INFLUENCE OF STRATEGIES ON EMPOWERMENT OF PERSONS WITH DISABILITIES IN KIRIMARI WARD IN EMBU COUNTY, KENYA

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DECLARATION

This project is my original work and has not been presented for any academic award in any other university.

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DEDICATION

I dedicate this project to my beloved and very dear parents Josphat Njue and Lucy Kathi for moral support and for always being my cheer leaders.

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ABBREVIATIONS AND ACRONYMS

ACARA- Australian Curriculum, Assessment and Reporting Authority

CRC-Convention on the Rights of the Child

CRPD- Convention on the Rights of Persons with Disabilities

CWD- Children with Disabilities

DFI-Disability Foundation of Ireland

DFID-Department for International Development

DRPI- Disability Rights Promotion International

EYC-Early Years Connect program

FPE -Free Primary Education

NESSEP-Network of Expert in the Social Sciences of Education Program

NCPWDS-Nation Council of Persons with Disability

OECD-Organization for Economic Cooperation and Development

PWDS- persons living with disabilities

SDGs-Sustainable Development Goals

UNCRPD- United Nation Convention on the Rights of Persons with Disabilities

UN-United Nation

UPE-Universal Primary Education

UDPK-United Disabled Persons of Kenya

UNICEF's-United Nation Children Fund

UNDP-United Nation Development Program

UON-University of Nairobi

WHO-World Health Organization

ABSTRACT

The purpose of the study was establishing the influence of the strategies on empowerment of persons with disabilities in Embu County. The study was guided by the following objectives; To establish the influence of inclusive education on empowerment of Persons with disabilities in Embu County; to determine the influence of access to equitable employment on empowerment Persons with disabilities in Embu County; to establish the influence of social protection strategies on empowerment of Persons with disabilities in Embu County and; to establish the extent to which family support promotes the empowerment of Persons with disabilities in Embu County. This study employed Cross-sectional descriptive survey research design. The target population of this study comprised 75 participants. Since the target population was small the researcher employed census which involves capturing the entire population as a sample size which is 55 participants. The study found out family support influenced empowerment of PWDS the most with 28(40%), followed by access to equitable employment 18(26%), then social protection 14(20%) and finally inclusive education 10(14%). This implied family support influenced empowerment the most. Most assistance and support come from family members or social networks. In conclusion therefore promoting a more inclusive society and employment opportunities for persons with disabilities requires improved access to basic education, vocational training relevant to labor market needs and jobs suited to their skills, interests and abilities, with adaptations as needed. There is the need to dismantle barriers and make the physical environment more accessible, provide information in a variety of formats, and challenge attitudes and mistaken assumptions about persons with disabilities. The study also concludes persons with disabilities are particularly vulnerable to deficiencies in services such as health care, rehabilitation, and support and assistance Based on the findings the study recommends Provide vocational guidance to PWDS to ease the transition from education and training to work life. Where opportunities for wage employment exist, assist persons with disabilities to find and retain jobs. This may require networking with employers, trade unions and employment service providers; providing job-seeking skills; conducting specific job and work site analysis to match the disabled person to a job; providing supports and accommodations.

CHAPTER ONE

INTRODUCTION

1.1 Background of Study

Empowerment of persons living with disabilities (PWDS) is vital for the achievement of Sustainable Development Goals (SDGs); according to the World Disability Report (2001), approximately 15% of the world's population are disabled and are most affected by poverty and difficulty. Empowerment refers to the measures designed to increase the degree of autonomy and self-determination amongst a select group of people. Economic empowerment is defined as being able to engage freely in economic activity (UNDP, 1993) while disability according to Thomas (1999) is defined as a social oppression involving the social imposition of restrictions of activity on people with impairments and the socially engendered undermining of their psycho-emotional wellbeing. Economic empowerment is a critical driver of economic growth and a precondition for poverty alleviation. Empowering of persons living with disabilities involves according them access to high quality education and healthcare.

Globally, personswith disability experience worse education and labor market outcomes and are more likely to be poor than persons without disability. A study conducted by OECD, (2009) covering about 21 upper-middle and high-income countries shows higher poverty rates among working-age persons with disabilities than among working-age people without disability in all but three countries (Norway, Slovakia, and Sweden). The relative poverty risk was shown to be the highest more than two times higher in Australia, Ireland, and the Republic of Korea, and the lowest only slightly higher than for nondisabled people in Iceland, Mexico, and the Netherlands. Working-age persons with disabilities were found to be twice as likely to be unemployed. When employed, they are more likely to work part-time. And unless they were highly educated and have a job, they had low incomes.

The United Convention on the Rights of Persons with Disabilities (UNCRPD), which was adopted by the UN General Assembly in 2006, is the first human rights convention of the 21st century. The agreement provides a comprehensive framework for protecting disability rights and emphasizes the need for States to create an enabling environment, to promote full

inclusion and participation of PWDS. India, a signatory of the UNCRPD has a large population of disabled People living in both countries are likely to be living in poverty, to lack access to basic services and to face huge barriers to participation in society.

The Action on Disability and Development Annual Report (2008) based in Malawi, Namibia, Zambia and Zimbabwe reported that the healthcare sector was the only sector that met more than 50% of the reported needs of Persons with disabilities. The report revealed large gaps in service provision for PWDS with unmet needs in welfare, education, vocational training and counseling. According to Thomas (2004) personwith disability require a range of services from relatively minor and inexpensive interventions to complex and costly ones. Data on the needs both met and unmet are important for policy and programs. Unmet needs for support may relate to everyday activities such as personal care, access to aids and equipment, participation in education, employment, and social activities, and modifications to the home or workplace.

There are currently 1.3 million people in Kenyawith disability. According to the Kenya National Survey for Persons with Disabilities (2008), only 39% have attended a mainstream primary school, and only 9% have attended high school (Kenya National Survey for Persons with Disabilities, 2008*).* According to Draft Education policy (2012) the enrolment of learners in special institutions and units currently stand at 102, 749 students, of which 21,050 are in special schools and 81, 649, are enrolled in integrated special units at both primary and secondary schools. These estimates imply that the enrolment figures represent about one-third of the expected number of learners with special needs (NESSEP draft 2012). Such exclusion from education further perpetuates the cycle of disability and poverty.

In Embu county persons with disabilities and their families often incur additional costs to achieve a standard of living equivalent to that of non-disabled people, this additional spending go towards health care services, assistive devices, costlier transportation options, special diets, and personal assistance. It very important protecting and empowering persons with disabilities since it plays a key role in realizing the rights of persons with disabilities of all ages: providing them with an adequate standard of living, a basic level of income security; thus, reducing levels of poverty and vulnerability. Several plans can be adopted to help disabled people achieve an independent living and accord them full opportunities and choices

to improve their quality of life (Diana, 2013). As a result, PWDS are accorded a chance to be respected and included as equal members of the society.

Inclusive education involves developing the education system, programs, activities and even physical structures in a way that all students, both with and without disabilities have an opportunity to learn and participate together (Agraval, 2007). Inclusive education promotes respect and understanding as well as exposes PWDS to a nurturing learning environment that leverages their position for career advancement and openings in employment and improved livelihood. This strategy can be effected by improving support for families with young disabled children by ensuring families of disabled children benefit from childcare and early education provided to all children; meeting the extra needs of families with disabled children; and ensuring services are centered on disabled children and their families, not on processes and funding streams (Africa Research Institute, 2008).

There is a need to improve support and incentives for getting and staying in employment as well as providing effective work-focused training for disabled people; and improving Access to Work and other in-work support (Barnes, 2001). The British Government introduced radical changes including the New Deal for Disabled People, extensions to the Disability Discrimination Act 1995, the national minimum wage and Pathways to Work. Strategies include imploring employers to employ disabled people and thus improve the labor market status of disabled people (Albert, 2005).

According to the National Survey on disability from 2008, about 4.6 % of men and women are living with a disability in Kenya. Disability Rights Promotion International (DRPI) estimates that 10 % of the Kenyans are living with a disability (2007). The World Health Survey (2011), suggests that the prevalence among the working age population is 8.6%, with 11.6 % in rural areas and 4.4 % in urban areas. Based on these estimates around 3.8 million men and women are living with a disability in Kenya. 80 % of them live in slum areas, informal settlements at the edge of cities, or under very poor conditions in rural areas. The Government of Kenya has adopted several laws and policies pertaining to persons with disabilities, including their right to productive and decent work and basic services for example The Persons with Disabilities Act, 2003, is a comprehensive law covering rights, rehabilitation and equal opportunities for persons with disabilities. It creates the National Council of Persons with Disabilities as a statutory organ to oversee the welfare of persons

with disabilities. The Law also requires that both public and private sector employers reserve 5 per cent of jobs for disabled persons, (Kenyan National Bureau of Statistics, 2009)

Social protection plays a key role in realizing the rights of persons with disabilities of all ages: providing them with an adequate standard of living, a basic level of income security; thus, reducing levels of poverty and vulnerability (Barron, 2007). The Convention on the Rights of the Child places obligations on States to recognize the right of every child to an adequate standard of living for their proper development (Blaikie, 2000). There is a need to put in place necessary measures to achieve the full realization of every child's right to benefit from social security. Social dimensions of vulnerability such as gender, ethnicity, HIV status, geographic location, and disability fundamentally shape PWDS's exposure to risk and their resilience. They can also be barriers to accessing secure livelihoods and essential services like health and education.

Discrimination of PWDS takes various forms, ranging from denial of educational opportunities, segregation and isolation because of the imposition of physical and social barriers (Berman-Bieler, 2010). Effects of disability-based are evident in sectors such as education, employment, housing, transport and access to public places and services. There is a need to systematically address violations of the human rights of persons with disabilities (Coleridge, 2010). Rights of disabled people have not been systematically addressed in society. A need exists for more comprehensive legislation to ensure the rights of disabled persons in all aspects political, civil, economic, social and cultural rights (Cramm, 2008). Appropriate measures are required to address existing discrimination and to promote thereby opportunities for persons with disabilities to participate based on equality in social life and development.

The government of Kenya has taken many legislative and policy steps that indicate commitment to advancing the rights of persons with disabilities. In terms of international instruments, these steps include: Signing and ratifying (in 2008) the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the optional protocol, the first international, legally binding treaty aimed at protecting the human rights of persons with disabilities; Signing and ratifying other treaties that advance the rights of people, including those with disabilities, for example the UN Convention on the Rights of the Child, the African Charter on Human and People's Rights, the Convention on the Elimination of All

Forms of Discrimination against Women all of which make some reference to protecting the rights of persons with disabilities to fair treatment, appropriate care, inclusion and full participation in society, committing to the East African Policy on persons with Disabilities (2012) outlining joint policy commitments in line with the CRPD and country level recommendations.

For many persons with disabilities, assistance and support are prerequisites for participating in society. The lack of necessary support services can make persons with disabilities overly dependent on family members – and can prevent both the person with disability and the family members from becoming economically active and socially included. Throughout the world persons with disabilities have significant unmet needs for support. Caregiving is at the heart of family life. Parents care for children, spouses care for each other, and, when illness or disability occurs, family members care for each other. At least 80% of primary caregivers for individuals with severe disabilities are family members (National Alliance for Caregiving 2014).

