions even smaller.

Twenty years have passed with little progress in terms of greater inclusion for learners with disabilities in mainstream schools. The implementation of the White Paper has been described as "wholly insufficient" by a group of eminent South African academics and disability experts in a 2017 Alternative Report on South Africa's progress on the implementation of the UNCRPD.[132] There is general agreement amongst education experts that the Department of Basic Education (DBE) has largely failed to develop inclusive mainstream schools.[133]

Instead, there has been a tendency to keep routing learners with disabilities to special schools and even to build more special schools (spending 12 times more on the latter than on inclusive education)[134], thus perpetuating the "apartheidisation"[135] of the education system. Apart from the persistent stigma still attached to special schools in South Africa, they offer a much more limited range of school subjects, which very often do not include the subjects required for admission to particular PSET courses/programs.

Special schools essentially keep learners with disabilities in a 'separate lane' and this therefore completely negates the South African government's public commitment to inclusive education. It also makes it much easier for mainstream schools, as they do not have to make the necessary adjustments to accommodate LWDs. Admission policies at mainstream and special schools have largely remained discriminatory".[136] It is also important to note that government funding for the development and institutionalization of inclusive education has also been wholly inadequate.[137]

---

[131] Damons, M, 2021, *South Africa: as many as 750 000 children have dropped out of school during the pandemic.* Ground Up. https://allafrica.com/stories/202107090380.html

[132] Inclusive Education South Africa (IESA), 2017, *The Right to Education for Children with Disabilities Alliance – Alternative Report to the UN Committee on the Rights of Persons with Disabilities – in response to South Africa's Baseline Country Report (2013) on the UNCRDP, with particular reference to the provisions of Article 24.* http://www.included.org.za/wp-content/uploads/2017/03/FINAL-UNCRPD-Report.pdf

[133] EELC, op cit. and other sources.

[134] IESA report, op cit., p. 16.

[135] Ibid.

[136] IESA, 2017, ibid.

[137] Ibid.

These (and other) failures are directly to blame for the fact that there are still only few LWDs matriculating and qualifying for admission to PSET institutions. Since basic education provides the foundation for PSET and acts as the pipeline that produces candidates for the PSET system, its failure to provide quality inclusive education, is a key consideration in the assessment of the low levels of enrolment of students with disabilities in universities and TVET colleges in South Africa.

During the 2020 National Senior Certificate (NSC) examinations, 2058 "learners with special needs"[138] wrote the examination and 1747 passed it. Of those that passed, 943 achieved admissions to Bachelor studies, 583 to diploma studies, 204 to higher certificate studies and 28 obtained the Special Needs National Senior Certificate.[139] This is a tiny fraction of the total number of 578 468 learners who wrote the NSC examinations in 2020, of which 440 702 passed;[140] and illustrates vividly how small the pool is from which SWDs can be attracted to universities, TVET colleges and skills development programs. The Department of Basic Education included a solitary line of concern in their 2020 NSC Examination Report:

"The low enrolment of special needs learners remains a concern".[141]

Although SWDs traditionally constituted a small group of students, the PSET sector in South Africa started addressing disability inclusion through a variety of legislation and policies early on. Whilst earlier legislation and policies contained more general provisions around disability inclusion, the policy and legislative framework in the PSET sector has evolved significantly over the two decades since the publication of the Higher Education Act (1997) and the National Plan for Higher Education (2001) which first obliged universities to increase access for SWDs.

Whilst most of the earlier focus (and funding) was on disability inclusion in universities, concerted efforts by the Department of Higher Education and Training (DHET) in recent years have started to include TVET colleges in their policy-making processes around disability inclusion. Starting with the *White Paper on Post-School Education and Training* (2014), which contained a chapter (6) on "addressing disability", policymaking has progressively homed in on more specific/targeted policies and practical guidelines regarding disability inclusion in the PSET sector.

Despite the existence of many institution-level policies and a long list of national policies and legislation with direct or indirect bearing on disability inclusion in the PSET

---

[138] This is the term used by the Department of Basic Education in South Africa.
[139] Department of Basic Education National Senior Certificate 2020. Examination Report, op cit.
[140] Ibid.
[141] Ibid.

sector (too many to mention)[142], the Minister of Higher Education stated in 2014 that "the management of disability in post-school education remains *fragmented and separate* to that of existing transformation and diversity programmes at the institutional level at the majority of PSET institutions.[143] He added that *"most TVET colleges lack the capacity, or even policies, to cater for SWD"*[144].

In order to address this situation, the DHET announced the establishment of a Ministerial Committee (consisting of eminent disability experts and representatives of OPDs) in 2014 to develop a *Strategic Framework on Disability in the Post-School Education and Training System.* The committee conducted a broad-based situational analysis on the status of disability inclusion across the PSET sector, including numbers of students and staff with disabilities, disability policies at institutional level, disability support services and challenges experienced with regard to the inclusion of PWDs.[145] The resulting draft framework was gazetted in November 2016. One of its central tenets was the need for *standardisation* across the PSET system,[146] by developing:

- A standardised definition of disability
- A standardised classification model of disability
- A standardised reporting system
- A standardised funding model
- A standardised monitoring and evaluation system
- Standardisation of disability policies across PSET institutions
- Standardisation of services for staff and students with disabilities
- Professionalisation of Disability Rights Units (DRUs)
- Career development for SWDs
- Coordination and cooperation across the PSET system
- A strategic implementation plan

Most of these objectives were included in the final *Strategic Framework on Disability in the Post-School Education and Training System,* published in March 2018.[147] It is a comprehensive document (85pp) which covers everything from guiding principles and

---

[142] For a full list, see Section 2.5.3 on Legislative and Policy Context, pp 34-45 of the DHET's 2018 *Strategic Framework on Disability in the Post-School Education and Training System.* https://www.dhet.gov.za/SiteAssets/Gazettes/Approved%20Strategic%20Disability%20Policy%20Framework%20Layout220518.pdf
[143] DHET Strategic Framework, ibid.
[144] Ibid.
[145] See summary: http://www.governmentpublications.lib.uct.ac.za/news/draft-strategic-disability-policy-framework-post-school-education-and-training-system-2016
[146] Ibid.
[147] DHET, 2018, https://www.dhet.gov.za/SiteAssets/Gazettes/Approved%20Strategic%20Disability%20Policy%20Framework%20Layout220518.pdf

strategies to concrete directives with regard to implementation, funding strategies and monitoring and evaluation. The framework, notably, contains a "high level implementation strategy" (p.74), which focuses, *inter alia,* on the creation of a *standardised enabling environment* across the PSET sector, including a standardised reporting and data processing system.[148] The Strategic Framework is aligned with the UNCRDP, the SDGs, the South African Constitution and is built on the whole policy and legislation "architecture" on disability inclusion that has been developed in South Africa over almost 30 years.

