UNITED DISABLED PERSONS OF KENYA

UDPK

GUIDELINES FOR
DISABILITY INCLUSIVE
PUBLIC PARTICIPATION

ROYAL DANISH
EMBASSY
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Uraia
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ACCESSIBILITY
GUIDELINE

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Background

These Guidelines have been developed by United Disabled Persons of Kenya (UDPK), which is the umbrella body of organisations of persons with disabilities in the country. The development of these Guideline supports building the disability confidence of government officials and public entities at both national, county and local levels.

These Guidelines have been developed as part of the "Enhancing Disability Inclusion in Public Participation processes" Project implemented by United Disabled Persons of Kenya (UDPK) from July 2021 to December 2022. The project is grounded in the Human Rights approach and aims to increase responsiveness, inclusiveness and accountability in Kenya's public participation processes.
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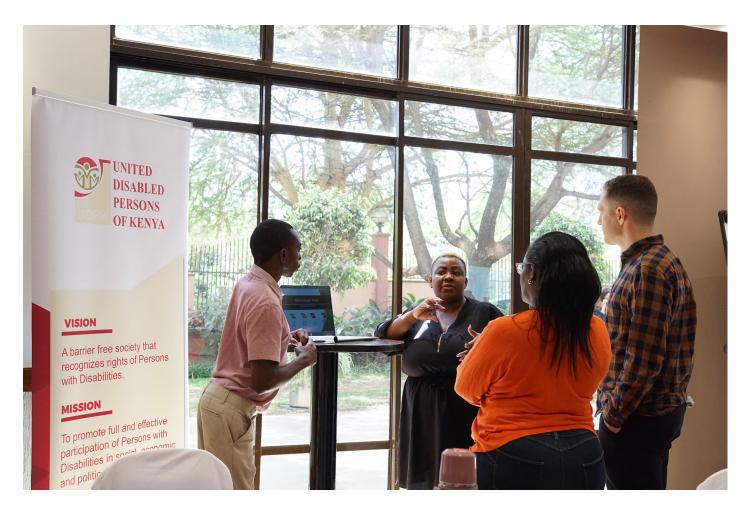
These Guidelines were developed through a consultative process with three workshops being held in Nairobi, Machakos and Vihiga. The aims of the workshops included:

1. Listen to Persons with Disabilities and their organizations to understand the barriers they face in participating in public governance processes.
2. Listen to duty bearers and understand the challenges they face while organizing public engagement in line with the aspirations of the Constitution of Kenya (2010)
3. Use the Design Thinking approach to develop an accessibility guideline and an inclusion scorecard for public participation.
4. Build the capacity of OPD leaders for social accountability

These Guidelines aim to support Public Sector Agencies such as county governments, National Government actors and other public institutions in organizing accessible and inclusive public participation activities and processes. This Guide has also been prepared for you as a member of the public who holds a stake in ensuring disability-inclusion in public participation in your county. You may be a person with disability residing in a particular county. You may be a member of a Civil Society Organization residing in the county; or you may be part of an organization with an interest in the governance of the county. You may be a member of an organization of persons with disabilities (OPD) or an organization for persons with disabilities. You may even be a non-resident person using the services or facilities provided by the county.

The guideline focuses on four areas:

1. Access to accessible information for diverse groups. For example, persons with low vision or blind can obviously benefit from documents that make good use of font size, color, contrast and line spacing. However, this also benefits everyone including duty bearers who may find such documents easy to read.
2. Organizing accessible events in in accessible venues. This includes physical access to meeting spaces and planning for sign language.
3. Building the capacity of Organizations of Persons with Disabilities on social accountability
4. Building the capacity of Public Sector Agencies to organize inclusive public engagement. This includes creating an inclusive culture that respects diversity and accessible practices that create the right atmosphere in meetings.

Methodology

The accessibility guide was developed using the design thinking approach in three meetings across three regions of Nairobi, Machakos and Vihiga. The participants were drawn from diverse groups such as leaders of Organizations of Persons with Disabilities, caregivers of persons with disabilities, County Governments of Nairobi City County, Vihiga County, Machakos County (social services, health and public engagement), Nairobi Metropolitan Services and public sector organizations such as Independent Electoral and Boundaries Commission and local administrators.

The participants were taken through the public participation process covering both legal basis for public engagement and the benefits of public participation such as improved decision making and inclusive development. The participants were introduced to Design Thinking approach and how to use the process to empathize, define the problem and ideate. Finally, the participants were grouped into three groups to empathize, define and ideate on key accessibility areas of access to information, planning accessible engagement and capacity building of OPDs and Public Sector organizations on inclusive public engagement.

Women with Disabilities

The development of the accessibility guideline included the gender dimension in two ways. First, each group were required to deliberately include ideas for including women with disabilities. Secondly, a plenary session specifically discussed barriers facing women with disabilities.