Families affected by a disability experience a host of relational opportunities and challenges. Many persons with disabilities need assistance and support to achieve good quality of life and to be able to participate in social and economic life on an equal basis with others. A sign language interpreter, for instance, enables a Deaf person to work in a mainstream professional environment. A personal assistant helps a wheelchair user travel to meetings or work. An advocate supports a person with intellectual impairment to handle money or make choices. People with multiple impairments or older persons may require support to remain in their homes. These individuals are thus empowered to live in the community and participate in work and other activities, rather than be marginalized or left fully dependent on family supporter social protection (Berlac 2011)

Most assistance and support come from family members or social networks. State supply of formal services is generally underdeveloped, not for- profit organizations have limited coverage, and private markets rarely offer enough affordable support to meet the needs of persons with disabilities. State funding of responsive formal support services is an important element of policies to enable the full participation of persons with disabilities in social and economic life. States also have an important role in setting standards, regulating, and

providing services. Also, by reducing the need for informal assistance, these services can enable family members to participate in paid or income-generating activity (Gooding, 2009).

1.2 Statement of the Problem

Throughout history, persons with disabilities have been isolated both from general society and from each other, which has restricted opportunities to participate in public domains or to politically organize (Gooding, 2009). Disability policies have typically been developed for persons with disabilities, rather than with their direct participation (Scneider, 2011). In addition, persons with disabilities continue to be marginalized in all aspects of the policymaking process. Inequalities still exist in basic areas such as public accessibility and transportation, which prevents persons with disabilities from full civic and social participation. The use of advocacy by persons with disabilities has been successful in changing policies and programs, most of which are associated with protests organized by the disability rights movement.

Many disabled people in Kenya, as in most developing countries in the world, live in poverty, have limited opportunities for accessing education, health, and suitable housing and employment opportunities. Many will have been denied an education or face inhibitions due to low self-esteem. Attempts to bridge the gap in unmet needs in welfare, education and vocational training are appropriate to the economic environment in which they live, is crucial to achieving the goal of economic empowerment (Coleridge 2006). These include technical skills linked to trades, entrepreneurial skills, designed to equip disabled people to run their own businesses, or personal skills, such as effective communication and interviews skills. According to UHRC report (2011), approximately 25% of Children with Disabilities (CWD) are enrolled in schools under the UPE program. The other population of the children could be on the street begging for money to help their families. Some of them are possibly staying at home with their parents who don't priorities them as other children.

The United Convention on the Rights of Persons with Disabilities (UNCRPD) clearly calls on State parties to promote inclusion and remove the barriers to participation, to facilitate the economic participation of disabled people. Reviewed literature has shown that Working-age persons with disabilities were found to be twice as likely to be unemployed. When employed, they are more likely to work part-time. The Early Years Connect program (EYC) advocates for the attainment of quality basic education for all in Kenya; the disability movement in

Kenya through The United Disabled Persons of Kenya (UDPK) has been engaging with EYC on advocating for right to education for Persons with disabilities. However, despite these efforts there is still a long way to go in terms of the government implementing international and national policy on influence of strategies promoting empowerment of persons with disabilities in Embu county; therefore, there is a need to highlight the strategies which could be adopted to promote the empowerment of Persons with disabilities.

1.3 Purpose of the Study

The purpose of the study was to establish the influence of the strategies on empowerment of persons with disabilities in Embu County.

1.4 Research Objective

The was guided by the following objectives;

i. To establish the influence of inclusive education on empowerment of Persons with disabilities in Kirimari ,Embu County.
ii. To determine the influence of access to equitable employment on empowerment of Persons with disabilities in Kirimari, Embu County.
iii. To establish the influence of social protection strategies on empowerment of Persons with disabilities in Kirimari, Embu County.
iv. To establish the extent to which family support influences the empowerment of Persons with disabilities in Kirimari, Embu County.

1.5 Research Questions

The study aimed at answering the following questions in relation to empowerment of persons with disabilities;

i. To what extent does inclusive education influence empowerment of Persons with disabilities?
ii. To what extent does equitable employment influence empowerment of Persons with disabilities?
iii. To what extent does social protection influence empowerment of Persons with disabilities?
iv. To what extent does family support influence empowerment of Persons with disabilities?

1.6 Significance of the Study

The study findings may be of great importance for people living in disabilities by highlighting the various ways by which they can be empowered. It is also expected that the study may point out and provide knowledge on the state PWDS thus it may assist the government to address and solve problems facing the disabled community in Kenya. The study may be also important to educational experts, policy makers and other concerned parties since the findings will review strategies promoting empowerment of Persons with disabilities.

1.7 Assumptions of the Study

The study assumed that all the respondents answered all the questions as asked and honestly. It also assumed that the relevant concerned authorities gave their full cooperation.

1.8 Limitations of the Study

Some respondents were not willing to freely offer information required for this study. This was mitigated by assuring the informants of the confidentiality of their responses.

1.9 Delimitation of the Study

The study took place in Embu County in Kirimari ward. It established influence of strategies promoting empowerment of persons with disabilities in Embu County. It focused on empowering PWDS hence targeted only those respondents who had the knowledge about empowering PWDS in different ways that is socially, economically and politically. The study focused only on the following variables; Inclusive Education, Social Protection, Access to Equitable Employment and family support

1.10 Definition Terms definitions.

Access to Equitable Employment- Fair and reasonable employment to persons with disabilities

Disability – Refers to a physical or mental condition that limits a person's movements and activities.

Empowerment – Refers to the measures designed to increase the degree of autonomy and self-determination amongst a select group of people.

Family Support- support from the family to the personwith disability.

Inclusive Education – Refers to a model in which children with and without disabilities participate and learn together in the same classes and are accorded the same opportunities to further advance their education.

Social Protection – Refers to a set of policies and programs designed to reduce poverty and vulnerability and diminish people's exposure to risks.

Strategies- it's a method or plan that is chosen to bring about a desired future.

PWDS- persons who are living with a physical or mental condition that limits a their movements and activities.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers relevant literature on the influence of strategies promoting the empowerment of persons with disabilities. The chapter also offers theoretical framework, conceptual framework, research gap and a summary of literature review on which the study is based.

2.2 Empowerment of Persons with disabilities

Empowerment focuses on the strength and weaknesses of society and aims to create social change. Inclusion in education is recognized as a basic human right and the foundation for a more just and equal society. In Australia, students with disability are able to access a range of placement options including inclusion in regular classes, and special schools. There are more than 80 special schools in Victoria (Principals Association of Special Schools, Victoria, 2009), serving students with a variety of disabilities. In some instances, education departments in various Australian regions have introduced alternative curricula or resources to assist students with significant disability to achieve outcomes appropriate to their future environments (Australian Institute for Teaching and School Leadership, 2012).

It has long been recognized that disabled people have a fundamental right to economic, social and political empowerment, as evidenced by the DIG (1987) campaign for a national disability income in the UK. This right is also acknowledged in various international agreements, including the UNCRPD. Given this recognition, along with the current emphasis in mainstream development thinking on poverty reduction, as exemplified by the prominence of the MDGs, it follows that the economic empowerment of disabled people should be a priority development issue. While the rights-based perspective, together with the need to reduce poverty, provides a compelling rationale for promoting economic empowerment, it should not be forgotten that increasing the productivity of disabled people can have economic benefits for society.

Powers (2008) makes the point that increasing employment levels among disabled people increases both the amount of goods and services produced and the demand for goods and services, thus contributing to the supply and demand side of the economy. This argument is

backed by research commissioned by the World Bank in 2000, which, based on country data for Canada (extrapolated to cover the rest of the world), concluded that "the global GDP lost annually due to disability is estimated to be between $1.37 trillion and $1.94 trillion" (Metts, 2000, p6). A more recent study, by Buckup (2012), uses data on disability prevalence rates and employment rates from ten low and middle-income countries, across Asia and Africa, to show that economic losses resulting from the exclusion of disabled people from work ranged from 3% of GDP in Malawi and Viet Nam to 7% of GDP in South Africa.

This is far more conservative than the Metts estimate, which, when applied to the same ten countries, puts the losses at between 15% and 40% (ibid). Buckup argues that his estimates are more precise than the Metts estimate, as they are country-sensitive and do not rely on extrapolation and Metts (2000) he accepts that his methods and assumptions are less than reliable. While these studies may vary enormously in terms of approach and the estimates produced, they do give some idea of the potentially huge macroeconomic costs of excluding disabled people from work. Much of this is due to the difficulties that disabled people have in accessing the labour market. However, Braithwaite et al also attribute some of the loss in GDP to "a lack of services for disabled persons, which compels other household members to withdraw from the labour market"

The United Nations estimates that everyone in 20 persons worldwide has some form of disability. In addition, more than 75% of the world's disabled persons live in developing nations (DFID, 2000). Moreover, the World Bank reckons that one in five of the poorest people in the world can be labeled as disabled. Disability and poverty have long been described as causes and consequences of each other. In the United Kingdom, disabled people have been observed to lag behind non-disabled people in terms of asset ownership and incomes gained. As a result, Burchardt (2000) stated that physical incapacity, therefore, paves the path toward impoverishment for these individuals.

Disabled persons have been involved in political activism in the quest to fight for their rights. The group Disabled in Action developed strategies to block traffic to secure accessible public transportation in New York in 1977. That same year several groups of persons with disabilities led sit-ins in 10 federal government offices until the government issued regulations for Section 504 of the Rehabilitation Act, and in 1988 deaf students at Gallaudet University protested until a deaf president was hired to lead them (Barnartt et al., 2001). In

2003 representatives from a group known as Mad Pride in California received national attention for a hunger strike organized to bring attention to the rights of people with mental health issues (Lewis, 2010).

Women and men with disabilities are motivated to be productive members of society. Promoting a more inclusive society and employment opportunities for persons with disabilities requires improved access to basic education, vocational training relevant to labor market needs and jobs suited to their skills, interests and abilities, with adaptations as needed (European Agency for Development in Special Needs Education, 2010). There is the need to dismantle barriers and make the physical environment more accessible, provide information in a variety of formats, and challenge attitudes and mistaken assumptions about persons with disabilities.

Majority of disabled persons live in rural areas and urban slums; thus, they can hardly access any specialized support services. Solutions to most of their suffering are known; but inadequate and meager resources have hindered provision of their most needed basic support services. The Government of Kenya has adopted many laws and policies pertaining to persons with disabilities, including their right to productive and decent work and basic services. The National Council for Persons with Disabilities is a state corporation established by an Act of Parliament; the Persons with Disabilities Act No. 14 of 2003 and set up in November 2004. The Council representation is drawn from key government Ministries and organizations of/for persons with disabilities (GoK, 2004).

In the UK, the monetary prosperity of individuals living with disabilities is a genuine worry to numerous researchers. This is altogether different for developing countries where PWDS are denied of access to public services and steady wages (Welch, 2002). The physical strength of an individual is the only asset they own in the event of a lack of education and specialized expertise. As such, disabled persons are excluded from the formal labor market thus they lack social security services and support (Haveman et al., 1984). In Bangladesh, there is steady growth of NGOs supporting PWDS which aim to implement poverty reduction projects that have overlooked the participation of people with impairments at every stage, and often specifically exclude them from policy making and practice.

Disabled persons are often subjected to stigma and discrimination in society have remained largely marginalized, unemployed and disproportionately poor (Davies, 2012).

Empowerment of the disabled in society contributes to societal development. Access to sound education, access to equitable employment, social employment and government support are empowerment strategies that the study seeks to investigate.