The DHET has subsequently developed another set of guidelines, specifically for the TVET sector: the *Draft Framework and Guidelines to Accommodate Students with Disabilities in Technical and Vocational Education and Training Colleges.*[149] Although the document is undated, the content makes it clear that it was developed after the 2018 Strategic Framework to provide, among others, clear conceptual and practical guidelines on disability inclusion for the 50 TVET colleges (with 250 campuses) in the country.

All in all, the DHET has developed an excellent set of policies and guideline documents on disability inclusion in the PSET sector since 2014. Rather than the generally broad policy statements that characterised many earlier policies on disability inclusion in South Africa, the 2014 *White Paper on Post-School Education and Training* and the 2018 *Strategic Framework on Disability in the Post-School Education and Training System* both have *clearly stated implementation plans.* The latter is based on standardised reporting procedures, formalised monitoring and evaluation systems, data collection and accountability structures to monitor implementation and compliance.

From a purely policy perspective, the evolution of the DHET's policy framework over the past 6-7 years looks promising and TVET colleges are now under an obligation to implement these policies. Senior staff at the TVET section of the DHET, interviewed for this study, appeared capable and committed to the implementation of the new policy frameworks.[150] They did, however, have only one staff member on the ground, traveling the country to meet with staff from Disability Support Units or Disability Desks at TVET colleges; and conducting capacity building/training sessions with such staff.

The situation is certainly more challenging at college level, with the willingness and capacity to implement the above-mentioned policies being quite unevenly spread

---

[148] ibid.

[149] DHET, undated, *Draft Framework and Guidelines to Accommodate Students with Disabilities in Technical and Vocational Education and Training Colleges.*
https://www.dhet.gov.za/SiteAssets/DRAFT%20FRAMEWORK%20AND%20GUIDELINES%20TO%20ACCOMMODATE%20STUDENTS%20WITH%20DISABILITIES%20IN%20TVET.pdf

[150] Interviews with 5 senior staff members of the TVET Division of DHET, December 2021.

amongst the 50 colleges situated in all nine provinces of South Africa.[151] The DHET's Departmental Strategic Plan has set a target of establishing DSUs in all 50 colleges by 2023/24, but a recent disability audit undertaken by the department found that only 32% of colleges had a DSU in place at present.[152] The audit also found that only 44% had a council approved disability policy in place, 10% had a draft policy and 16% had no policy.[153] The other 30% of colleges did not respond to the disability audit questionnaire. In a section on institutional challenges, The DHET's *Strategic Framework on Disability in PSET* makes the following assessment:

> *"Institutions, overall, lack the capacity or even the policies to cater for students and staff with disabilities. This includes poor implementation of disability policies in institutions, including the failure of many institutions to develop plans of action, budgeted programmes and coordinating mechanisms".[154]*

Where DSUs do exist, the staffing situation and composition varies between colleges, but usually there is at least one staff member responsible for the support of SWDs. The qualifications of staff members also vary, with very few trained in the disability rights and disability support fields (and few accredited courses available). In many instances, a staff member from another department/section is seconded to fulfil the task of supporting SWDs, sometimes not even with a relevant background and/or skills.[155]

On a more positive note, the above-mentioned disability audit found that attitudes of students and staff have started to improve towards the DSUs/desks, as more referrals are received and SWDs are starting to disclose their disabilities after awareness and advocacy programs were implemented to stress the importance and benefits of disclosing one's disability.[156]

On the whole, though, a multiplicity of challenges remains. The 2018 *Strategic Policy Framework on Disability in the Post-school Education and Training System* includes two long lists of systemic and institutional challenges experienced with regard to the implementation and institutionalization of disability inclusiveness in TVET colleges. These challenges are wide-ranging and far too many to record here but is certainly

---

[151] DHET, 2020/21, *A Report on the Investigation of Services offered to Students with Disabilities in TVET colleges.*
https://www.dhet.gov.za/SiteAssets/A%20REPORT%20ON%20THE%20INVESTIGATION%20OF%20SERVICES%20OFFERED%20TO%20STUDENTS%20WITH%20DISABILITIES%20IN%20TVET%20COLLEGES.pdf
[152] Ibid.
[153] Ibid.
[154] Op cit., p.48-49.
[155] Information obtained from various sources, including interviews with DHET staff.
[156] DHET disability audit, op cit.

worthwhile perusing to gain an impression of the magnitude of the challenges that TVET colleges face in this area.[157]

Although policies on disability inclusion in universities have been in place and evolving for more than two decades, the need to do the same at TVET colleges is a much more recent requirement from the DHET. The TVET sector has a lot less experience; little institutional memory about disability inclusion programmes; and not much staff capacity and funding to implement the new policy frameworks. As a result of these (and other) challenges, mainstreaming of disability inclusion has largely not yet taken off properly in TVET colleges, with disability rights largely regarded as a peripheral/add-on issue, best dealt with by 'special' institutions like DSUs.[158]