Findings

1. **Persons with Disabilities face several barriers that hinder their participation in public governance processes. These barriers generally range from an organization culture that generally does not support diversity and inclusion to slow implementation of laws and policies. Organization culture, for example, affects how duty bearers include Persons with Disabilities in their planning processes.**

2. **Organizers of public engagement at County Governments do not plan for sign language interpretation. Consequently, persons who are deaf/ heard of hearing are left out of public governance processes.**

3. **Accessibility of meeting spaces is still a challenge. While County Governments have devolved public engagement forums to the wards, some words are expansive making the venues inaccessible. The actual meeting spaces also are inaccessible.**

4. **County Governments have very low budgets for Disability Inclusion. For example, three County Governments reported that the Department of Public Participation is never given budgets by the County Assembly for Disability Inclusion.**

5. **There is low participation of Persons with Disabilities in County Governance processes. In some County Governments, OPD leaders are invited to meetings as a pathway to compliance with the law. As a result, Persons with Disabilities expect to be invited before attending public engagement forums.**

6. **OPDs and Persons with Disabilities face several challenges accessing information on public engagement. First, the information rarely reach them on time. Secondly, the information is not accessible particularly for Persons with Visual impairments who need information either in braille, audio or on accessible websites. Thirdly, information is distributed on one or two channels, mostly through the sub County Administrators or the Print and electronic media. These channels are often not tailored for diverse groups of PWDs. Finally, information is bulky and complex making it difficult for many people to understand.**

7. **OPD leaders often act as information censors. They do not disseminate information received to their members. As a result, only a handful of OPD leaders attend public engagement forums.**

8. **Feedback is missing. Many OPD leaders feel that their input is for compliance since they are unable to determine if their input has any influence, if at all.**

9. **Even among OPD leaders, awareness on social accountability is very low.**

Recommendations

Organizers of Public Engagement should select accessible venues, deliberately include sign language interpretation, and disseminate information to citizens on time and in accessible formats. To improve social accountability, duty bearers to build the capacity of OPDs to enhance their capacity for public engagement and social accountability. Additionally, duty bearers should include OPDs while planning public engagement and provide feedback on how the participation of PWDs influenced decision making.

Contents

Section A: Public Participation

1.   Public participation is any process that directly engages the public in decision- making and considers public input in making that decision. There are many benefits of inclusive public participation. These include:

a. **Improved public sector governance:** Public Participation increases democratic legitimacy for institutions because of close links with citizens. It provides opportunities for active citizenship, and greater accountability of public bodies because of more effective information dissemination and better dialogue.

b. **Greater social cohesion:** Inclusive public participation respects diversity. By bringing diverse and sometimes hostile communities together, bringing 'hard to reach' and 'disadvantaged' groups into discussions, building relationships within and between different communities and social groups ('bonding' and 'bridging' social capital), strengthening and creating new networks that enable different interests to work together as a result of building more positive relationships based on a better knowledge of each other, public participation increases equality of access to policy and decision-making processes.

c. **Improved quality of services, projects and programs:** Public engagement ensures public service investment is based more on people's expressed needs. This creates project ownership and reduces public resistance. As a result, decisions are made faster with less conflict between different parties. This increases trust through better communications, and enables people to share in the responsibility for improving their own quality of life (e.g., health and well-being, or the local environment).

d. **Greater capacity building and learning.** By raising awareness and increasing understanding of public institutions and the way they work, public engagement enables citizens to better access the services they need. Genuine public engagement builds citizen confidence and optimism and unlocks other civic activities (such as voting, social accountability, volunteering and attending public meetings) or learning.

Legal Grounding of Public Participation

2.   Public participation is grounded in the Constitution of Kenya (2010), Article 174c, which provides that one of the objectives of devolution is: "to give powers of self- governance to the people and enhance their participation in the exercise of the powers of the State and in making decisions affecting them".

Responsibility for Public participation:

3.   The Constitution assigns the responsibility to ensure, facilitate and build capacity of the public to participate in the governance to the county government through function 14 (Schedule 4 Part 2). Participation is one the National values alongside diversity, human dignity, equity, social justice, ***inclusiveness,*** equality, human rights, and protection of the marginalized groups. There are many public sector organizations that carry out citizen engagement. These includes County Governments, National Government and Public Sector Organizations such as Parastatals.

Principles of Inclusive Public participation

4.   The International Association for Public Participation (IAP2, 2006) has developed a set of principles for public participation. These are:

   a.   The public should have a say in decisions about actions that could affect its members' lives
   b.   Public participation includes the promise that the public's contribution will influence the decision
   c.   Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision-making agencies
   d.   Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision
   e.   Public participation seeks input from participants in designing how they participate
   f.   Public participation provides participants with the information they need to participate in a meaningful way
   g.   Public participation communicates to participants how their input affected the decision
   h.   Public participation deliberately includes those who may be facing participation barriers such as young people, Persons with disabilities, women and the elderly.

Qualities of inclusive Participation

5.   **Diversity and inclusion:** It is the right of all citizens to be involved in public governance processes. There are several benefits of organizing inclusive public engagement. These includes improved decision making because of diversity. Planning accessible engagement should therefore cater for all groups including Persons with Disabilities, young adults, people with hidden impairments, people who have low literacy levels and people with learning difference among others. Having all these citizen groups increases the acceptance of decisions made as well as their legitimacy.