The Kenyan government has consistently recognized education as a basic right for children, including children with special needs. Upon the implementation of the free primary education policy in Kenya (FPE) in 2003, parents who were previously unable to enroll their children in school were required to do so without fail. The Special Needs Education Policy that was put in place in March 2010 in Kenya pointed out that the needs of the children with special needs should be catered for in special schools.

The Presidential directives and legal notices from the Ministry of Education have all clearly pointed out the need to implement inclusivity in education. The free primary education policy in Kenya (FPE) has proven to significantly drive the country towards the achievement of inclusive education. The rate of primary school enrolment in Kenya subsequently increased from 5.9 million in 2002 to 8.5 million pupils in 2008. Out of the estimated 750,000 disabled children eligible to be in school, only 45,000 (6%) were in school in the year 2009. Lastly, the Children's Act of 2001 Kenya recognizes provision of education as a basic human right that every Kenyan child should enjoy and promotes equal educational opportunities for the disadvantaged. The Act recognizes that education is of paramount importance for human development.

2.3 Inclusive Education and Empowerment of Persons with disabilities

Children with disabilities are less likely to start school than their peers without disabilities and have lower rates of staying and being promoted in schools. Education completion gaps are found across all age groups in both low-income and high-income countries, with the pattern more pronounced in poorer countries. The difference between the percentage of disabled children and the percentage of non-disabled children attending primary school ranges from 10% in India to 60% in Indonesia. In secondary education, the difference in attendance ranges from 15% in Cambodia to 58% in Indonesia. Even in countries with high primary school enrolment rates, such as those in eastern Europe, many children with disabilities do not attend school. (IDA, 2010).

The inclusion of children with disabilities in mainstream schools promotes universal primary completion, is cost-effective and contributes to the elimination of discrimination. Including children with disabilities in education requires changes to systems and schools. The success

of inclusive systems of education depends largely on a country's commitment to adopt appropriate legislation; provide clear policy direction; develop a national plan of action; establish infrastructure and capacity for implementation; and benefit from long-term funding. Ensuring that children with disabilities can have the same standard of education as their peers often requires increased financing. Creating an inclusive learning environment will assist all children in learning and achieving their potential. (Duke,2009)

Education systems need to adopt more learner-centered approaches with changes in curricula, teaching methods and materials, and assessment and examination systems. Many countries have adopted individual education plans as a tool to support the inclusion of children with disabilities in educational settings. Many of the physical barriers affect children with disabilities. There are approaches adopted in inclusive education that focus on whole-school practice and in-class support. At a whole, school level good practices include adjustments to cultures, policies, and practices, development of support structures, regimes of funding support, and the provision of and access to equitable learning opportunities. At an in-class level, differentiating curriculum or introducing alternative curricula, the application of universal design, use of information technologies, individual planning through the individual education plan (IEP), and a focus on quality teaching for all students are the most prominent practices. (Donnelly, 2011).

In-school support for disabled children varies but can be provided through additional staffing, via multidisciplinary teams and through special programs. A lack of consistency across jurisdictions in measuring outcomes makes it difficult to ascertain with any consistency on whether appropriate progress is being made by students with varying levels of disability and the outcomes of those students. Inclusive education requires that teachers have better preparation for inclusive education. Learning institutions should consider the special needs of persons with disabilities with respect to the entry requirements; pass marks, curriculum, examinations, use of school facilities and class schedules. According to Donnely (2011), more special schools and institutions, especially for the deaf, the blind and the mentally retarded, should be established to cater for formal education, skills development and self-reliance. When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and culture play and learn together (Duke, 2009). Schools are important places for children to develop friendships and learn social skills. Children with and

without disabilities learn with and from each other in inclusive classes. Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at own pace and style within a nurturing learning environment (Deppeler, 2010).

2.4 Equitable Employment and Empowerment of Persons with disabilities

Persons with disabilities are more likely to be unemployed and generally earn less even when employed. Global data from the World Health Survey show that employment rates are lower for disabled men (53%) and disabled women (20%) than for non-disabled men (65%) and women (30%). A recent study from the Organization for Economic Co-operation and Development (OECD 2013) showed that in 27 countries working-age persons with disabilities experienced significant labour market disadvantage and worse labour market outcomes than working-age persons without disabilities. On average, their employment rate, at 44%, was over half that for persons without disability (75%). The inactivity rate was about 2.5 times higher among persons without disability (49% and 20%, respectively).

The laws provide a starting point for promoting the inclusion of persons with disabilities in employment. Where employers are required by law to make reasonable accommodations – such as making recruitment and selection procedures accessible, adapting the working environment, modifying working times, and providing assistive technologies – these can reduce employment discrimination, increase access to the workplace, and change perceptions about the ability of persons with disabilities to be productive workers. A range of financial measures, such as tax incentives and funding for reasonable accommodations, can be considered to reduce additional costs that would otherwise be incurred by employers and employees.

In addition to mainstream vocational training, peers training, mentoring and early intervention show promise in improving disabled people's skills. Community-based rehabilitation can also improve skills and attitudes, support on-the-job training, and provide guidance to employers. User-controlled disability employment services have promoted training and employment in several countries. For people who develop a disability when employed, disability management programmes management, education of supervisors, workplace accommodation, and early return to work with appropriate supports – have improved the rates of return to work. For some persons with disabilities, including those with significant difficulties in functioning, supported employment programmes can facilitate skill development and employment.

These programmes may include employment coaching, specialized job training, individually tailored supervision, transportation, and assistive technology. Where the informal economy predominates, it is important to promote self-employment for persons with disabilities and facilitate access to microcredit through better outreach, accessible information and customized credit conditions. The Employment Act 2007 (Act No. 11 of 2007) contains elaborate provisions aimed at protecting persons from discrimination in the employment sphere. The Act prohibits discrimination in employment within three main aspects: Promotion of equality of opportunity in employment; elimination of discrimination in any employment policy or practice, including against prospective employees based on their race, color, sex, ethnic origin, HIV status, disability, pregnancy; and the payment of equal remuneration for work of equal value.

The Workplace Accessibility Plan (2016) in America committed to the attraction, recruitment and retention of persons with disabilities. The focus was to provide universal access, remove barriers and learning and career advancement equality. It placed several strategies and polices in place to encourage job applications from persons with disabilities. The plan, moreover, advocated for reasonable adjustment, that persons with disabilities could request workplace modifications or reasonable adjustments to assist in applications for positions and participations in recruitment processes. This was aimed at removing barriers for persons with disabilities and providing the tools and equipment to undertake their job in the best way possible (Eagar, 2006).

The employment programs and initiatives to assist and support persons with disabilities included: interpreters, readers, attendants or other work related assistance; information and communication in accessible formats such as converting text to audio, providing larger print versions of documents, and provision of a talking calculator; assistive technology such as screen reader, screen magnifiers, and speech to text applications; additional workplace equipment or facilities and adjustments to work methods and arrangements (Eenet, 2013).

Equitable employment helps to foster an accessible and inclusive workplace by providing assistive technologies (Eisenman, 2011). In addition, the employee network on disability is a network for all staff with disability, staff that care for a person with disability, or staff who have an interest in disability inclusion and participation enables members to share ideas and engage and inform us on initiatives and strategies relevant to persons with disabilities or

careers of persons with disabilities (Elliot, 2012).The Australian Network on Disability is a not for profit organization whose primary goal is to advance the inclusion of persons with disabilities. They assist organizations to develop their behaviors, attitudes, systems and knowledge so they successfully engage with persons with disabilities as staff, customers and stakeholders (Booth, 2002).

2.5 Social protection and Empowerment of Persons with disabilities

Persons with disabilities are particularly vulnerable to deficiencies in services such as health care, rehabilitation, and support and assistance. Data from four Southern African countries found that only 26–55% of people received the medical rehabilitation they needed; 17–37% received the assistive devices they needed; 5–23% received the vocational training they needed; and 5–24% received the welfare services they needed. Research in Uttar Pradesh and Tamil Nadu states of India found that after cost, the lack of services in the area was the second most frequent reason for persons with disabilities not using health facilities, (Duke,2009)

Many built environments (including public accommodations), transport systems and information are not accessible to all. Lack of access to transportation is a frequent reason for a person with disability being discouraged from seeking work or prevented from accessing health care. Reports from countries with laws on accessibility, even those dating from 20 to 40 years ago, confirm a low level of compliance. Little information is available in accessible formats, and many communications needs of persons with disabilities are unmet. Deaf people often have trouble accessing sign language interpretation: a survey of 93 countries found that 31 countries had no interpreting service, while 30 countries had 20 or fewer qualified interpreters. Persons with disabilities have significantly lower rates of information and communication technology use than non-disabled people, and in some cases, they may be unable to access even basic products and services such as telephones, television, and the Internet. (Boyle,2011).

According to Save the Children (2012) annual report, social dimensions of vulnerability such as gender, ethnicity, HIV status, geographic location, and disability fundamentally shape people's exposure to risk and their resilience. They can also be barriers to accessing secure livelihoods and essential services like health and education. Social protection programmes can improve living standards and households' access to services, thereby

ensuring inclusive and equitable development outcomes, added Florian (2005). Evidence clearly indicates that persons with disabilities are more likely to live in poor households, have limited access to employment opportunities, and have lower education enrolment and attendance rates (Rohnerder, 2014). Social protection programmes include adjusting targeting mechanisms, benefit frequency and benefit size to account for the added costs associated with treatment, care and mobility that PWDS face.

The UN Convention on the Rights of Persons with Disabilities, Article 28 states that "States Parties recognize the right of persons with disabilities to social protection and to the enjoyment of that right without discrimination based on disability and shall take appropriate steps to safeguard and promote the realization of this right". Social Protection is a collection of measures to reduce poverty and foster economic growth (NCAPD Report, 2006). These measures target individuals, households, and communities to better manage the income risks that leave people vulnerable, increase access to basic services such as health or education and provide income stability.

According to ACARA (2013), social protection is implemented through three main avenues: Legislation, as regulatory policies; Social assistance as regular and predictable transfers provided as cash and in-kind; Social insurance if the individual or the families experience a shock or negative change in circumstances, they receive financial support. Social insurance is based on prior contributions and therefore is mostly financed by formal employers and employees. The link between poverty and disability is the main argument for inclusion of persons with disabilities. In developing countries, persons with disabilities are more likely to be poor, unemployed and have little access to education added Boyle (2011).

There are 1 billion persons with disabilities worldwide with an estimated 80% living in developing countries (DFID, 2000). Failure to include this group into social protection schemes is not only problematic from a human rights point of view, but economically counterproductive for the development of societies. There are fears among disability rights advocates that social protection might be considered as handouts that reinforce the common assumption of persons with disabilities as dependent, passive, and unable to care for themselves (Wolozsyn, 2008).

From a rights-based perspective, social protection measures are vital to achieve equalization: social transfers can reduce vulnerability and enable greater participation in economic and social life. Social protection is a human-rights based tool to support people's independence. Its main goals are empowerment and income stability. It is both crucial that persons with disabilities are included in mainstream social protection schemes, and that targeted action is taken for disabled members of the community ((ACT Education and Training Directorate, 2010b).

While persons with disabilities have higher rates of poverty than people without disabilities, many countries have tried to address this by providing social protection to poor persons with disabilities and their households (World Report on Disability, 2011). Their right to this protection is enshrined in Article 28 of the UN Convention on the Rights of Persons with Disabilities (UNCPRD) which recognizes the "right of persons with disabilities to social protection and to the enjoyment of that right without discrimination based on disability". There is currently a lack of knowledge around the extent to which "barriers in design or implementation are keeping persons with disabilities from receiving mainstream social protection benefits" and whether specifically designed benefits are "reaching the right people or providing them with the necessary support" (Mont, 2010). The literature refers generally to all types of disabilities with little examination made of possible differences between the experiences of people with different types of disabilities. There is however a small focus on disabled war veterans who often receive priority assistance before the rest of the disabled population.