Progress on the improvement of disability inclusiveness across the 50 TVET colleges (including implementation of the DHET policies and guidelines) is uneven and depend largely on the availability of resources, institutional capacity and the buy-in of senior management and college staff[159]. Although the scope (and time allocation for in-country research) of this research assignment did not allow for an in-depth interrogation of the status quo on disability inclusion across the 50 TVET colleges in South Africa, it appears that, in many of these institutions, not much has been done to extend disability inclusion and awareness beyond the establishment of DSUs. The focus appears to be largely on improving access to facilities and the provision of assistive devices, i.e., a more technocratic approach.[160] Disability inclusiveness has generally not yet been extended to the area of curriculum development and the actual teaching and learning environment, as indicated in the DHET's 2018 Strategic Policy Framework on Disability for the PSET system:

> *"While facilities and assistive devices play an important role in supporting SWD, and have received much attention from PSET institutions, limited attention has been paid to the extent that teaching and learning processes marginalise or exclude SWD. A lack of curriculum flexibility and a lack of inclusive teaching and learning methodologies remain important barriers within higher education and training"[161].*

Universities have traditionally received the lion's share of funding for disability inclusion over the years, with especially large amounts being allocated by the DHET to improve access to the building environment on their campuses.[162] TVET colleges, on the other hand, had no ring-fenced funding to improve the accessibility of their

---

[157] DHET, 2018, Strategic Framework, op cit., pp. 48-48
[158] Ibid.
[159] Impression gained via policy review and interviews with DHET staff, December 2021.
[160] DHET Strategic Policy Framework on Disability in PSET, op cit.,
[161] Ibid., p.30.
[162] DHET, 2014, White Paper on PSET, op cit., p. 64.

buildings – many of which are old and therefore more challenging and expensive to renovate suitably.[163] Most of their funding for disability inclusion from the DHET is allocated for the purposes of support of SWDs and depends on the number of SWDs enrolled at a college.[164] Given the generally low enrolment (see below), this is presumably not a major source of income for colleges. Resource constraints and a lack of adequate government funding to enhance disability inclusion in TVET colleges, appears to be a primary obstacle in terms of implementing the above-mentioned policies and guidelines[165].

In 2019, there were a total of 2537 SWDs enrolled at TVET colleges (1468 females and 1069 males), according the most recently available DHET statistics.[166] This constitutes a tiny fraction (0.38%) of the overall student population of 673490 in TVET colleges in 2019.[167] It is important to note that there were *significantly more females enrolled compared to males.* The statistics unfortunately give no indication of completion and drop-out rates of SWDs. These 2537 SWDs were obviously spread over 50 TVET colleges (250 campuses), which gives a rough average of approximately 51 SWDs per college. During the same period, 10753 SWDs were enrolled at universities in South Africa – 1% of the total university student population.[168]

The difference in enrolments numbers of SWDs between TVET colleges and universities could imply a preference for university studies, but more research is needed to confirm this. Anecdotal evidence appears to suggest, though, that attending a TVET college may not be the first choice of most students in South Africa, including SWDs. According to some of the persons interviewed for this study, there is still a certain amount of stigma attached to the idea of attending a TVET college, with most young persons (and their parents) aspiring to a university education. A DHET staff member responsible for disability inclusion in TVET colleges stated (about SWDs) that, "when they come to us, *we are their last hope*".[169] TVET colleges may therefore still be considered as a kind of last resort, i.e., when a student could not gain admission to a university.

It is important to note that it is possible that these enrolment numbers probably constitute under-reporting, as SWDs are expected to disclose their disability status on

---

[163] Ibid.
[164] Ibid. And other sources.
[165] Insight gained from policy review and interviews with key respondents.
[166] Department of Higher Education and Training: *Statistics on Post School Education and Training: 2019.* There were no more recent statistics, as the 2020 report was still in production at the time of writing. https://cdn.lgseta.co.za/resources/research_and_reports/Statistics%20on%20Post-School%20Education%20and%20Training%20in%20South%20Africa,%202019.pdf
[167] Ibid.
[168] Ibid.
[169] Interview, DHET/ TVET staff member. December 2021

entry to TVET colleges (accompanied by a medical certificate) in order to qualify for disability support.[170] A number of respondents interviewed indicated that SWDs often choose not to do so, especially if they do not have visible disabilities. Non-disclosure is often based on fear of being stigmatised/singled out and/or a need to simply fit in and blend with the broader student population. This trend of non-disclosure has implications for the DHET's data collection and monitoring interventions[171] and, as a result, the funding and support measures for SWD that are made available at TVET colleges.

It is crucial that specific information, appropriate communication, and support measures are put in place in TVET colleges, i.e., that will convince SWD of the benefits of disclosing their disabilities and to do so in supportive institutional environment. Disability expert Lesa Bradshaw-LeRoux, who provides support to Disability Support Units at selected TVET colleges, questioned why SWDs will disclose their disabilities when there is no supportive environment within which to do so. She also stressed that SWDs are more likely to disclose their disabilities if there are incentives or benefits in place for doing so.[172]

There is no doubt then that the present number of students with disabilities in TVET colleges is small, which is presumably part of the reason why the sector has, until recently, not made much provision for their inclusion, presumably based on a basic cost-benefit analysis. It is also interesting to note that, despite the fact that SWDs from TVET colleges can now (a recent development) apply for bursaries from the National Student Financial Aid Scheme (NSFAS)[173], this has not led to a notable increase in the enrolment of SWDs. The DHET noted in the 2014 White Paper on PSET that there has been under-utilisation of the funds they set aside for bursaries for SWDs and expressed concern:

> *"The low uptake of bursaries is a matter of serious concern, given the continued inequities in access. It is most likely related to the fact the many learners with disabilities do not qualify for university education, but more research is needed to fully understand the problem"* [174]

Given that only universities have, until recently, received funding from the DHET to make their built environments more accessible for PWDs,[175] there has been an understandable reluctance on the part of TVET colleges' management to spend big money on structural and institutional changes (in a generally tight fiscal environment)

---

[170] Interview with Disability Support person at DHET/ TVET, December 2021
[171] DHET Strategic Framework on Disability, op cit.
[172] Interview with Lesa Bradshaw-LeRoux, December 2021. See https://bradshawleroux.co.za/
[173] NSFAS: https://www.nsfas.org.za/content/
[174] Op cit.
[175] Interviews with DHET/ TVET staff. December 2021

for the benefit of a relatively small number of SWDs. Although there have been some improvements overall, many of these buildings on TVET campuses are older ones and often remain inaccessible for SWDs. Lack of physical accessibility to facilities where social, cultural, and sporting events are held, also lead to social exclusion of PWD on TVET campuses.[176] Many of their older buildings therefore remain largely inaccessible for SWDs. There is often a lack of awareness amongst college staff and decision-makers about how relatively moderate adjustments can sometimes make huge differences in terms improving accessibility for SWDs.