6.   **Accessibility:** Accessibility is good for everyone, not just Persons with Disabilities. For example, persons with low vision or blind can obviously benefit from documents that consider font size, color, contrast and line spacing. However, this also benefits everyone including duty bearers who may find such documents easy to read. There are many obvious barriers facing citizens from participation in public governance processes. These include physical access to meeting spaces, accessible venues, planning for sign language or provision of information in accessible formats such as braille, audio or video to support people with hearing impairments. Some barriers such as organizational culture, written language, spoken language and accessible practices that create the right atmosphere in meetings are less obvious. Planning for accessible public engagement is good for everyone.

7.   **Minimum accommodations:** There are many citizen groups including youth, Persons with Disabilities, women, the elderly, and minority groups. Each of this citizen group requires different inclusion strategy. For example, to include Persons with Visual impairments, duty bearers must provide accessible information in large print, braille, audio and accessible websites. Like all citizens they can also benefit from short documents written in precise and easy to read and understand language. Minimum accommodation are the changes that are made to ensure that Persons with disabilities can enjoy their rights.

8.   **In-built Affirmative Action:** Remember that impairments such as intellectual disability and learning difficulties are hidden. Plan to accommodate these groups by bringing onboard their care givers or creating a welcoming culture. Additionally includes budgets, programs and budgets that build the capacity of OPDs and public sector agencies for inclusive development.

9.   **Use Universal Design to develop services:** Universal design is a methodology that aims to develop services or projects used by a wider population. It makes services affordable. For example, if we are building a classroom and we plan for standard ramps even when the school has no children with disabilities, it means teachers who develop physical disabilities can thrive without changing the physical environment.

Findings

1.   Persons with Disabilities face several barriers that hinder their participation in public governance processes. These barriers generally range from an organization culture that generally does not support diversity and inclusion to slow implementation of laws and policies. Organization culture, for example, affects how duty bearers include Persons with Disabilities in their planning processes.
2.   Organizers of public engagement at County Governments do not plan for sign language interpretation. Consequently, persons with hearing impairments are left out of public governance processes.
3.   Accessibility of meeting spaces is still a challenge. While County Governments have devolved public engagement forums to the wards, some words are expansive making the venues inaccessible. The actual meeting spaces also are inaccessible.
4.   County Governments have very low budgets for Disability Inclusion. For example, three County Governments reported that the Department of Public Participation is never given budgets by the County Assembly for Disability Inclusion.
5.   There is low participation of Persons with Disabilities in County Governance processes. In some County Governments, OPD leaders are invited to meetings as a pathway to compliance with the law. As a result, Persons with Disabilities expect to be invited before attending public engagement forums.
6.   OPDs and Persons with Disabilities face several challenges accessing information on public engagement. First, the information rarely reach them on time. Secondly, the information is not accessible particularly for Persons with Visual impairments who need information either in braille, audio or on accessible websites. Thirdly, information is distributed on one or two channels, mostly through the sub County Administrators or the Print and electronic media. These channels are often not tailored for diverse groups of PWDs. Finally, information is bulky and complex making it difficult for many people to understand.
7.   OPD leaders often act as information censors. They do not disseminate information received to their members. As a result, only a handful of OPD leaders attend public engagement forums.
8.   Feedback is missing. Many OPD leaders feel that their input is for compliance since they are unable to determine if their input has any influence, if at all.
9.   Even among OPD leaders, awareness on social accountability is very low.

Conclusion

Section A has described public participation, its legal grounding, and benefits of inclusive public engagement. Public sector agencies that organize public engagement have an obligation to organize inclusive and accessible public engagement. It is also the right of any citizen to demand and access accessible information on public engagement.

Section B: The Participation Score Card

The Public Participation Score Card has two sections. The first section describes that accessibility requirements for public engagement. It describes information accessibility and venue accessibility. This is the accessibility guideline. It targets duty bearers who should use it to organize accessible public engagement.

The second section is the actual scorecard which combines accessibility and social accountability. It has a checklist that duty bearers can use to measure their level of inclusion. OPDs can also use the scorecard to evaluate public participation processes and practices.

Information Accessibility

10.   **Information is a barrier to inclusive public participation.** Specific information barriers include access, timeliness, and accessibility.

   a. Access describes how an individual access/ interaction with the information. For example, information can come through the media or through OPD leaders. If I do not listen to radio, then I will miss the information. Duty bearers should use multiple channels to disseminate information and notices so as to reach as many citizens as possible.

   i. Post information on the website. The website should be accessible.
   ii. Send information through OPD leaders
   iii. Work with OPD leaders and caregivers to develop a plan on how to distribute information to various groups of Persons with Disabilities
   iv Use social media such as WhatsApp Groups or SMS to distribute meeting notices and agenda

   b. Timeliness considers whether an individual can get information early compared to closer to participation events. Disseminating information and meeting notices on time enable persons who have busy schedule to read. Persons with intellectual disabilities, learning differences and those with busy schedules greatly benefit when information is provided in time.

   i. Send information and meeting notices based on the law. For many County Governments this is 7 days. However, there is no harm if the information is sent early.
   ii. Use digital channels such as social media and the website as users can always refer to them in case, they lose the information. Local radio stations are good for notices because they can reach many people. However, they completely exclude Persons with Hearing Impairments.
   iii. Send reminders to social media and SMS at least three days before the event and on the event date. Always respect privacy and provide a way for citizens to opt out of SMS messages.

   c. Accessibility is about the formats tailored to the specific needs of citizens. For example, Persons with Visual impairments need information in braille or audio while those with hearing impairments can use standard written word or video as opposed to spoken language. Persons with intellectual disabilities and learning difficulties require information in simple language. People with low literacy also benefit when information is provided in a simplified form. Deliver information, where possible,

in local language or dialect.