The literature suggests that the key rationale behind disability inclusive social protection policies and strategies is the UNCRPD, along with the susceptibility of persons with disabilities to chronic poverty and social exclusion. Donors have also adopted the principles of the UNCPRD in their support for developing countries' national social protection policies and programmers. Examples are provided from Kenya, Rwanda and Indonesia. Disability inclusive social protection programmes are designed to alleviate the additional cost of the barriers faced by persons with disabilities (Clark, 1995). The implementation of disability inclusive social protection policies faces many problems as social protection programmes do not reach the clear majority of persons with disabilities (Conway, 2012). They face physical barriers, communication barriers, attitudinal barriers, and a lack of sensitivity or awareness.

Social protection programmes on their own will not eliminate the vulnerabilities persons with disabilities face. Therefore complementary programmes are needed to create an enabling environment for persons with disabilities, such as adaptations to the built environment, inclusive education, rehabilitation and vocational training services, and the enactment and enforcement of disability legislation (D'Allessio, 2011).In Bangladesh, the government also gives stipends to students with disabilities, to enable them to continue their education in specialised and mainstream educational institutions from primary to university levels. However, this stipend only reaches 18,600 children in total, which is only a small proportion of the total number of children in need, and value of the stipend is low (Government of Bangladesh, 2013).

2.6Family Support and Empowerment of Persons with disabilities

Family support refers to the willingness of family members of PWDs to accept them, assist them, include them and consult them when making decisions on matters that affect their lives. In another view, Family support is a variety of service options and assistance to families of individuals with disabilities that provides them with "whatever it takes" for them to live as much like other families as possible and enables them to stay together as a family and be welcomed, contributing members of their communities. It is intended to help relieve the stress of caregiving by focusing on the needs of the family and recognizing that what benefits the whole family benefits the person with a disability. Families with a person with intellectual disability tend to have lower levels of resilience than those found in the general population. Individual characteristics such as age, gender, caring workload, and care-recipient dependency can contribute to resilience (Yiolitis, 2000).

In Ireland 187,112 people provide unpaid care to others, culminating in 327 million hours of care being provided each year. The majority of these care givers are female, married, and aged between 40 and 59 years. Traditional family caregiving is changing and an increasing number of family care givers are becoming 'compound care givers ', that is, care givers that provide care to multiple care-recipients. Compound care givers have competing caregiving demands and have the added challenges associated with prioritizing care needs (National census Data 2012)

Families are becoming smaller with fewer family members available to provide care and women are waiting longer before having children, which means that an increasing number of care givers are finding themselves in the sandwich generation, providing care for their young

children as well as for ageing parents. People with intellectual disability are now also living longer with some families becoming 'two generation elderly families'. In some cases, a person with intellectual disability may be providing care to their elderly parent or may even outlive their parents. Under these circumstances, there appears to be a growing number of siblings who assume the role of career for a person with intellectual disability when a parent passes away (National census Data 2012)

According to a study conducted by Kelly (2009) and published in a British Journal of Learning Disabilities, Fourteen compound care givers (four males and ten females) participated in telephone interviews. Participants were between the ages of 38 and 65 years, and were classified into three distinct compound care giver categories. Six participants were 'parental compound care givers' and provided care to a child with intellectual disability, as well as to another family member in need of full-time care. Four participants were 'sandwich compound care givers' and provided care to a child with intellectual disability, as well as to a dependent parent. Finally, four participants were 'sibling compound care givers ' and provided care to a brother or sister with intellectual disability, as well as to another dependent relative (WHO, 2011)

An analysis of the interview data resulted in the following three main themes: 'Divisions of Compound Caring', 'Learning and transitioning', and 'Maintaining and Sustaining Continuity of Care'. The findings suggest that individual care givers approached compound caregiving differently. While some care givers tried to balance their caregiving roles separately, others fully immersed themselves and merged their compound caregiving responsibilities. Participants also described their experiences of transitioning and adapting to their compound caregiving situation. Some care givers spoke about being thrown in 'at the deep end', however, most care givers demonstrated high levels of resilience and acceptance, indicating an ability to adapt over time to their compound caregiving roles. The findings also showed that participants expressed a desire to maintain stability and continuity in the care that they provided. This meant that many care givers adopted an insular approach to care, to prevent disruptions to the family's routine and care systems. Having refuge outside of caregiving was deemed important by care givers in enabling them to continue their compound caregiving (Kelly, Craig & McConkey 2009)

Psychosocial support (PSS) aims to address psychosocial wellbeing of children in general. However, some children are more vulnerable than others and programmes to support vulnerable children need to take this into consideration through mainstreaming disability as

well as through providing disability specific or adapted interventions. Psychosocial support should also be mainstreamed into programmes to support children with disabilities and their families. Additionally children with disabilities may face other challenges, for example, barriers to physical access to services, negligence and negative attitudes from peers and adults(WHO, 2011) The latter might be connected to misinterpretations, myth, stigma and traditional beliefs surrounding disability. Peoples' reactions to these misinterpretations might reduce social support and foster exclusion and through this limit opportunities for education, employment or participation in the community. These factors facilitate the isolation of children with disabilities which have the potential to lead to increased levels of stress and lower self-esteem (UNICEF, 2005). Social isolation and restrictions of opportunities can also lead to anxiety and feelings of a lack of control over life situations.

Children with disabilities often have fewer opportunities to explore their environment as result their impairment as well as barriers in the environment. In addition parents or caregivers might not be enabled to compensate for these challenges and as a result the child receives less stimulation and encouragement for its development. At school, children with disabilities are more likely to be bullied and harassed, might have a limited number of friends, and engage in fewer extracurricular activities than their peers (Montie,2011), all of which effects their psychosocial development.

2.7 Theoretical Framework

The study was guided by the critical theory and Social Constructionism Theory

2.7.1 Critical Theory

Critical theory was first defined by Max Horkheimer of the Frankfurt School of sociological in his 1937 essay 'Traditional and Critical Theory'. Critical Theory is a social theory oriented towards critiquing and changing society. The theory also involves a normative dimension, either through either through criticizing society from some general theory of values, norms or "ought's" or through criticizing it in terms of its own espoused values. The theory sees disabled people's problems explicitly as the product of an unequal society. It ties the solutions to social action and change. Notions of disability as social oppression mean that prejudice and discrimination disable and restrict people's lives much more than impairments do. So, for example, the problem with public transport is not the inability of some people to walk but that buses are not designed to take wheelchairs. Such a problem can be "cured" by

spending money, not by surgical intervention, assistive computer technology, or rehabilitation.

Ideologies perpetuate practical barriers and exclusions. If disability is assumed to be an individual matter of personal tragedy or heroic triumph over difficulty, disabled people are excluded from society. Ordinary education, employment, buildings, public transport, and other things which most people can take for granted remain largely closed to disabled people, or at least they present obstacles which each person must tackle individually. By emphasizing deficiency and dependency, doctors tend to reinforce these ideologies.

The impact of this critical theorizing on health care and research has tended to be indirect. It has raised political awareness, helped with the collective empowerment of disabled people, and publicized disabled people's critical views on health care. It has criticized the medical control exerted over many disabled people's lives, such as repeated and unnecessary visits to clinics for impairments that do not change and are Education and debate not illnesses in need of treatment. Finally, it suggests a more appropriate societal framework for providing health services for disabled people.

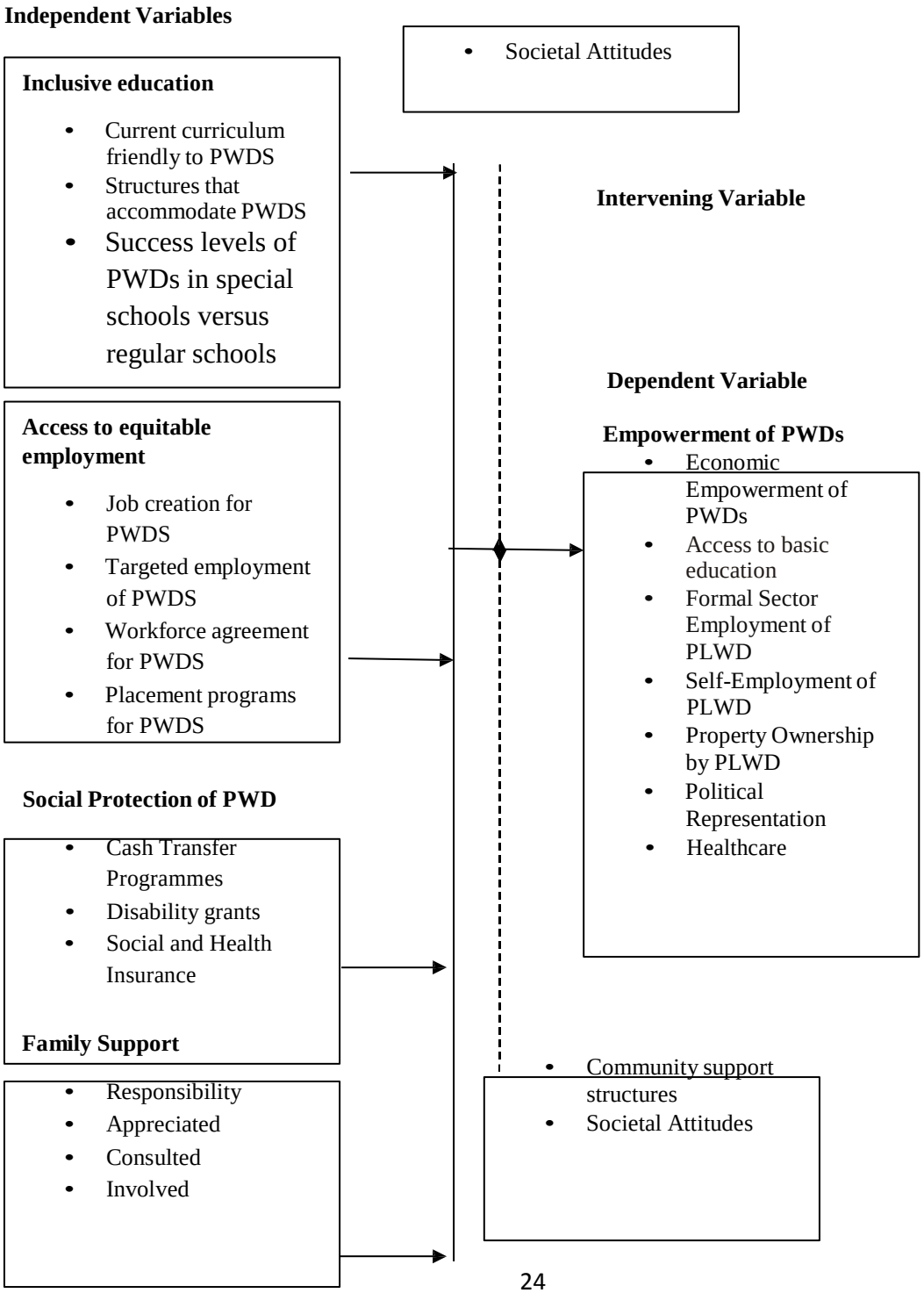
2.7.2 Social Constructionism Theory

Social Constructionism is a sociological theory of knowledge according to which human development is socially suited and knowledge is constructed through interaction with others. The theory was coined by Peter L. Berger and Thomas Luckmann 1987, the theory focuses on the artifacts that are created through the social interactions of a group, the theory focuses on an individual learning that takes place because of his or her interactions in a group. Based on our study it shows the crucial importance of learning from disabled people's experience to understand meanings of disability. For example, blindness differs according to the economic and cultural contexts. Classic study showed that in the United States blindness was experienced as loss requiring counseling, in Swe•den as a problem requiring support services, in Britain as a technical issue requiring aids and equipment, and in Italy as the need to seek consolation or even salvation through the Catholic church.