In conclusion: the DHET has made great strides in recent years to develop policies and technical guidelines on disability inclusion in the PSET sector, including TVET colleges. Although some progress has been made in term of implementation, many challenges remain. The number one challenge is the need for adequate funding to implement disability inclusiveness policies in TVET colleges to, *inter alia*, improve physical access to buildings/ facilities, implement universal design principles, support reasonable accommodation measures, strengthen DSUs and develop staff awareness and capacity on what disability inclusiveness really entails in the actual teaching and learning environments.

On a more systemic/ contextual level, the most important measures that need to be undertaken are at the pre-school and basic education level, i.e., it is crucial that more children with disabilities are enrolled and retained in a truly inclusive basic education system. As indicated before, many factors play a role in whether children with disabilities get to enroll and stay in the education system, including the socio-economic status of their families, the prevalence of stigma and discrimination in their communities (and schools), the support that is available in schools, whether they attend a mainstream school or a special school and whether they receive proper career guidance along the way. In order to get more SWD in the PSET system, including in the TVET sector, more learners with disabilities need to pass Matric and have the required qualifications to enter the PSET system. Achieving better outcomes in this regard will require a well-coordinated and multi-sectoral approach and will require years of dedicated efforts from all the relevant stakeholders.

S.2.2 Analysis of the situation and needs in employment

Despite the availability of disability grants, it is widely reported that the majority of PWDs in South Africa is still living in poor households. Although disability grants help to alleviate poverty the grants are often the only source of income that entire households rely on. In some cases, it may be one of the government grants received and shared in a household, in a situation where millions of people are relying on social

---

[176] DHET Strategic Framework on Disability, op cit.

grants. In 2021, 18 440 572 million South Africans received social grants[177] whilst only 14.3 million South Africans were employed by the end of 2021.[178]

The economic and educational challenges faced by the majority of PWDs therefore have to be seen in the context of South Africa's exceptionally high poverty and unemployment rates. The World Bank estimated in April 2020 that 55.5% of South Africans live in poverty, with 25% experiencing food poverty.[179] These statistics have subsequently worsened, given the massive contraction of South Africa's economy and the millions of jobs lost as a result of successive lockdowns during the Covid-19 pandemic. At the end of the third quarter 2021, the official unemployment rate in South Africa stood at 34.9%[180], the highest in the world.[181] The unemployment rate according to the expanded definition of unemployment (which includes discouraged job seekers) rose to 46.6%.[182] Youth unemployment stood at 66.5% and 74% at the expanded definition.[183] Even among those young people who, against all odds, obtained diplomas and degrees in South Africa's PSET system, graduate unemployment stood at 12.5% in the third quarter of 2021, whilst the unemployment rate for persons with "other tertiary" qualifications stood at 23.2%.[184]

It is crucial to frame the discussion around access to TVET institutions by SWDs in this context of massive poverty and unemployment, especially youth unemployment. These challenging conditions will play a role in determining whether SWDs will be able to navigate the many challenges in the basic education and PSET systems. It will also determine their chances of finding employment after their studies. Even with employment equity regulations in place (which require employers to have at least 2% of their workforce consisting of PWDs)[185], the key question is how TVET college

[177] Parliamentary Budget Office, March 2021, *Social Grant Performance, end March 2020/21.* https://www.parliament.gov.za/storage/app/media/PBO/National_Development_Plan_Analysis/2021/june/03-06-2021/May_2021_Social_Grant_fact_sheet.pdf
[178] StatsSA, Quarterly Labour Force Survey, 3rd quarter, 2021. Media Release. http://www.statssa.gov.za/?p=14957#:~:text=The%20results%20of%20the%20Quarterly,the%20second%20quarter%20of%202021.
[179] World Bank, April 2020, *Poverty and Equity Brief, South Africa.* https://databank.worldbank.org/data/download/poverty/33EF03BB-9722-4AE2-ABC7-AA2972D68AFE/Global_POVEQ_ZAF.pdf
[180] StatsSA, 30 November 2021, Quarterly Labour Force Survey, Quarter 3. http://www.statssa.gov.za/?p=14957#:~:text=The%20official%20unemployment%20rate%20was,2021%20to%2014%2C3%20million.
[181] Naidoo, P., 24 August 2021, *South Africa's unemployment rate rises to highest in the world.* Bloomberg. https://www.bloomberg.com/news/articles/2021-08-24/south-african-unemployment-rate-rises-to-highest-in-the-world
[182] Ibid.
[183] Ibid.
[184] StatsSA, *Quarterly Labour Force Survey, Q3:2021.* http://www.statssa.gov.za/publications/P0211/Presentation%20QLFS%20Q3_2021.pdf
[185] Government of South Africa, 1998, Employment Equity Act. https://www.labour.gov.za/DocumentCenter/Acts/Employment%20Equity/Act%20-%20Employment%20Equity%201998.pdf

graduates with disabilities compete and/or succeed in a job market with a 23% graduate unemployment rate and an overall 74% youth unemployment rate.

S.2.3 Good practices

It will require a much larger study than the present one to report comprehensively on good practices in terms of employment of PWDs in South Africa.