- **i.** Work with OPD leaders and caregivers to determine accessibility needs of different disability groups.
- **ii.** Both meeting notices and information should be written in simple language.
- **iii.** Plan for audio, video and braille.

Accessibility of Written Documents

11. **Avoid Jargon and Abbreviations:** Written documents are the most common form of documents used in public engagement. Such documents include meeting information notices, Public Engagement Reports, presentations, information booklets, budgets, policies, and legislation briefs. These documents should meet the following qualities:

- **a.** Written in a simple language free from jargon, abbreviations, and technical terms. In some reports this may be difficult to achieve. However, based on the spectrum of participation, it should be possible to package the information in a simplified way.
- **b.** Highly summarized, especially those written in braille as brille is a heavy language.
- **c.** Well formatted including good use of paragraphs, spacing and color.
- **d.** Distributed to citizens in time
- **e.** Available in multiple formats to ensure that diverse citizen groups can access them.

12. **Use simple Everyday Language:** The language and style of writing for all written documents should be simple. This is because not everyone can read and understand normal language due to low levels of literacy, disability, or old age.

- **a.** Do
- **i.** Use Everyday Language
- **ii.** Write in simple short sentences
- **iii.** Clearly show sections and titles
- **b.** Do Not
- **i** Use jargon, technical terms or abbreviations. If it is necessary to use technical terms and abbreviations, provide a glossary and definitions of terms.

13. **Format your documents well:** Format both digital and printed documents to make them easy to read. Consider issues such as font size, font, line spacing, use of bold, italics and color contrast.

- **a.** Do
- **i.** Use appropriate and easy to read fonts, font size, color and contrast. Use font size 12 or higher and use standard fonts such as Arial.
- **ii.** Include large prints to include persons with low vision
- **iii.** Ensure website content is accessible. Work with web designers to ensure that your website meets the Web Accessibility standards.
- **iv.** Use appropriate line spacing
- **v.** Print documents on higher contrast and quality paper. Where possible avoid color printing entirely and use black on a white paper.
- **b.** Do Not
- **i.** Use multiple colors or low contrast
- **ii.** Use capital letters (they look similar) or excessive use of italics

iii. Fully justify documents. Instead use left justify
iv. If possible, avoid printing documents in color.

14. **Provide information in multiple formats and channels.** Planning for diversity brings diverse perspectives into the planning and project implementation processes.

a. Do
i. Disseminate meeting notices and documents on multiple channels such as radio, SMS, Website, social media, through Organizations of Persons with Disabilities. This way you can reach more citizens.
ii. Provide information in multiple accessible formats such as braille, audio, video, web content and infographics.
iii. Develop popular versions of the documents targeting specific citizen groups who may be left out.
b. Do Not
i. Invite citizens to the engagement process. Spontaneity adds to the quality of participation and provides opportunities to learn on how to bring marginalized groups onboard.

15. **Provide information (including meeting notices) on time, preferably 14 days before the meeting date.** While compliance with the law is good, going an extra mile to provide information on time is very good for persons with learning difficulties who may read slowly and require extra time to understand.

Accessibility of Spoken Words

16. **Avoid Complex Discussions:** Spoken language in public meetings should consider that some citizens have learning difficulties and may therefore find it difficult to follow or understand complex conversations.

a. Do
i. Speak slowly or moderately in simple sentences
ii. Use body language effectively
iii. For sign language, ensure the interpreter uses the Kenyan Sign language. Ask participants with hearing impairments if they understand the sign language and whether they are comfortable Include
iv. caregivers of Persons with intellectual disabilities into the conversation
v. Use multimedia including video and voice overs Create a good environment that is participatory
vi. Do Not
b. Use vulgar language. Be careful that different words may have underlying meanings in some
i. cultures.

Braille and Audio

17. **Plan to Include Persons with Visual Impairments:** Planning for Braille is the easiest way to include Persons with visual impairments into public governance. Braille is a form of written language used by people with visual impairments. In rural areas where technologies such as smartphones or tables are not available, braille presents the only realistic way of providing access to information for the visually impaired.

a. Do
i. Work with organizations of the visually impaired to learn how to access braille transcription services.

ii. Provide at least 5 copies of braille document by availing them at the Ward office or the nearest organization of Persons with visual impairments.

iii. Complement braille content with digital content and an accessible website (with large print and a screen reader)

iv. Develop audio (easily done on any modern computer). This can be used instead of braille or to support those who can read braille (one needs to go to school to learn braille, just like we learn English).

1. You need to think carefully when doing audio because tables, statistics and even images may be difficult to describe.

2. When recording, speak clearly with even intonation and emphasize keywords. Repeat keywords if necessary.

b. Do Not

i. Share images as content. Screen readers are unable to read content on images.