Anthropologists and historians show how different societies produce certain types of disease, impairment, and disability. Disability can be produced by "the dis- ability business." In modern America, industrialization, the subsequent growth of the human service sector, and the more recent politicization of "disability rights" by the American disabled people's movement have transformed "disability" and "rehabilitation" into a multimillion dollar

enterprise. Disability becomes a commodity and a source of income for doctors, lawyers, rehabilitation professionals, and disability activists. These examples treat disability as a shared experience, in contrast with conventional individualistic interpretations. Yet each fails to address key structural factors. Consequently, disabled people tend to be treated as an abstract, somehow distinct from the rest of humans, and the crucial question of the causes of disability is fudged rather than clarified

2.8 Conceptual Framework



Moderating Variable

Figure 1: Conceptual framework

Conceptual framework therefore entails constituting various aspects about the relationship between variables in the area being studied and showing their relationship in a graphic manner in this case the independent variables: inclusive education; access to equitable employment; social protection of PWDS and family support on empowerment of persons with disabilities in Kirimari ward Embu county while the dependent variable is empowerment of persons with disabilities. There are also extraneous variables which are; community support structures and societal attitudes which may influence the dependent variable.

2.9 Research Gap

Author	**Title of the study**	**Variable**	**Indicators**	**Findings**	**Knowledge Gaps**
NCAPD (2006)	Exceptional Children in Education	Inclusive Education	• Current curriculum friendly to PWDS • Structures that accommoda te PWDS • Succe • ss levels of PWDs in special schools versus regular schools	Inclusive education requires proper planning and adequate support in terms of resources.	The author acknowledged the importance of inclusive education to support the needs of PWDS. However, full participation and equality should be encouraged for the special child. This is because children's learning does not only take place in schools: they learn from their families through contact with peers and friends and through participation in all the diverse activities that occur in communities.
Eaga (2006)	Functional assessment to predict capacity for work in a population of school-leavers with disability	Access to Equitable Employment	• Job creation for PWDS • Targeted employmen t of PWDS • Workforce agreement for PWDS • Placement programs	Targeting disabled persons in hiring processes for the government and state agencies and retention of	The author did not mention the importance of strategies including the adoption of non-competitive hiring processes. Such a policy would aid in equitable

			for PWDS	these individuals helps to increases the potential pool of highly qualified people from which the Government draws its talent.	employment of disabled persons.
Rohwerder (2014)	Disability inclusion in social protection	Social Protection	• Cash Transfer Programmes • Disability grants • Social and Health Insurance	Social protection measures are vital to achieve equalization. They enable greater participation in economic and social life	The study did not mention that when the social protection measures are in place, there is the need to sensitize the PWDS on the influence that these programs have on the livelihoods of PWDS.
WHO, 2011	Intellectual and Developmental Disability	Family Support	Responsibility Appreciated Consulted Involved	Psychosocial support should also be mainstreamed into programmes to support children with disabilities and their families. Additionally children with disabilities may face other challenges, for example, barriers to physical access to services, negligence and negative attitudes from peers and adults)	The author admits Psychosocial support should a be mainstreamed into programmes to support children with disabilities and their families. The study however fails to state the influence of family support towards empowerment of PWDS

2.10 Summary of the Literature Review

The study sought to investigate the strategies promoting the empowerment of persons with disabilities. The researcher sought to add to the existing body of knowledge on the empowerment of disabled people. The study found that empowerment matters whether you consider the economic empowerment of disabled people as a fundamental human right, a necessary pre-requisite for the achievement of poverty reduction targets or simply an instrument for creating sustainable growth. There is a lack of data and understanding of the need leads to expensive and unreliable targeting. There are many poor persons with disabilities, living in remote areas, are unaware of social protection schemes or cannot access them. The literature review indicates that persons with disabilities experience social and psychological benefits from an active lifestyle, such as experiencing their bodies and personal abilities in new ways; gaining valuable social experiences, increasing personal confidence in pursuing new physical activities; using experiences that have supported their participation to challenge negative stereotypes about their disabilities

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction.

This chapter explains the method that used to carry out the study, it focuses on research design, target population, sampling procedure, research instrument, validity and reliability of the research instrument, data collection procedure and data analysis techniques, ethical issues and operational definitional variables

3.1 Research Design

This study adopted Cross-sectional descriptive survey research design. This type of research design is a research tool used to capture information based on data gathered for a specific point in time. Cross-sectional survey is an observational study that collects data from whole target population at a single point in time to examine the relationship between an aspect and other variables in a population at a given point in time. In this research, the data gathered was from a pool of participants with varied characteristics and demographics. The design gave information on the status of influence of strategies on empowerment of persons with disabilities in Kirimari Ward, Embu County the information helps answer the research questions.

3.2 Target Population

The target population of this study comprised of 20 Persons with disabilities in Embu rehabilitation centre, 20 parents of PWDs, 10 instructors in Embu rehabilitation centre, 20 county officials, and 5 at the NCPWDS. Therefore, the study targeted a total population of 75 respondents this is shown in the table 3.1 below

Table 3.1: Target population

Category	**Target population**
PWDS	20
Parents	20
Instructors (Embu Vocational Rehabilitation Centre)	10
County officials	20
NCPWDS (Project and Education Officers)	5
Total	**75**

Source; County Government 2017

3.3 Sampling Procedures and Sample size

The study employed census method; this type of sampling procedure is such that, existing subgroups in the population are reproduced in the sample. A sample is a smaller group or sub-group obtained from the accessible population (Mugenda and Mugenda, 2003). The sample is selected in such a way as to ensure that certain sub-groups in the population are represented in the sample proportion. Since the target population was small the researcher employed census which involves capturing the entire population as a sample size which was
75 participants. In a census data is collected on the entire population hence the sample size is equal to the population size.

3.4 Data Collection Methods

This study used questionnaire for data collection. Questionnaires increase the chances of getting honest responses since they ensure anonymity of the respondent. The questionnaire both used open ended and closed ended questions. The use of open ended questions offers flexibility for the respondent to provide more details. Closed ended questions allows for quantitative analysis. This balance is useful for a comprehensive analysis.

3.5 Validity and Reliability of Research Instruments

This section explains the validity and reliability of research instruments.

3.5.1 Validity of Research Instruments

Validity is the accuracy and meaningfulness of inferences, which are based on the research results pretesting questionnaires helps the researcher find ways to increase participants' interest; helps in discovering question content, wording and sequencing problems before the actual study and also helps in exploring ways of improving overall quality of study (Mugenda, 2003).To establish the validity of the research instrument the researcher sought opinions of experts in the field of study especially the lecturers in the department of project management. This facilitates the necessary revision and modification of the research instrument thereby enhancing validity. Expert opinions were requested to comment on the representativeness and suitability of questions and give suggestions of corrections to be made to the structure of the research tools. This helps to improve the content validity of the data which will be collected. Content validity was obtained by asking for the opinion of the supervisor, lecturers and other professional on whether the questionnaires are adequate.

3.5.2 Reliability of Research Instruments

Reliability of Instrument on the other hand is the extent to which a research instrument produces similar results on different occasions under similar conditions. It's the degree of consistency with which it measures whatever it is meant to measure (Bell, 2010). To test reliability, the researcher conducted a pilot test in Embu West Subcounty where 10 questionnaires were distributed to 2 officials in sub county office,2 officials in NCPWDS,3 PWDS and 3 instructors at Embu Vocational Rehabilitation Centre in Kirimari Ward Embu, Kenya. This will enable the researcher test reliability of the research instruments. According Rousson, (2012) a construct composite reliability co-efficient (Cronbach alpha) of 0.7 or above, for all the constructs, is adequate for this study). Reliability coefficient of the research instrument was assessed using Cronbach's alpha (α) method and study a construct composite reliability co-efficient (Cronbach alpha) of 0.8 was achieved. Gasser, (2012) confirms that the acceptable reliability coefficient should be 0.6 and above.

3.6 Data Analysis

The researcher checked the data collected through questionnaire, for checking on completeness, clarity and consistency in answering research questions. The data was then coded, tabulated and analyzed using Statistical Package for Social Sciences based on study objectives. Descriptive statistics was computed, and study findings presented using tables and percentages and interpretations made.

3.7 Ethical Issues

Ethical consideration issues are important when dealing with people with diverse cultural backgrounds. Rules and regulations should be there to guide conduct of researcher when collecting data for the study from people in various fields and areas. Ethical consideration requires that research ethics be observed and respected when relating with people in research undertakings especially in field data collection and in research reporting. The researcher sought permission from county government while seek consent from research respondents, confidentiality was assured, and data collection instrument never bared their names and those not willing to participate in the study were not forced to do so.

3.8 Operational definition of variables

According to Martyn (2008) operationalization is defined as the process of strictly defining variables into measurable factors. This process defines fuzzy concepts and allows them to be measured, empirically and quantitatively. Operationalization is achieved by looking at behavioral dimensions, indicators, facets or properties denoted by the concept, translated into observable and measurable elements to develop an index of the concept. Measures can be objective or subjective. It is not possible to construct a meaningful data collection instrument without first operationalizing all the variables.

Table 2.3 Operational Framework

Objectives	Type of Variable	Variable	Indicators	Scale	Type of analysis
To establish the influence of inclusive education on empowerment of Persons with disabilities in Embu County	Independent	Inclusive education	• Current curriculum friendly to PWDS • Structures that accommodate PWDS • Success levels of PWDs in special schools versus regular schools.	Ordinal	Descriptive statistics.
To determine the influence of access to equitable employment empowers Persons with disabilities in Embu County	Independent	Access to equitable employment	• Job creation for PWDS • Targeted employment of PWDS • Workforce agreement for PWDS • Placement programs for PWDS	Interval	Descriptive statistics.

To establish the influence of social protection strategies that promotes empowerment of Persons with disabilities in Embu County	Independent	Social Protection of PWDS	• Cash Transfer Programmes • Disability grants • Social and Health Insurance	Ordinal	Descriptive statistics.
To establish the extent to which family promote promotes the empowerment of Persons with disabilities in Embu County	Independent	Family Support	• Responsibility • Appreciated • Consulted • Involved	Ordinal	Descriptive statistics.

	Dependent	Empowerment of PWDS	• Economic Empowerment of PWDS • Access to basic education • Formal Sector Employment of PWDS • Self-Employment of PWDS • Property Ownership by PWDS • Political Representation • Healthcare	Interval	Mean score	Descriptive statistics.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter contains data analysis, presentations and interpretation of findings as per the following subheading; Response rate, Demographic analysis, Inclusive Education and Empowerment, access to equitable employment and empowerment, social protection and empowerment, family support and empowerment and lastly empowerment of PWDs.