It was interesting, though, to find that a group of big brand names in the corporate world have come together, under the umbrella body **South African Employers for Disability (SAE4D)**, a body "committed to addressing the issues confronting the integration of PWD in the workplace".[186] The purpose of the group is to "share experiences, develop best practices, confront and tackle prejudices that act as barriers to the integration of PWD in the workplace, and form a common understanding of the challenges and solutions to fully develop the potential of PWD to contribute meaningfully to society and business".[187] Big brands that are part of the initiative include Mercedes Benz, ESKOM, Standard Bank, Nedbank, ABSA, Liberty, Sappi, ABB and Accenture.[188] For an indication of the kind of work/projects the group undertakes, see https://www.sae4d.co.za/projects/

Netcare, a major private health care group in South Africa, is another often-quoted example of good practice in terms of disability inclusiveness and employment of PWDs. The company is committed to drive inclusiveness in their business through a combination of mainstreaming disability and developing PWDs.[189] They have also invested in making their physical infrastructure more accessible and conduct disability awareness training with all their employees. Netcare launched their *Sinako Learnership Programme* in 2012 to assist unemployed South Africans with disabilities to enter the mainstream economy. The program offers "structured internships, learnerships and experiential learning opportunities in a number of fields to facilitate the development of skills and working experience for high potential PWD".[190] At the time of the launch of the Sinako program in 2012, Netcare had 410 employees with disabilities (1.88% of the workforce), which increased to 777 (4.24% the workforce) by the end of 2021, i.e., more than double the 2% required in the Employment Equity Act. Netcare achieved this enviable position through a combination of inclusive recruitment and the 289 candidates that enrolled in the Sinako program in the intervening years. During the past two years, 47 youth with disabilities joined the program as part of Netcare's commitment to the South African *President's Youth Employment Service*

---

[186] See: https://www.sae4d.co.za/

[187] Ibid.

[188] SAE4D membership list: https://www.sae4d.co.za/current-members/#members

[189] Netcare News, 4 November 2021, *The Power of Building Inclusivity: 'I am as able as anyone'.* https://www.netcare.co.za/News-Hub/Articles/the-power-of-building-inclusivity-i-am-as-able-as-anyone

[190] Ibid.

(YES) initiative – of which 22 are already gainfully employed and the rest is still in the process of completing the respective vocational training programs.[191]

South Africa implements a structured **TVET program called "learnership"**, based on complementary theoretical and practical training at TVET schools and companies. It provides professional, technical skills and life skills, such as communication and teamwork. It is open to all young South Africans, including those with disabilities. Learnerships are based on a contract between the learner, the employer, and an accredited training provider, which stipulates the training conditions and defines the rights of all involved parties for the duration of the program. The training lasts about 12 months divided equally between in-company and classroom training. Learners receive a stipend and are awarded a nationally recognized qualification and certificate. Disabled learners receive intensive mentoring, coaching and support during their training. Proper planning is required for the success of this process. Companies need to ensure adequate support structures, such as in-company mentors and job-coaches who can assist learners with the mastery of the technical and practical skills. One of the drawbacks is that companies still employ a very low percentage of their learners. In addition, the scheme implies a large amount of paperwork if employers want to apply for financial government incentives.[192]

S.3 Recommendations

Responses to enquiries send to the management and staff of the TVET section of the DHET in South Africa confirmed that there were no development cooperation partners providing direct funding and/or technical support for disability inclusion initiatives at TVET colleges. Although the European Union and GIZ have both been providing funding and technical support to the DHET for the improvement of the TVET system in South Africa for many years, this support does not presently include support for disability inclusion at the country's 50 TVET colleges. In 2021, UNDP signed an agreement with the DHET to "enhance vocational training in line with private sector needs through a TVET project to upskill youth and women for skills relevant to the automotive industry"[193] – a project funded by the Japanese government[194]. No mention of PWD in this case either.

As indicated before, the DHET in South Africa has put together an impressive body of policies, guidelines and implementation plans around disability inclusion in the PSET sector in South Africa, including the TVET colleges. Since the emphasis on disability

---

[191] Ibid.
[192] ILO (2018) Making apprenticeships and workplace learning inclusive of persons with disabilities
[193] UNDP Press Release, 26 July 2021:
https://www.za.undp.org/content/south_africa/en/home/presscenter/pressreleases/2021/undp-and-dhet-sign-a-partnership-agreement-on-enhancing-vocation.html
[194] Ibid.

inclusion in the TVET sector appears to be a more recent development in South Africa (and other African countries), the implementation of these policies and plans represents quite a daunting task for the DHET and the individual TVET colleges. The latter vary quite substantially in terms of their capacity to implement the new policies and, generally, they lack funding (and often expertise) to, *inter alia:*

- Improving physical access to buildings and other facilities (e.g., cultural, sport and recreation facilities).
- Implementing universal design principles across the institution.
- Acquiring the knowledge and funding to provide reasonable accommodation for students with different kinds of disabilities and thus different needs.
- Establishing, equipping, staffing and developing Disability Support Units (DSUs) to meet the standards for such bodies set out in the DHET's policies and guidelines, as well as (ideally) international best practices.
- Acquiring and retaining staff for DSUs with the requisite knowledge/ expertise to operate a well-informed and supportive set of services for SWD.
- Developing accredited training courses for DSU staff, i.e., in collaboration with other higher education institutions (HEIs), e.g., Disability Studies programmes at universities.
- Developing exchange programmes between HEIs, so that DSU staff at TVET colleges can learn from the knowledge and experience acquired by TVET colleges where good practices on disability inclusion are already in place and/or universities which have much longer experience with disability inclusion.
- Ensuring that DSUs do not become separate/ add-on entities, but acquiring the capacity and funding to create broader awareness of the need for disability inclusion across the entire institution, including their staff (at all levels) and students without disabilities.
- Conducting annual/ ongoing lecturer training/ capacity development on how to make the learning environment more conducive and accessible for SWD, including the transfer of knowledge about the different assistive devices and the appropriate/ available technology and modes of communication required to remove barriers to learning for SWD.
- Developing short skills training/ work readiness programmes for SWD before they exit TVET colleges – not only on the generic skills, aptitudes and attitudes required in a modern workplace, but *trading specific* skills requirements and how to navigate and overcome the barriers they are bound to meet in workplaces.
- Collaborating with potential employers of SWD/ and in-house job placement programmes to ensure that SWD stand an equal chance to access employment after completion of their studies.