Accessible Meetings and Presentations

Planning Accessible Meetings

18. **Plan accessible Meetings:** Planning an accessible meeting ensures that participants can air their views based on knowledge. An accessible meeting has the following qualities:

a. The meeting organizers have a clear objective and know the target citizens they need to consult.

b. Organizers already know the level of participation they need – inform, consult, involve, collaborate and empower. Ideally, organizers should target higher levels such as collaborate and empower. See Appendix XXX for the spectrum of participation.

c. Information and meeting notices are distributed on time and widely to reach as many citizens as possible. This adds diversity and empowers citizens to participate effectively.

d. The meeting venues are deliberately selected to ensure they are accessible and near the target citizens. Venue accessibility means that all citizens can access the venue and its facilities. Indicators of an accessible venue include presence of ramps or lifts, natural lighting in meeting rooms, accessible sanitation facilities

e. Organizers jointly plan with Organizations of Persons with Disabilities. This brings onboard knowledge of minimum accommodations and inclusion practices that support marginalized groups such as those who are deaf blind or have intellectual disabilities.

f. Organizers have planned for sign language interpretation to include Persons with hearing.

g. Organizers have built internal capacity for presenters who are able to provide a good and open meeting atmosphere.

h. Organizers and OPDs have a genuine desire to improve the decision making process. While transport reimbursement for OPD leaders is a good affirmative action, it is not sustainable. Instead, planners should focus on programs that increase the capacity of PWDs to access education and livelihood opportunities.

Including Persons who are deaf/ or hard of hearing

19. **Plan for sign language interpretation.** Discussions in public engagement forums use spoken communication. The only way to include Persons with Hearing impairments is through sign language interpretations.

a. Do
i. Plan for sign language irrespective of whether you expect persons with hearing impairments or not. Majority of citizens with hearing impairments do not attend public forums because they "know there is no sign language".
ii. Employ qualified sign language interpreters. Always arrange for backup interpreters.
iii. On a bare minimum plan for two sign language interpreters.
iv. Speak in clear precise language free from jargon. Jargon is not just difficult for sign language interpreters; it is also difficult for young citizens, those with learning and intellectual disability as well as those with low literacy levels.
b. Do Not
i. Employ non-qualified sign language interpreters
ii. Organize meetings without sign language interpretations

Including Persons who are Deaf Blind

20.   **Work with Caregivers and Organizations of the Deaf and Hearing Impairments:** Including Deaf Blind in public engagement is a challenge but it is possible. Deaf blindness is a dual sensory loss of visual and hearing. The specific barriers they face include communication, mobility and social interactions. Note that some people may have low vision and hard of hearing. There are many strategies that can achieve this including:

a. Identify the deaf blind in your area and work with their organizations to learn how they can be included.
b. Venues should be spaces where there is control over lighting and sound to cater for those with low vision or hard of hearing.
c. Ensure written materials have high contrast, with large print and sans serif fonts.
d. Identify communications supports such as sign language, lip reading, speech to text or a combination

Including Persons with Visual disabilities

21.   Accessible information is the biggest challenge facing Persons with Visual impairments. Some people are blind and need information in digital accessible formats or audio while others have low vision and need information in large print. Other accessibility challenges include the physical environment of venues which limit mobility and lighting.

a. Dos
i. Ensure the website is accessible, complete with screen readers and accessible fonts.
ii. Plan for braille, especially in rural settings where smartphones and braille devices may be difficult to obtain.
iii. Organize meetings in accessible venues with ramps or where lifts have braille buttons and audio.
iv. Ensure meeting rooms have natural light
v. Work with organizations of Persons with Visual impairment to learn about various minimum accommodations available.
vi. Provide summarized information that is easy to ready. Braille is a physical language that is very bulky.
vii. Use technology such as text to speech and screen readers. Such devices should be availed to each sub county.

Including Persons with Intellectual Disabilities

22.   **Work with Caregivers of Persons with Intellectual Disabilities.** It is possible to include persons with intellectual disabilities by working with their organizations and caregivers. Affirmative action is especially important because Persons with Intellectual disabilities have limited capacity for self-advocacy.

23.   **Provide information in time and in simple language.** This is beneficial to many groups including those with learning differences, those with low literacy and the elderly. Follow the guidelines described in Section B of this guide on information accessibility.

- **a.** Dos
- **i.** Recognize caregivers as a legitimate source of information representing Persons with Intellectual Disabilities.
- **ii.** Work with Caregivers to plan public engagement activities.
- **iii.** Use special focus group discussions bringing together caregivers and policy makers.
- **iv.** Ensure information is provided in time and it meets all the requirements of accessible information including use of simple language.
- **v.** Recognize that the needs of Persons with Disabilities vary across different disability types. For intellectual disabilities, the accommodations are even more varied.
- **vi.** Provide feedback to build the confidence of caregivers (this is good for everyone).

Including Persons with Psychosocial Disabilities

24.   **Recognize Stigma as barrier to participation:** Persons who have psychosocial disabilities face a lot of stigma and labelling including in some of the Kenyan laws such as the penal code. Often, they are labelled as "mad" or of "unsound mind". This denies them access to services and supports.