4.1 Response Rate.

The researcher issued out 75 questionnaires to the respondents of the study. The analysis of the response rate is as shown in Table 4.1

Table 4.1 Response Rate

Category	Frequency	Percentage
Returned	70	93%
Not Returned	5	7%
Total	75	100%

The results in Table 4.1 show that the response rate was 70(93%). Bobbie, (2002) refers to questionnaire return rate as the proportion of the questionnaires returned after they are issued and filled by the respondents. He further states that a questionnaire return rate of 50% and above is sufficient for analysis. Based on a threshold of 70% Mugenda, (2003) the 93% represents a reliable response rate, since it is above the minimum acceptable of 70%.

4.2 Demographic Analysis

This section captures the demographic data collected by the researcher, covering the gender, age, and level of education.

4.2.1 Gender of the Respondents

The respondents were requested to indicate their gender. Gender was categorized as male or female and the specific frequency and percentages accordingly as shown in the Table 4.2

Table 4.2 Gender of the Respondents

Gender	Frequency	Percentage
Male	30	43%
Female	40	57%
Total	**70**	**100%**

Based on Table 4.2, the results show that among 70 respondents, 57% of the respondents were female and 43% male. According to this data both genders were appropriately presented in the study.

4.2.2 Age of the Respondents

The respondents were requested to indicate their age. The findings were as shown in Table 4.3

Table 4.3 Ages of Respondents

Age	Frequency	Percentage
Below 26	9	13%
26-35	17	24%
36-50	29	41%
Above 50	15	21%
Total	70	100%

The research findings show that the respondent's age was between 36-50 years old which contributes 41% followed by 24% age group of respondents between 26-35 years old. The study shows also shows that 13% of the participants were of the age below 26. The respondents from the age group above 50 years old contributed 21 % of the total respondents. This implies that most respondents were experienced therefore they gave reasonable responses.

4.2.3 Education Level

The respondents were asked to indicate the highest level of education of the respondents. The findings are as presented in Table 4.4

Table 4.4 Education Level

Education Level	Frequency	Percentage
Primary	11	16%
Secondary	16	23%
College	23	33%
University	20	29%
Total	70	100%

According to the findings in Table 4.4 11(16%) respondents had highest education level up to primary school, 16(23%) had secondary level, 23(33%) had college level and 20(29%) had university education level. Based on the findings majority of the participants had acquired at least a college level education. This implies that a big percentage of the feedback was likely to be reliable and well informed.

4.3 Inclusive education and Empowerment.

The first objective of the study was to establish the influence of inclusive education on empowerment of Persons with disabilities in Kirimari, Embu County. The respondents were requested to state the extent to which inclusive education influenced empowerment of PWDs. They were given 3 items to choose from rated on Likert scale on whether they 1 – Strongly Agree; 2 – Agree; 3 – Neither Agree nor Disagree; 4 – Disagree; 5 – Strongly Disagree

Table4.5 Frequency and percentage.

	Strongly Agree		**Agree**		**Neutral**		**Disagree**		**Strongly Disagree**	
	F	%	F	%	F	%	F	%	F	%
The schools in this ward are well structured to accommodate leaners with Disability	5	7	7	10	18	26	21	30	19	27
PWDs who are educated in regular schools are likely to be more successful than PWDs educated in special schools	25	36	8	11	7	10	9	23	21	30
The current curriculum has taken into account the needs of PWDs	4	8	6	9	42	60	8	11	10	14

As per the Table 4.5, 5(7%) of the respondents strongly agreed that the schools in their ward are well structured to accommodate leaners with Disabilities, 7(10%) agreed, 18(26%) were neutral, 21(30%) disagreed and 19(27%) strongly disagreed. On the statement PWDS who are educated in regular schools are likely to be more successful than PWDS educated in special schools, 25(36%) strongly agreed, 8(11%) agreed, 7(10%) were neutral, 9(23%) disagreed and 21(30%) strongly disagreed. On the statement whether the current curriculum has considered the needs of PWDs, 4(8%) strongly agreed, 6(9%) agreed, 42(60%) were neutral, 8(11%) disagreed and 10(14%) strongly disagreed.

Based on the findings, majority of the respondents disagreed that the schools in Kirimari ward are well structured to accommodate leaners with Disability. This implies that most of the institutions in the ward are not well equipped with structures to accommodate Persons with disabilities. This therefore means that inclusive education is not fully implemented structure wise. Based on the findings, majority of the participants strongly agreed that PWDS who are educated in regular schools are likely to be more successful than PWDS educated in special schools. This implies that the respondents are in support of educating learners with disabilities together with the learners without disabilities as this will boost their social skills hence empowerment. As per the findings most of the participants were neutral this infers that there is a knowledge gap on the curriculum provisions

4.4 Access to equitable employment and Empowerment.

The second objective of the study was to determine the influence of access to equitable employment on empowerment of Persons with disabilities in Kirimari, Embu County. The respondents were given three items and were requested to state on a Likert scale as to whether they 1 – Strongly Agree; 2 – Agree; 3 – Neither Agree nor Disagree; 4 – Disagree; 5 – Strongly Disagree.

Table 4.6 Access to equitable employment

	Strongly Agree		**Agree**		**Neutral**		**Disagree**		**Strongly Disagree**	
	F	%	F	%	F	%	F	%	F	%
Employers have been sensitized on the need to employ PWDS	39	56	9	13	6	9	6	9	10	14
The Youth Empowerment Program has impacted positively on PWDS	31	44	27	39	2	3	6	9	4	6
The 30% tender procurement reservation for women, youth and PWDS impacted on job creation for PWDS	42	60	15	21	6	9	3	4	4	6

Based Table 4.6, .39(56%) respondents strongly agreed that Employers have been sensitized on the need to employ PWDS, 9(13%) agreed, 6(9%) were neutral, 6(9%) disagreed, 10(14%) strongly agreed. On the statement whether The Youth Empowerment Program has impacted positively on PWDS 31(44%) strongly agreed, 27(39%) agreed, 2(3%) neutral, 6(9%) disagreed and 4(6%) strongly disagreed. On whether the statement the 30% tender

procurement reservation for women, youth and PWDS impacted on job creation for PWDS,15(21%) agreed,6(9%) were neutral,3(4%) disagreed,4(6%) strongly disagreed.

Majority of the respondents strongly agreed that employers have been sensitized on the need to employ PWDs; this therefore implies that the PWDs are equally considered in the job market Based on most of the participants strongly agreed that the youth empowerment program has impacted positively on persons with disabilities. This implies that the youth empowerment program benefits the PWDs hence empowering them. Based on this findings majority of the respondents strongly agreed that 30% tender procurement reservation for women, youth and PWDs impacted on job creation for PWDs. This implies that majority of PWDs can benefit from the 30% tendering and procurement reservation thus empowering them.

4.5 Social Protection and Empowerment.

The third objective of the study was to establish the influence of social protection on empowerment of Persons with disabilities in Kirimari, Embu County. The respondents were asked to state how much they agreed or disagreed with a query posed to them. 1 – Strongly Agree; 2 – Agree; 3 – Neither Agree nor Disagree; 4 – Disagree; 5 – Strongly Disagree

Table 4.7 Social Protection

	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%	F	%
The amount in grants provided to the PWDS is sufficient to cover their expenses	2	3	10	14	8	11	12	17	38	54
The government undertakes sufficient monitoring and supervision of social programs	31	44	15	21	9	13	10	14	5	7
National and County government respond to Lobbying initiatives and sensitization programs being undertaken by special representatives of PWDS	43	61	20	29	0	0	4	6	3	4

As per the Table 4.7, 2(3%) of the participants strongly agreed the amount provided to the PWDS was sufficient to cover their expenses, 10(14%) agreed, 8(11%) were neutral,12(17%) disagreed and 38(54%). This shows that majority of the respondents strongly disagreed that the amount provided to the PWDS was sufficient to cover their expenses. On the statement whether the government undertakes sufficient monitoring and supervision of social programs, 31(44%) strongly agreed, 15(21%) agreed, 9(13%) were neutral, 10(14%) disagreed and 5(7%) strongly disagreed. The results show that majority of the respondents strongly agreed that the government undertakes sufficient monitoring and supervision of social programs. Finally, on the statement whether National and County government respond to Lobbying initiatives and sensitization programs being undertaken by special representatives of PWDS,43(61%) strongly agreed,20(29%) agreed,0(0%) were neutral,4(6%) disagreed, and 3(4%) strongly disagreed. This implies that the amount provided by the government is not enough to cater the expenses for persons with disabilities hence they are financially challenged since they have to look for alternative sources however the National and County government responds to Lobbying initiatives and sensitization programs being undertaken by special representatives of PWDS. On the other hand, the social programmes provided by the government benefit PWLD hence empowering them hence the variable social protection has not been fully implemented.

4.6 Family Support and Empowerment.

The forth objective of the study was to establish the extent to which family support work influences the empowerment of Persons with disabilities in Kirimari, Embu County. The respondents were asked either agree or disagree based on the statements.

Table 4.8 Family Support

Statement	**Agree**		**Disagree**	
	F	P	F	P
PWDS are not disowned and neglected by their family members	49	63	26	37
PWDS are not exploited by Family Members in terms of accessing financial resources	38	54	32	46
family members are involved in physical and emotional abuse to PWDS	8	11	62	89

As per the Table 4.8 49(63%) agreed that there are no cases where PWDs are disowned neglected by their family members while 26(37%) disagreed. On the statement PWDS are not exploited by Family Members in terms of accessing financial resources 38(54%) respondents agreed while 32(46%) disagreed. On the statement whether there are cases where family members are involved in physical and emotional abuse to PWDS 8(11%) of the respondents agreed while 69(82%) disagreed.

Majority of the respondents agreed that there are no cases where PWDS are disowned and neglected by their family members and most of the respondents agreed that there are no cases where PWDs are exploited financially by family members. On whether family members are involved in physical and emotional abuse to PWDS majority of the participants disagreed this implies that family members are in support of PWDS.

4.6.1 Family members enhance self-esteem and self-acceptance in PWDS

The respondents were given three items indicate which of them enhanced self-esteem and self-acceptance of PWDS. The analysis is shown in Table 4.9

Table 4.9 Family members enhance self-esteem and self-acceptance in PWDS

Category	**Frequency**	**Percentage**
Providing counselling services to PWDS	10	14
Engaging PWDS in decision making	19	27
Supporting their talents and hobbies	41	59
Total	70	100%

Based on Table 4.9, 10(14%) respondents stated that family members enhanced their self-esteem and self-acceptance through providing counseling services, 19(27%) stated that family members enhanced their self-esteem and self-acceptance through engaging the PWDs in decision making while 41(59%) family members enhanced their self-esteem and self-acceptance through supporting their talents and hobbies. Therefore, majority of the respondents stated that supporting the talents and hobbies of PWDs was the most applied way of enhancing their self-esteem and self-acceptance. This shows that family members empower PWDs through supporting their talents and hobbies. As a result, the PWDs can participate in decision making at home, as well as social activities in the community set up since they feel supported and incorporated right from the family set up.