- Collecting data (and case studies) on the enrolment, experiences, lessons learned and completion/ graduation rates of SWD in each TVET institutions (the DSU can spearhead such an initiative).
- Conducting tracer studies to see (for example) whether past SWD found and stayed in employment, the unfolding of their career path, whether their TVET qualification prepared them adequately in this regard and what their quality of life is at the time of the study.
- Supporting to develop expertise on how to offer vocational education and training to students with disabilities using a blended modality of learning, involving both face-to-face as well as online learning.

ANNEX 1: SOURCES

African Commission on Human and Peoples' Rights, Working Group on Rights of Older Persons and People with Disabilities, https://www.achpr.org/specialmechanisms/detail?id=12

African Development Bank (2021, March 12), SPN - Kenya - Support to technical and vocational education and training (TVET) for relevant skills development phase II project. Retrieved from African Development Bank: https://www.afdb.org/en/documents/spn-kenya-support-technical-and-vocational-education-and-training-tvet-relevant-skills-development-phase-ii-project

African Union, African Youth Charter, 2006, https://au.int/sites/default/files/treaties/7789-treaty-0033_-_african_youth_charter_e.pdf

African Union, Continental Strategy for Technical and Vocational Education and Training (TVET) to Foster Youth Employment, https://au.int/sites/default/files/pressreleases/35308-pr-tvet-english_-_final_2.pdf

African Union, Continental Strategy for Technical and Vocational Education and Training (TVET) to Foster Youth Employment, Addis Ababa 2018, https://au.int/en/documents/20181022/continental-strategy-technical-and-vocational-educational-and-training-tvet

African Union, Draft Declaration On Employment, Poverty Eradication And Inclusive Development In Africa, 2014, https://au.int/web/sites/default/files/newsevents/workingdocuments/27983-wd-draft_declaration_-english.pdf

African Union, List of Countries which have signed, ratified/acceded to the African Youth Charter, 2019, https://au.int/sites/default/files/treaties/7789-sl-AFRICAN%20YOUTH%20CHARTER.pdf

African Union, List Of Countries Which Have Signed, Ratified/Acceded To The Protocol To The African Charter On Human And Peoples' Rights On The Rights Of Persons With Disabilities In Africa, 2020, https://au.int/sites/default/files/treaties/36440-sl-PROTOCOL%20TO%20THE%20AFRICAN%20CHARTER%20ON%20HUMAN%20AND%20PEOPLES%E2%80%99%20RIGHTS%20ON%20THE%20RIGHTS%20OF%20PERSONS%20WITH%20DISABILITIES%20IN%20AFRICA.pdf

African Union Commission (AUC) (2015), The Africa We Want: A Shared Strategic Framework for Inclusive Growth and Sustainable Development, First Ten-Year Implementation Plan 2014 – 2023

Antwi-Atsu, Grace, The African Disability Protocol: a call to leave no one behind, 2021, https://www.sightsavers.org/blogs/2021/08/the-importance-of-the-african-disability-protocol/

Apunda, E. A., de Klerk, H. M., & Ogina, T. (2017), Technical knowledge and skills development in the informal sector in Kenya: The case of custom tailors. International Review of Education, 63(3), pages 341-361

AUDA-NEPAD, Disability Is Not Inability: Addressing The Disability Divide In Africa Using Smart Technologies, 2021, https://www.nepad.org/blog/disability-not-inability-addressing-disability-divide-africa-using-smart-technologies#_ftnref4

Baart, J., & Maarse, A. (2017), I am EmployAble - creating access to technical and vocational education for young people with disabilities, Light for the World Beales, Gelber, Africa Report: Situation of Women and girls with disabilities, 2021 https://gcap.global/wp-content/uploads/2021/03/Africa-Regional-Study-on-LNWB-final.pdf

Committee on the Rights of PWD's (2015), Concluding observations on the initial report of Kenya

Committee on the Rights of Persons with disabilities, Initial report submitted by Zambia under article 35 of the Convention, October 19, 2020 (CRPD/C/ZMB/1), https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD%2fC%2fZMB%2f1&Lang=en

Committee on the Rights of Persons with disabilities, Initial report submitted by Mozambique under article 35 of the Convention, June 29, 2020 (CRPD/C/MOZ/1) , https://tbinternet.ohchr.org/_layouts/15/treatybodyexternal/Download.aspx?symbolno=CRPD%2fC%2fMOZ%2f1&Lang=en

Curvers, S., Duncan, S., Flowers, C., Milano, A., Okazaki, R., Walsh, S., & Yi, C. (2016). People with Disabilities. In A.A. Frediani & T. Monson (Eds.). Advocating for People- Centred Development in Kisumu, Kenya. Development Planning Unit, The Bartlett, University College London.

Danish Trade Union Development Agency (2020), Labour Market Profile 2020 – Kenya. DTDA.

Department of Education (2012), A Policy Framework for Education- Aligning Education and Training to the Constitution of Kenya (2010) and Kenya Vision 2030 and beyond. Republic of Kenya

East African Community (2022), Overview of EAC. Retrieved Dec 16, 2021, from East African Community (EAC): https://www.eac.int/overview-of-eac

East African Community (2012), EAC Policy on Persons with Disabilities Essah, Pauline, Inclusion of young people living with disabilities in TVET, February 2021, https://essa-africa.org/node/1341

Faria, J. (2021), Technical and Vocational Education Training (TVET) institutions in Kenya 2013-2019, Retrieved from Statista: https://www.statista.com/statistics/1237840/tvet-institutions-in-kenya/#statisticContainer

Flora, M.N.M., & Juma, S.W. (2018), The Role of Educational Assessment Resource Centers in Promoting Inclusive Education in Kenya, International Journal of Science and Research, 7:1, 885-889

Gesellschaft für Internationale Zusammenarbeit (GIZ), Terms of Reference for the „Studies on Inclusion of Persons with Disabilities in Asia and Africa", Bonn 2021

Deutscher Bildungsserver, African Disability Alliance (ADA), 2016, https://www.bildungsserver.de/bisy.html?a=8528&spr=1