Dos
- **a.** Identify organizations and groups that bring together Persons with psychosocial disabilities and
- **i.** involve them in planning public engagement.
  Create a good environment during debates that promotes respect and diversity.
- **ii.** Learn about stereotypes that propagate stigma and build the capacity of your staff to respond
- **iii.** better to underlying factors that perpetuate stigma and exclusion.
  Create community awareness including on services (access to medication, counselling and
- **iv.** livelihood opportunities) and support mechanisms available for at community level.
  Discuss with their leaders and specific individuals on disclosure. Some people want to disclose
- **v.** their mental health conditions as part of self-advocacy while others fear the accompanying stigma.

- **b.** Do Not
- **i.** Use derogatory language during meetings. Depending on the local context, some words may have different meanings.

The Meeting Atmosphere

25.   **Create friendly meetings:** A friendly and open meeting atmosphere enables participants to contribute effectively. Presenters must be open and transparent and genuinely encourage participants to be part of the meeting.

26.   **Include Women with Disabilities:** Include a dedicated focus group of women with Disabilities. Their voices may often remain silent. Other strategies may include working with women leaders from Disabled Persons organizations.

27.   **Plan meetings with Leaders of Organizations of Persons with Disabilities.** OPD leaders have acquired a lot of knowledge on how best to mainstream disability services. Exchange knowledge and learn about practices that include Persons with Disabilities. This is particularly useful for impairments such as deaf blind, intellectual disabilities and learning differences.

28.   **Build the Capacity of organizers:** Building the capacity of the staff that organize public engagement is beneficial in many ways including in building their capacity to listen to and include marginalized groups into their planning processes.

Section C: Accessibility Auditing

29.   **Consider developing legislation on Information Accessibility:** A policy on information accessibility is a good starting point. Adding accessibility into the County Disability Laws or organizational policies can go a long way in enhancing accessibility. This provides a legal or policy framework for implementing organization wide accessibility by providing budgets for training and developing accessible content.

30.   **Accessibility Training is important:** Train the staff who organize public engagement on accessibility including how to develop and audit accessible websites, written documents and use of accessible spoken language.

31.   **Carry out Annual accessibility Audits:** Accessibility audits are an evaluation carried out to determine how well an organization or its products and services supports the needs of its users. For organizers of public engagement, accessibility audits can be used to improve the process by determining how well information and venues respond to different groups of citizens including those with disabilities. For example when a website or digital assets are accessible, they support many citizens groups, staff and partners.

32.   **Accessibility Certification enhances service Quality:** County Governments and public sector organizations would greatly benefit from creating accessibility standards and using them to audit citizen services. International standards such as Web Content Accessibility Guidelines (WCAG), including WCAG 2.0 and WCAG 2.1can be used to audit websites and digital content.

Use the Accessibility Scorecard to audit your accessibility efforts

Goal: Public Sector organizations have the capacity to organize inclusive public engagement	
Outcome 1: 5 Public Sector organizations have the capacity to organize inclusive public engagement by 2023	**Outcome 2:** 5 organizations of Persons with Disabilities have the capacity to carry out social accountability.
Outputs 1.1 County Governments and public sector organizations have the knowledge to plan inclusive public engagement.	**Output** 2.1 OPD leaders have knowledge of social accountability processes.
1.1.1 Train County Staff on planning inclusive Public engagement. **1.1.2** Train County Assembly Budget Committee on Inclusive Budgeting **1.1.3** Carry out annual accessibility audits **1.1.4** Support policy development / legislation on disability inclusion **1.1.5** Develop accessible Information Education and Communication materials on public participation **1.1.6** Share Public engagement information and notices with OPDs	**2.1.1.** Work with OPDs to develop inclusive social accountability tools **2.1.2.** Train 5 organizations of Disabled persons on social accountability **2.1.3.** Carry out annual social accountability and project audits

Public Participation Score Card

The participation score card is a checklist that duty bearers can use to measure their level of inclusion. OPDs can also use the scorecard to evaluate public participation processes and practices.

An automated scorecard is available in excel which also includes a summary of the scores, analysis and an action plan. The scorecard should be filled jointly with ODPs to provide opportunities for learning. Action plans should be shared with top management to get their buy in.

	Level 1	Level 2	Level 3	Level 4	Baselin e Score	Progres s Score	Final Score	Comment s
Domain 1: Governance								
Does the entity have a written disability inclusion policy or legislation such as a disability ACT? Is the Policy orDisability ACT fully implemented	We have nodisability legislation or policy and theNational legislations have not been implemented	We have a disability legislation / policy but its implementation is below 30%. The National Disability legislations arepartially implemented	The Disability policy /legislation isfully implemented. An annual budget is provided for implementing the policy including training and advocacy	The policy is regularly reviewed and audited and lessons incorporated	1	2	2	

Are the top managers committed to disability mainstreaming ? How many top managers have been trained in disability inclusion? Is their commitment visible in programming and budgets?	Top management have no overt commitment to disability mainstreaming. No top managers havebeen trained orsensitized on disability equity	A one off training was given to the top management on Disability equity.	Top management promotes disability inclusion. There is a disability inclusion strategy / policythat commits top management to include	Top management uses a rights-based approach and works with organizations ofPersons with Disabilities as legitimate voices of PWDs	2	2	2	
Is the entity implementing National laws such as the Disability ACT?	We consider Disability as a Natioinal Government mandate. Consequently, no efforts are made to implement the Disability ACT.	The National Disability laws are partly implemented.	We have developed a strategy / policy on disability inclusion in line with National and international legislation. Persons with Disabilities have equal rights and benfit from affirmative action in access to services	We have fully implemented National laws on inclusion including inareas of political inclusion,	3	3	3	