4.7 Empowerment of PWDS

The respondents were asked to state whether they agreed or disagreed with a query posed to them. The findings are presented in the Table 4.10

Table 4.10 Empowerment of PWDS

Questions	**Yes**		**No**	
	F	P	F	P
In your opinion do you think PWDS have access to Basic Education?	58	83	12	17
Are PWDs well represented in policy making organizations?	13	19	57	81
In your opinion do you think PWDS have access to property ownership and inheritance?	7	10	63	90
Do you think the slogan 'disability is not inability' has relevantly been used to empower PWLDs	43	67	23	33

Based on the findings on Table 4.10, 58(83%) stated agreed PWDS have access to Basic Education while 12(17%) disagreed. On the question whether PWDs well represented in policy making organizations,57(81%) agreed while majority 13(19%) disagreed. On whether PWDS have access to property ownership and inheritance, 63(90%) agreed while 7(10%) disagreed. On the question whether the slogan 'disability is not inability' has relevantly been used to empower PWLDs, 43(67%) of the respondents agreed while 23(33%) disagreed. Therefore, from the findings on Table 4.10, PWDs have access to basic education but clearly they are not well represented in policy making in the organization neither do they have access to property ownership and inheritance thus they are not fully empowered and hence they cannot participate in major decision making nor do they feel incorporated in the family and society set up

4.7.1 Employment rate of persons with disabilities

The respondents were asked to establish the Employment rate of Persons with disabilities. This was presented in the Table 4.11.

Table 4.11 Employment rate of persons with disabilities

Category	Frequency	Percentage
Very High	4	6%
High	13	19%
Average	43	61%
Low	7	10%
Very low	3	4%
Total	70	100%

Based on the findings in Table 4.11, 4(6%) stated employment rate of persons with disabilities was very high, 13(19%) stated the employment rate was high, 43(61%) asserted it was average, 7(10%) stated it was low and 3(4%) stated the employment rate was very low. majority of the respondents rated employment rate average. This implies that PWDs are not adequately accessing employment despite the lobbying for equitable employment for PWDs hence they are not fully empowered. This equally means they are not incorporated in financial decision making.

4.7.2 The extent to which PWDs access special needs equipment

The respondents were asked to establish the extent to which PWDs access special needs equipment. Their responses were presented in the Table 4.1

Table 4.12 The extent to which PWDs access special needs equipment

Category	Frequency	Percentage
Very High	10	14%
High	8	11%
Average	12	17%
Low	22	31%
Very Low	18	26%
Total	**70**	**100%**

As per Table 4.12 10(14%) of the respondents stated that the extent to which PWDs accessed special needs equipment was Very high,8(11%) high,12(17%) average,22(31%) low and 18(26%) very low. This implies that majority of the respondents rated the access to special needs equipment as Low. This implies that they are unable to enjoy public facilities and social amenities due to lack of special needs equipment, therefore they are not adequately empowered.

4.7.3 Strategies that have influenced the empowerment of PWDs

The respondents were given four factors and asked to indicate which one they felt influenced empowerment of PWDs most. Their feedback was presented in the Table 4.13.

Table 4.13 Strategies that have influenced the empowerment of PWDs

Factors	Frequency	Percentage
Inclusive Education	10	14%
Access to equitable employment	18	26%
Social protection	14	20%
Family Support	28	40%
Total	**70**	**100%**

As per the Table 4.13, majority stated that family support influenced empowerment of PWDS the most with 28(40%), followed by access to equitable employment 18(26%), then social protection 14(20%) and finally inclusive education 10(14%).This implies family support influenced empowerment the most therefore family plays the biggest role in empowering PWDs this can be attributed to the fact that the PWDs are mostly family members hence they are incorporated in most of family matters and their utmost goals it to see the PWDs as empowered as possible.

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter gives a summary of the study findings and a discussion of the findings presented and analyzed in chapter four based on the objectives of the study and the literature reviewed. The conclusions and recommendations are drawn from the findings highlighted.

5.2 Summary of the Findings

This section gives a summary of the findings generated in chapter four based on the objectives of the study.

5.2.1 Inclusive education and empowerment of PWDS

The first objective of the study was to establish the influence of inclusive education on empowerment of Persons with disabilities in Kirimari, Embu County. Based on the findings majority of the respondents 21(30%) disagreed that the schools in Kirimari ward are well structured to accommodate leaners with Disability**.** As per the findings majority 25(36%) of the participants strongly agreed that PWDS who are educated in regular schools are more likely to be successful than PWDS educated in special schools. The study also found out that majority of the participants 42(60%) were neutral that the current curriculum has taken into account the needs of PWDs. Conclusively therefore inclusive education has influenced empowerment of PWDs to low extent since its potential has not fully implemented.

5.2.2 Access to equitable employment and Empowerment of PWDS

The second objective of the study was to determine the influence of access to equitable employment on empowerment of Persons with disabilities in Kirimari, Embu County. Based on the findings, most of the respondents 39(56%) strongly agreed that employers have been sensitized on the need to employ PWDs, this therefore implies that the PWDs are equally considered in the job market. Based on the findings most of the participants 31(44%) strongly agreed that the youth empowerment program has impacted positively on persons with disabilities. The study showed that majority of the participants 42(60%) strongly agreed that the 30% tender procurement reservation for women, youth and PWDS impacted on job creation for PWDS. This means that Access to equitable employment has influenced empowerment of PWDs to great extent though if well implemented it would have higher impact.

5.2.3 Social Protection and Empowerment of PWDS

The third objective of the study was to establish the influence of social protection on empowerment of Persons with disabilities in Kirimari, Embu County. As per most of the respondents 38(54%) strongly disagreed that the amount provided to the PWDS was sufficient to cover their expenses. As per most of the respondents 31(44%) strongly agreed that the government undertakes sufficient monitoring and supervision of social programs. Majority of the respondents 43(61%) strongly agreed National and County government respond to Lobbying initiatives and sensitization programs being undertaken by special representatives of PWDS. This means that social protection has influenced empowerment of PWDs averagely thus if exploited further it can influence more.

5.2.4 Family Support and Empowerment of PWDS

The forth objective of the study was to establish the extent to which family support work influences the empowerment of Persons with disabilities in Kirimari, Embu County. Based on most of the respondents 49(63%) agreed that there are cases where PWDS are disowned and neglected by their family members. As per the findings most of the participants agreed that there are cases where PWDs are exploited by the family members financially. Based on the findings, most of the participants 38(54%) agreed that there are cases where PWDs are financially exploited by the family members. This means that family support has influenced empowerment of PWDs to the greatest extent as compared to the three variables

5.3 Discussion of the Findings

Under this section, the findings summarized in the section of summary of the findings are linked to the literature in chapter two.

5.3.1 Inclusive education and empowerment of PWDS

The first objective of the study was to establish the influence of inclusive education on empowerment of Persons with disabilities in Kirimari, Embu County. The study found out that the schools in Kirimari ward are not well structured to accommodate leaners with Disability. This implies that most of the institutions in the ward are not well equipped with structures to accommodate Persons with disabilities. This therefore means that inclusive education is not fully implemented structure wise. This goes in line with Duke (2009), success of inclusive systems of education depends largely on a country's commitment to adopt appropriate legislation; provide clear policy direction; develop a national plan of action; establish infrastructure and capacity for implementation; and benefit from long-term

funding. Ensuring that children with disabilities can have the same standard of education as their peers often requires increased financing. Creating an inclusive learning environment will assist all children in learning and achieving their potential (Duke,2009)

The study also found that PWDS who are educated in regular schools are likely to be more successful than PWDS educated in special schools. This implies that educating learners with disabilities together with the learners without disabilities boost their social skills hence empowering them. According to Deppler (2010) Children with and without disabilities learn with and from each other in inclusive classes. Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at an own pace and style within a nurturing learning environment (Deppeler, 2010).

Finally, the study found out that there is a knowledge gap on the curriculum provisions. Agreeing with Donnelly (2011) Education systems need to adopt more learner-centered approaches with changes in curriculum, teaching methods and materials, and assessment and examination systems. Many countries have adopted individual education plans as a tool to support the inclusion of children with disabilities in educational settings.

Many of the physical barriers affect children with disabilities. There are approaches adopted in inclusive education that focus on whole-school practice and in-class support. At a whole, school level good practices include adjustments to cultures, policies, and practices, development of support structures, regimes of funding support, and the provision of and access to equitable learning opportunities. At an in-class level, differentiating curriculum or introducing alternative curricula, the application of universal design, use of information technologies, individual planning through the individual education plan (IEP), and a focus on quality teaching for all students are the most prominent practices. (Donnelly, 2011).

5.3.2 Access to equitable employment and Empowerment of PWDS

The second objective of the study was to determine the influence of access to equitable employment on empowerment of Persons with disabilities in Kirimari, Embu County. The study found out that employers have been sensitized on the need to employ PWDs; however, most employers are not keen to implement the policy and that is why access to equitable employment influence empowerment only to great extent. According to Employment Act 2007 (Act No. 11 of 2007) there is elaborate provisions aimed at protecting PWDS from discrimination in the employment sphere. The Act also prohibits discrimination in employment within three main aspects: Promotion of equality of opportunity in employment;

elimination of discrimination in any employment policy or practice, including against prospective employees based on their race, color, sex, ethnic origin, HIV status, disability, pregnancy; and the payment of equal remuneration for work of equal value.

The study also found out that the youth empowerment program has impacted positively on persons with disabilities. This implies that the youth empowerment program benefits the PWDs hence empowering them. The Workplace Accessibility Plan in America committed to the attraction, recruitment and retention of persons with disabilities. The focus was to provide universal access, remove barriers and learning and career advancement equality. It placed several the strategies and polices in place to encourage job applications from persons with disabilities. The plan, moreover, advocated for reasonable adjustment, that persons with disabilities could request workplace modifications or reasonable adjustments to assist in applications for positions and participations in recruitment processes. This was aimed at removing barriers for persons with disabilities and providing the tools and equipment to undertake their job in the best way possible (Eagar, 2006).

On the question about whether the 30% tender procurement reservation for women, youth and PWDS impacted on job creation for PWDS. The study found out that 30% tender procurement reservation for women, youth and PWDS impacted on job creation for PWDS. This implies that majority of PWDS are economically empowered. This goes in line with Eenet, (2013) who stated that employment programs and initiatives to assist and support persons with disabilities included: interpreters, readers, attendants or other work related assistance; information and communication in accessible formats such as converting text to audio, providing larger print versions of documents, and provision of a talking calculator; assistive technology such as screen reader, screen magnifiers, and speech to text applications; additional workplace equipment or facilities and adjustments to work methods and arrangements Equitable employment helps to foster an accessible and inclusive workplace by providing assistive technologies (Eisenman, 2011).

5.3.3 Social protection and Empowerment of PWDS

The third objective of the study was to establish the influence of social protection on empowerment of Persons with disabilities in Kirimari, Embu County. The study found out that the amount provided to the PWDS was not sufficient to cover their expenses. This implies that the government needs to provide more funds as grants. According to Boyle (2011) lack of access to transportation is a frequent reason for a person with disability being discouraged from seeking work or prevented from accessing health care.

The study also found that the government undertakes sufficient monitoring and supervision of social programs thus the social programs provided by the government achieve their intended goal. Social protection programs on their own will not eliminate the vulnerabilities persons with disabilities face. Therefore complementary programs are needed to create an enabling environment for persons with disabilities, such as adaptations to the built environment, inclusive education, rehabilitation and vocational training services, and the enactment and enforcement of disability legislation (D'Allessio, 2011).As per the findings majority of the respondents strongly agreed National and County government respond to Lobbying initiatives and sensitization programs being undertaken by special representatives of PWDS.