Government of Kenya (2018a), National Disability Mainstreaming Strategy (2018-2022), http://tveta.go.ke/wp-content/uploads/2019/06/TIVETA-STRATEGIC-PLAN-2-e-pub_2-Compressed.pdf/. https://businessanddisability.or.ke/digital-accessibility/ Https://www.education.go.ke/index.php/about-us/background-information

Haßler, B. et al (2020), Technical and Vocational Education and Training in Sub-Saharan Africa - A Systematic Review of the Research Landscape, https://pefop.iiep.unesco.org/en/system/files/resources/pef000533_govet_tvet_sub_saharan_africa_2020.pdf

Global Call to Action Against Poverty, Leave No Woman Behind – Situation of Women and Girls with Disabilities Africa Report, 2021, https://gcap.global/news/leave-no-woman-behind-situation-of-women-and-girls-with-disabilities-africa-report/

Human Rights Council, Report of the Special Rapporteur on the rights of persons with disabilities on her visit to Zambia, December 19, 2016 (A/HRC/34/58/Add.2), https://undocs.org/en/A/HRC/34/58/Add.2

ILO (2020), As jobs crisis deepens, ILO warns of uncertain and incomplete labour market recovery

ILO (2017), Making TVET and skills systems inclusive of persons with disabilities, Policy brief September 2017, https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_605087.pdf

ILO (2018), Making apprenticeships and workplace learning inclusive of persons with disabilities http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_633257.pdf

Inclusive Future (2022), What we do, Retrieved from Inclusive Future- Promoting disability inclusion: https://inclusivefutures.org/who-we-are/

Inclusive Futures (2019) Inclusive Futures | Inclusion Works - Labour Market Assessment - Kenya - July 2019

International Disability Alliance (2022), Inclusion Works – consortium project led by Sightsavers, Retrieved from International Disability Alliance: https://www.internationaldisabilityalliance.org/inclusion-works

International Journal on Human Rights, The UN Convention on the Rights of Persons with Disabilities in Africa, 2011 https://sur.conectas.org/en/un-convention-rights-persons-disabilities-africa/

Jillo, A.B.A. (2018), Statement by Hon. Abdul Bahari Ali Jillo Chief Administrative Secretary, Ministry of Labour & Social Protection Of The Republic Of Kenya During The Eleventh Session Of The Conference Of States Parties To The Convention On The Rights Of PWD's. U.N

Kabare, K. (2018), Social Protection and Disability in Kenya, Development Pathways

Kates, R.W., Parris, T.M., & Leiserowitz, A.A. (2005), What is Sustainable Development? Goals, Indicators, Values and Practice, Environment: Science and Policy for Sustainable Development, 47(3), pages 8–21

Kenya National Bureau of Statistics (2012), Kenya 2009 Population and Housing Census – Analytical Report on Disability. KNB

Kenya National Bureau of Statistics (2017), Statistical Abstract 2017. KNBS. 11 National Employment Authority website 12 UN data Kenya – accessed 30.6.2020 14

Kenya National Commission On Human Rights, Advisory To The Ministry Of Labour, Social Security And Services On Kenya's Ratification Of The Protocol To The African Charter On Human And Peoples' Rights On The Rights Of Persons With Disabilities In Africa, 2020, https://www.knchr.org/Portals/0/InternationalObligationsReports/Disability/Advisory%20on%20the%20African%20Disability%20Protocol.pdf?ver=2020-01-20-081705-857

Kenya National Commission on Human Rights (2016), Compendium on submissions to the Convention on the Rights of Persons with Disabilities

Kenya National Commission on Human Rights (2014), From Norm to Practice - A Status Report on Implementation of the Rights of Persons with Disabilities in Kenya Kett, M., & Cole, E. (2018), Disability and Climate Resilience Research Project, Leonard Cheshire & UCL

Khaemba, W., Kingiri, A., Olenja, J., Wangila, S., Nyariki, E., Kiraithe, A., & Oloo, W. (2017b), Labour market situation in Kenya: promoting right to work and employment for persons with disabilities (PWDs), African Centre for Technology Studies

Kingiri, A., Khaemba, W., Olenja, J., Gitonga, A., Oloo, W., Nyariki, E., & Wafula, S. (2017), Policy brief: The labour market situation in Kenya: promoting right to work and employment for persons with disabilities. Leonard Cheshire Disability and Inclusive Development Centre, UCL

Kiru, E.W. (2019). Special Education in Kenya. Intervention in School and Clinic, 54:3, pages 181-188

Kenya Institute of Special Education (2019), A situation analysis of special education practices in Technical and Vocational Training Institutions in Kenya TVET REPORT DECEMBER 2019.pdf (kise.ac.ke)

Kenya Tribune (2021), Gov't Injects Sh34 Billion To Boost TVETs – Kenya Tribune
Lang, Raymond, et al. Policy development: An analysis of disability inclusion in a selection of African Union policies, 2019, https://opendocs.ids.ac.uk/opendocs/handle/20.500.12413/16188

Leonard Cheshire Disability (2022), Inclusive employment in Bangladesh and Kenya, Retrieved Feb 22, 2022 from: https://www.leonardcheshire.org/our-impact/our-international-work/work-and-employment/inclusive-employment-bangladesh-and-kenya
Leonard Cheshire Disability and Inclusive Development Centre (2016), Bridging the Gap - Examining disability and development in four African countries

Light of the World. (2020). Skills against Unemployment. Disability -inclusive TVET
Maarse A. (2015), Report mid-term review employable program. Veenendaal, Netherlands: Light for the World Netherlands

Maina, P.W. (2016), Experiences of People with Disabilities in Accessing Employment in Kenya: A Case of Nairobi County, Department of Sociology and Social Work, University of Nairobi

Malle, Abebe. (2016), Inclusiveness in the Vocational Education Policy and Legal Frameworks of Kenya and Tanzania. Journal of Education and Learning. 5. 53. 10.5539/jel. v5n4p53

Ministry of Education (MoE), (2018). Sector Policy for Learners and Trainees with Disabilities, Republic of Kenya

Mueke, R. (2014), A baseline study on areas of successes and barriers in skills development and employment of graduates with disabilities. ADDA Kenya and EmployAble Project