Domain 2: Best Practices								
Data Collection: Does the entity collect disability disaggregated data? How does the entity use the Data? Have women with Disabilities been involved?	Disability data is not collected anywhere in the organisation.	In some situations data on disability is collected.	Disability data is collected consistently in all public engagement activities	Disability data is collected consistently, and is disaggregated by gender, age and type of disability.	2	2	3	
Collaboration : Is the entity proactive in working with organizations of persons with Disabilities?	We do not work with Organizations of Persons with Disability. The working relation is often contentious and based on the whims of individual staff	We have minimal contact with Organizations of Persons with Disability. We consistently work with known ODPs mostly for compliance purposes	We have a clear strategy for working with ODPs. We value diversity and regularly work with various groups. We always create opportunities to meet new groups	We jointly plan with ODPs and provide minimum accommodations to marginalized groups including the Deaf Blind and those with intellectual disabilities	1	1	2	

Inclusion: What is the ratio of marginalized groups who attaend or contribute in public governance processes? Are Persons with intellectual Disabilities participating?

We do not have this data or the number is negligible.

only about 1% of persons with Disabilities attend public engagement forums.

2-3% of persons with Disabilities attend publiu cengagement forums.

Women with Disabilities and Persons with intellectual disabilities and their organizations regualrly attend public engaement forums

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Feedback: Do persons with disabilities report a positive experience with regards to the care they have received?	The number of persons with disability that reports a positive experience is negligible or there is no data or mechanisms for collecting citizen feedback	A few persons with disabilities report a positive experience of public engagement practices.	More than half of the persons with disabilities report a positive experience of public engagement. There are mechanisms for collecting feedback from citizens and providing feedback to citizens	Marginalized groups including Persons with Intellectual Disabilities, Deafblind and women with disabilities report positive experiences. Data is collected, analyzed and shared with organized groups and decision makers	2	3	3	
Domain 3: Quality of Participation							
Does the entity work with OPDs to raise awareness on Disability inclusion among staff? How many OPDs are involved? Howmany awareness campaigns are carried out in a year?	We do not work with OPDs and we have not created any disability awareness among our staff	We have carried out a one off awareness creation on disability inclusion for staff. Only a fewOPDs have been involved.	We work withdiverse OPDs to create awareness on Disability inclusion. Disability awareness is built into our planning processes or is including in our disability policy / legislation	5-10% of staff have received training in disability equity. Women withDisabilities and organizations of Persons with Disabilities are regularly involved in creating disability awareness and advocacy among staff	2	2	3	

Does the entity train PWDs and their organizations social accountability?	We do not plan nor have we trained OPDs on social accountability	1-3 ODPs have been trained on social accountability	ODP empowerment is used as an inclusion strategy on public engagement. We regularly seek out ODPs and involve them in planing and evaluation development projects	Persons with intellectual disabilities and theirorganizations are involved in social accountability of development and planning processes	1	2	3	
What level of participation is most common? See IAP2 spectrum of participation	We inform citizens about our planning processes. Weprovide balanced and objective information to help citizens understand theproblem, alternatives and solutions	We keep obtain feedbackfrom citizens. We listen to and acknowledge citizen concerns and aspirations	We work directly with citizens to ensure their concerns are reflected in our development plans	We collaborate with citizens and empower them to make decisions	4	4	4	
Is Diversity inbuilt into the participation process? Is it arequirement toto include marginalized groups?	No inbuilt diversity, or diversity is recognized but implementation has not been realized	Yes, only marginal diversity has been achieved. Persons with Disabilities are involved but the quality of their participation is low	ODPs are involved in planning and evaluation processes. However, some marginalized groups have not been included	Marginalized groups including Persons with Intellectual Disabilities, Deafblind, mental disability and their organizations are empowered to participate. Data is collected, analyzed and shared with	1	1	2	

				organized groups and decision makers			
Does the entity measure the quality of community engagement? How diverse are the participants? Are marginalized groups participating?	We do not measure the quality of community engagement	Minimal data on engagement is collected. Thediversity of participants is not clear.	Data on community engagement is collected and analysed and insights used todevelop new inclusion strategies. Diversity is inbuilt into thedata measurement tools	Minimum accommodations are provided for women with disabilities, deafblind, intellectual disabilities and the aged.	1	2	2	

Domain 4: Affirmative Action							
Are affirmative action built intothe entity planning processes? What percentage ofthe budget goes to inclusion?	No affirmative action is planned. There are no specific budget for inclusion. Disability is viewed as national government function	No affirmative action but 0-1% of budget is allocated for inclusion of persons with disabilities in our services.	Affirmative action is inbuilt into programs and budgets	ODPs are involved in selecting affirmative actions including programs and projects	1	2	2	