5.3.4 Family Support and Empowerment of PWDS

The forth objective of the study was to establish the extent to which family support work influences the empowerment of Persons with disabilities in Kirimari, Embu County. The study found out that there are no cases where PWDS are disowned and neglected by their family members and, PWDs are not exploited financially by family members. On whether there are cases family members are involved in physical and emotional abuse to PWDS majority of the participants disagreed. This implies that family members are in support of PWDS. Families with a person with intellectual disability tend to have lower levels of resilience than those found in the general population. Individual characteristics such as age, gender, caring workload, and care-recipient dependency can contribute to resilience (Yiolitis,
2000).

Social isolation and restrictions of opportunities can also lead to anxiety and feelings of a lack of control over life situations. According Montie, (2011) children with disabilities often have fewer opportunities to explore their environment because of their impairment as well as barriers in the environment. In addition, parents or caregivers might not be enabled to compensate for these challenges and as a result the child receives less stimulation and encouragement for its development. At school, children with disabilities are more likely to be bullied and harassed, might have a limited number of friends, and engage in fewer extracurricular activities than their peers all of which effects their psychosocial development.

5.4 Conclusion

This study concluded that promoting a more inclusive society and employment opportunities for persons with disabilities requires improved access to basic education, social protection policies, employment opportunities and family inclusivity. There is the need to dismantle barriers and make the physical environment more accessible, provide information in a variety

of formats, and challenge attitudes and mistaken assumptions about persons with disabilities. The study also concludes persons with disabilities are particularly vulnerable to deficiencies in services such as health care, rehabilitation, and support and assistance. Based on the strategies, the study concludes family support influenced empowerment of PWDS the most, followed by access to equitable employment, then social protection and finally inclusive education which influenced empowerment least. This is because most assistance and support come from family members or social networks. State supply of formal services is generally underdeveloped, not for- profit organizations have limited coverage, and private markets rarely offer enough affordable support to meet the needs of persons with disabilities. State funding of responsive formal support services is an important element of policies to enable the full participation of persons with disabilities in social and economic life. States also have an important role in setting standards, regulating, and providing services. Also, by reducing the need for informal assistance, these services can enable family members to participate in paid or income-generating activity

5.5 Recommendation

Based on the findings of this study, the following recommendations are suggested

i. Inclusive Education – The Government should ensure that persons with disabilities have access to basic education, favourable physical environment, transportation, information and communications and to other facilities and services open or provided to the public, on an equal basis with others. The study recommends the government, and NGOs should build new facilities or infrastructure accessible to disabled people, or making existing facilities accessible to persons with disabilities through modifications, for example installing an entrance ramp; retrofitting bathrooms; improving signage, Providing information in alternative formats, such as on a CD, in Braille, or visual format for those with hearing impairments.

ii. Access to Equitable Employment- Provide vocational guidance to PWDS to ease the transition from education and training to work life. Where opportunities for wage employment exist, assist persons with disabilities to find and retain jobs. This may require networking with employers, trade unions and employment service providers; providing job-seeking skills; conducting specific job and work site analysis to match the disabled person to a job; providing supports and accommodations.

iii. Social Protection-The study recommends that the county and National Governments should increase the amount provided in disability grants and cash transfer programmes to enhance sustainability.

iv. Family Support- The study also recommends the government and other stakeholders like representatives of PWDs should provide training to the family members of PWDs households on special needs skills such as sign language, braille as well as emotional needs.

5.6 Suggestions for further studies

The researcher proposes therefore that a further research should be carried out on other strategies and aspects affecting PWDs such as government policy on tax exemption, promoting their talent through exhibitions and show casing and monitoring and evaluation of implementation of the social protection programs. Further research should also be carried out on effects of inclusive education on PWDS.

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APPENDICES

APPENDIX 1: LETTER OF INTRODUCTION

Dear Sir/Madam,

I am a student at the University of Nairobi conducting a research study titled: **influence of strategies on Empowerment of Persons with disabilities.** You have been selected to participate in the study and you are kindly requested to fill this questionnaire to the best of your ability. The information you give will be treated with utmost confidentiality.

Thank you.

Yours Faithfully,

Faith Njue

APPENDIX II: QUESTIONNAIRE FOR PWDs, PARENTS OF PWDs, INSTRUCTORS OF PWDs, NCPWDS STAFF & COUNTY OFFICIALS

Dear Respondents

I am conducting a study on the influence of strategies on empowerment of persons with disabilities. I would like you to kindly fill in the questionnaire. It will only take a few minutes to complete and your responses will be kept strictly private and confidential. Please complete the questionnaire by ticking the appropriate answer or filling in the appropriate answer in the space provided.

PART ONE

1. Please indicate your gender

a) Male [ ]

(b) Female [ ]

2. Please indicate your age

(a) Below 25 [ ] (b) 26 – 35 [ ]

c) 36 – 50 [ ] (e) Above 50 [ ]

3. Please indicate Education Background

(a)Primary Level [ ](b) Secondary Level [ ]

(c) College [ ] (d) University [ ]

PART B: Inclusive Education

4. For the following statement, kindly tick the appropriate answer.

SA – Strongly Agree:

A – Agree:

D – Disagree:

SD – Strongly Disagree;

U – Undecided

Statement	SA	A	D	SD	U
The schools in this ward are well structured to accommodate learners with disabilities					
PWDS who are educated in regular schools are likely to be more successful than PWDS educated in special schools					
The current curriculum has taken into account the needs of PWDS					

PART C: Access to equitable employment

7. Based on the following, classify according to their access to equitable employment
0- I strongly disagree
1- Disagree
2- Neutral
3- I agree
4- I strongly agree

	Statements	0	1	2	3	4
A	Employers have been sensitized on the need to employ PWDS					
C	The Youth Empowerment Program has impacted positively on PWDS					
D	The 30% tender procurement reservation for women, youth and PWDS impacted on job creation for PWDS					

PART D: Social Protection

8. I am aware of social cash transfer programs and disability grants? Agree ( ) Disagree ( ) Do not know ( )
9. For the following statements, indicate your level of agreement.
SA – Strongly Agree
A – Agree
D – Disagree
SD – Strongly Disagree
U – Undecided

Statement	SA	A	D	SD	U
The amount provided to the PWDS sufficient to cover their expenses					
Are there grants for disabled learners in institutions of higher learning					
The government undertakes sufficient monitoring and supervision of social programs					
National and County government respond to Lobbying initiatives and sensitization programs being undertaken by special representatives of PWDS					

PART E: Family Support

14. There are no cases where PWDS are disowned / neglected by their family members?

Agree ( ) Disagree ( )

15. PWDS are not exploited by Family Members in terms of accessing financial resources

Agree ( ) Disagree ( )

16.family members are involved in physical and emotional abuse to PWDS

Agree ( ) Disagree ( )

17. How do family members enhance self-esteem and self-acceptance in PWDS

Providing counseling services to PWDS ( )

Engaging PWDS in decision making ( )

Involving in co-curriculum activities ( )

Supporting their talents and hobbies ( )

PART F: Empowerment of PWDs.

18. In your opinion do you think PWDS have access to Basic Education? Yes ( ) No ( )

19. How would rate the employment levels of PWDS?

Very High () High ( )

Average ( ) Very Low ( ) Low ( )

20. Are PWDs well represented in policy making organizations?

Yes () No ( )

21. In your opinion do you think PWDS have access to property ownership and inheritance?

Yes () No ( )

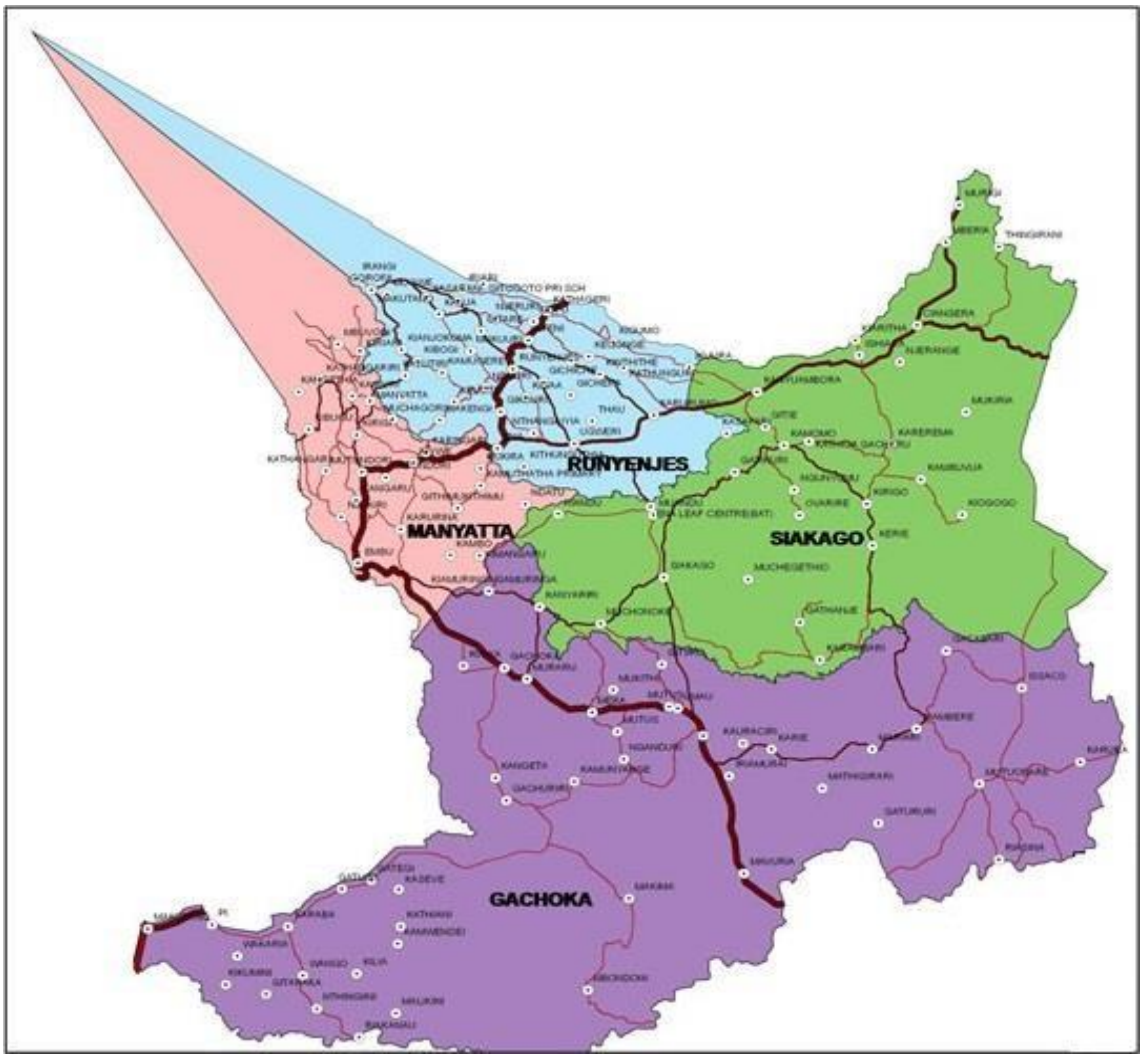
22. How do rate the extent to which PWDs access special needs equipment?

Very High ( ) High ( )

Average ( ) Very Low ( ) Low ( )

24. Do you think the slogan 'disability is not inability' has relevantly been used to empower PWLDs Yes ( ) No ( )

28. Which of the following factors do you think influence the empowerment of PWDs most

Factors	
Inclusive education	
Access to equitable employment	
Social protection	
Family Support	

APPENDIX III: MAP OF THE STUDY AREA