Mwoma, T. (2017), Education for children with special needs in Kenya: A review of related literature. Journal of Education and Practice, pages 188-200

Ndekei, I., & Jairo, S. (2017), Unemployment Policy as an Agenda for Elections 2017, Institute of Economic Affairs

Nyaga, J., Karanja, K., & Kithae, P. P. (2017), Effect of Technical Education Policies on Technology Adoption Amongst Micro and Small Enterprises in Kenya

Opoku, M.P., Mprah, W.M., Dogbe, J.A., Moitui, J.N., & Badu, E. (2016), Access to employment in Kenya: the voices of persons with disabilities, International Journal on Disability and Human Development, 16:1, 77–87

Reenen, van Tobias Pieter; Combrinck, Heléne (2011), The UN Convention on the Rights of Persons with Disabilities in Africa, https://sur.conectas.org/en/un-convention-rights-persons-disabilities-africa/

Republic of Kenya (2018), Sector Policy for Learners and Trainees with Disabilities, Nairobi, Kenya

Rohwerder, B. (2020), Kenya Situational Analysis, Disability Inclusive Development SightSavers. (2018), An analysis of the status of persons with disability in Kenya, Sightsavers Kenya

SightSavers. (2022), SightSavers, Retrieved December 2021 from Inclusive Futures initiative: https://www.sightsavers.org/programmes/inclusive-futures/

Timmis, H. (2018), Jobs in Kenya, K4D Helpdesk Report. Brighton, UK: Institute of Development Studies
TVETA (2018) https://www.tveta.go.ke/research-publications/VETA,2018

UN Convention on the Rights of Persons with Disabilities. 2006 http://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx

UN DESA Convention on the Rights of Persons with Disabilities (CRPD), 2006, https://www.un.org/disabilities/documents/convention/convoptprot-e.pdf

UN DESA: Disability and Development Report, 2018, https://social.un.org/publications/UN-Flagship-Report-Disability-Final.pdf

UNESCO (2012), Transforming TVET: Building Skills for Work and Life. General Report, Third International Congress on Technical and Vocational Education and Training, Shanghai.

UNESCO (2013), Policy Review of TVET in Lao PDR, UNESCO Education Sector, Paris.

UNESCO-UNEVOC (2019), UNESCO-UNEVOC TVeT Forum, 1 to 12 July 2019

UNICEF (2018), The challenge of inclusion for CWD's– experiences of implementation in Eastern and Southern Africa.https://www.unicef.org/esa/sites/unicef.org.esa/files/2019-04/EducationThinkPieces_7_DisabilityInclusion.pdf

United Nations (2006), Convention on the Rights of Persons with Disabilities and Optional Protocol

UN OHCHR, African states affirm the rights of persons with disabilities in a new landmark Protocol, 2018, https://www.ohchr.org/en/NewsEvents/Pages/DisplayNews.aspx?NewsID=22661&LangID=E

Wanjala, J.W., Njoroge, D.I., & Mathews, B.G. (2016), The Effect of Employer Perception on Employment opportunities for People living with disabilities: Case of selected universities in Kenya, Researchjournali's Journal of Human Resource, 4:6, 1-12

Wodon, Quentin / Male, Chata et al, The Challenge of inclusive education in Sub-Saharan Africa, December 2018, https://documents1.worldbank.org/curated/en/171921543522923182/pdf/132586-WP-P168381-PUBLIC-WorldBank-SSAInclusive-Disability-v6-Web.pdf

World Health Organization, Disability and Health, 2020, https://www.who.int/news-room/fact-sheets/detail/disability-and-health

World Health Organization, World Report on Disability, 2011, https://www.who.int/publications/i/item/9789241564182

ANNEX 2: PERSONS INTERVIEWS FOR KENYA COUNTRY STUDY

Date of interview	Name	Institution	Position
6.12.2021	Dr.John Mugo	Kenya Institute of Special Education (KISE) https://www.kise.ac.ke/ Zizi Afrique https://ziziafrique.org/ (TIVET project in partnership with Safaricom Foundation)	Board Chairman- Kenya Institute of Special Education (KISE) Founder of Zizi Afrique-
9.12.2021	Mr. Richard Mativu (PWD)	Sense International-Kenya https://www.senseinternational.org.uk/what-we-do/where-we-work/kenya/	Country Director
13.12.2021	Mr. Frederick Ouko (PWD)	Riziki Source https://rizikisource.org/ /Andy https://andy.or.ke/	Founder and CEO Expert in Inclusive Employment)
9.12.2021	Mr. Eugene Muchai	Kilimanjaro Blind Trust https://kilimanjaroblindtrust.org/	Program Officer
6.12.2021	Dr. Joyce Ngugi	Private Consultant on Disability Inclusion	Private Consultant on Disability Inclusion
14.12.2021	Mr. Luke Muleka	Signs TV https://signsmediake.com/ (Business Employer)	Founder and CEO

ANNEX 3: PERSONS INTERVIEWED FOR SOUTH AFRICA COUNTRY STUDY

Date of interview	Name	Institution	Position
7.12.2021	Kevan Perumal	National School of Government	Manager: HRM & ODT Responsible for 5-day course on Disability Inclusion for government departments
8.12.2021	Selina Makgopela	DHET, TVET Branch Directorate: Student Development & Support	Senior official responsible for Disability Inclusion in TVET colleges
9.12.2021	Group Interview with Nthabiseng Tema, Mosima Makuwa, Matome Mafa, Modisaotsile Tlotleng, Marieta Swart	DHET, TVET Branch	All senior officials at DHET TVET Branch
9.12.2021	Group interview with Mogamat Petersen, Dennis Horch, Suraya Adam, Godfrey Nkosi	GIZ South Africa	GIZ staff in TVET programme
10.12.2021	Lesa Bradshaw-LeRoux	Bradshaw LeRoux Consulting	CEO
14.12.2021	Raven Benny	QuadPara Association	CEO
14.12.2021	Daneshree Naidoo	QuadPara Association	Recruitment and Job Placement Manager, Work Readiness Programme