Are organizations of Persons with Disabilities involved in making decisions aboutaffirmative action? What isthe diversity of the OPDs involved? Are they OPDs empowered to make the right decisions on affirmative action?	We do notinclude affirmative action in our planning processes.	Affirmative action is inbuilt into programs and budgets	ODPs are involved in selecting affirmative actions including programs and projects	ODPs are trained and empowered to select, review and audit the impact of affirmative action in programs, budgets and projects.	1	1	2	
Domain 5: Accessibility								
Do public Participation organizers proactively select accessible venues for public meetings? Selected venues are accessible on public transport, have access to ramps, accessible sanitation facilities and natural lighting	Organizers do not proactively select accessible venues	Some organizers have been sensitized on accessibility but venues are not always accessible. Only about 10% of venues were accessible in the last 1 year.	Organizers proactively select accessible venues. Over 50 % of venuesare accessible	All meeting venues are selected with accessibility in mind. Accessible venues are a policy requirement	2	3	4	

How does your organization disseminate meeting notices? Whichchannels are used? Do the organizers plan for accessible formats such as audio, video and braille?	Meeting notices are notregularly distributed on time. Traditional channels areused to distribute notices	We strictly follow the law. Notices are distributed on time but without any specific accommodation s for persons with Disabilities	We work with ODPs to plan the distribution of meeting notices. We send the notices out on time and follow up	We proactively work ODPs to develop accessible content including audio, Video and braille and distributethe notices using accessible channels	1	2	3
Is information accessible? Do you work with OPDs to develop and disseminate accessible content in public engagement?	Information on public engagment is provided as is. It is sometimes technical and bulky	We develop accessible information and summarize it fordifferent audiences	We work with ODPs to develop summarized and accessible information for different groups of persons with disabilities	All information on public engagement isdeveloped with accessibility in mind; All project staffs have knowledge on barriers associated with information access and how it affects different citizen groups	2	2	3
Is the website and information accessible?	The website and other information sources are not accessible.	The website is tested for accessibility andis partly accessible. Newsletters and information are made accessible on demand.	The website istested for accessibility and is fairly accessible. The option of getting newsletters and information in an accessible format is actively communicated.	Website is fully accessible and newsletters/brochure s are available in accessible formats. Key information is available in easy read format.	1	1	1

Question								
Does you staff have thecapacity to produce accessible information?	None of the staff members are trained to use, arrange for and produce materials and communications in alternative formats as applicable.	Sensitization to staff members are given to use, arrange for and produce materials and communications in alternative formats as applicable.	Some staff members are trained to use, arrange for andproduce materials and communications in alternative formats as applicable with external support.	Staff members are trained to independently use, arrange for and produce materials and communicationsin alternative formatsas applicable.	2	2	3	
Is sign language interpretation available?	No accommodation is made for people in needof sign language interpretation.	Sign language interpretation issometimes available.	Sign language interpretation isavailable on demand.	Sign language interpretation is always provided asan option.	4	4	4	
Domain 6: Accountability								
Does your organization collaborate with Organizations of Persons with Disabilities when planning public participation? Are caregivers recognized are legitimate representativesof PWDs?	There is no collaboration with disabled people's organisations, disability service providers (including government) and national networks on disability inclusion.	One or two staff members have had contact with disabled people's organisations, disability service providers (including government) and national networks on disability inclusion.	Some collaboration takes place with disabled people's organisations, disability service providers (including government) ornational networks on disability inclusion.	There is frequent contact and collaboration with disabled people's organisations, disability service providers (including government) and national networks ondisability inclusion.	1	1	2	

Do you proactively build the capacity of OPDs on Public Participations?	We have a poor working relationship with ODPs or there are no budgets for capacity building of ODPs	We have built the capacity of afew ODPs through training of OPD leaders	A budget forcapacity building of ODPs is available	ODPs have beentrained and empowered to be active members of the governance and decision making processes.	1	2	2	
Does your organization provide feedback on decisions made? Is validation process inbuilt into the planning processes?	No feedback is provided to citizens on their influence on the decision making process	We provide adhoc feedback to citizens on their influence ofthe decision making process and provide opportunities for organized groups to ask questions	We provide adequate information to enable organized groups to ask questions and demand accessto their rights	We create opportunities for participatory planning, budgeting, expenditure tracking and monitoring. We proactively empower ODPs of persons with intellectual disability to participate	1	1	1	
Does your organization regularly audit and evaluate participation and planning processes? Do you have tools such as citizen report cards and community scorecards?	No audit is available for agency planning processes. We do not have the tools to carry out auditing	Some form of auditing is available, the tools are available but auditing processes arenot mainstreamed into the public engagement processes	We regularly carry out internal audit ofthe participation process and use the insights to improve participation	We work with ODPs and organized groups to audit the participation process.	1	1	2	

Do you provide recourse mechanisms for citizens? How do citizens presenttheir complaints to decision makers? Are decision makers responsive to citizen queries	There are noclear mechanisms for citizens to provide complaints	There are recourse and feedback mechanisms forcitizens but citizens barely use them	We seek out citizen feedback and decision makers are obligated to respond to all citizen queries	Citizens can independently audit our processes and present findings. Decision makers are obligated to respond to all citizen queries	1	2	3	

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