Disability Mainstreaming of Built Infrastructure at the Kenya School of Government, Lower Kabete Campus

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Abstract

This study assessed the influence of various environmental factors on the successful mainstreaming of individuals with physical disabilities in educational settings. The study sought to identify specific factors within the physical, social, policy, educational, and technological environments of learning institutions, focusing on the Kenya School of Government – Lower Kabete Campus in March 2024. The study assessed the level and influence of environmental factors on the inclusion and support of students with physical disabilities, with the aim of informing interventions to enhance mainstreaming efforts, in line with promoting equity and access for all learners. The study adopted a quantitative approach for data collection using questionnaires and was complemented by overt photographs. It established that majority of the respondents were aware of disability, with a mixed perception towards built environment for persons with disabilities. The study also revealed low accessibility to critical buildings including lecture halls and lack of designated parking spaces for persons with disabilities. It recommends adoption of strategic priority initiatives aimed at enhancing physical infrastructure for persons with disabilities; fostering awareness and understanding of disability issues; establishing dedicated support services tailored to meet the diverse needs of persons with disabilities; and catalysing proactive measures aimed at enhancing accessibility, inclusivity, and support systems for persons with disabilities at Kenya School of Government - Lower Kabete Campus. Finally, it proposes increasing and demarcating signages for persons with disabilities infrastructure; and stimulating collaboration with disability advocacy groups, government agencies, and community organizations to leverage resources, share best practices, and advocate for systemic change.

Keywords: Accessibility; Built Infrastructure; Kenya School of Government; Persons with Disability; Social Inclusion

Introduction

A disability is defined as a physical, mental, or other known impairment or condition of the physique or mind that limits a person's ability to participate in social, economic, and environmental activities (Scheer & Groce, 1988). According to the World Health Organization [WHO] (2022), approximately 16% of the world's population live with disabilities. In Africa, between 60 – 80 million persons live with disability (WHO, 2024), a consequence of violence, birth defects, malnutrition, population growth, age, chronic diseases and pollution (Onderi & Otienoh, 2024). In Kenya alone, it is estimated that about 8.6 million citizens live with some form of disability, with nearly two-thirds of them residing in poverty (Kabare, 2018; GoK, 2020). Persons with disabilities encounter a myriad of obstacles that impede their full participation in society. These challenges include limited access to and control over resources, poor educational outcomes, pervasive stigma, low literacy levels, reduced employment opportunities, compromised health, heightened poverty rates, and marginalization from the development discourse (Jahan & Holloway, 2020; Shaban et al., 2024). The impact of these challenges extends beyond individual experiences to affect broader societal dynamics, hindering inclusive growth and sustainable development. The intersectionality of disability and poverty exacerbates the vulnerabilities faced by individuals with disabilities in Kenya and globally. Limited access to training and employment opportunities perpetuates cycles of poverty among this demographic, further marginalizing them from socio-economic advancement. Stigma and discrimination further compound these challenges, hindering social integration and exacerbating feelings of exclusion and isolation.

According to Kenya's National Report of the United Nations on PWD (UN Office of the High Commissioner for Human Rights, 2011) and Onderi & Otienoh (2024), disability in Kenya is sometimes viewed by some as a curse, taboo and a burden, with Persons with Disabilities (PWDs) being often concealed from the public and subjected to physical and psychological abuse due to ignorance, poverty and lack of awareness. This has made many of them unable to access education. The Government of Kenya through the PWD Bill (Kenya Parliament, 2023) and guided by the National Disability Policy (GoK, 2024), recognizes the fact that persons with physical disabilities require specific approaches to meet their education needs and thereby create an environment that enables stakeholders to function effectively and efficiently and makes a policy statement that the Government shall seek to improve access to education and information by Persons With Disabilities (PWDs). Article 54 of the Constitution of Kenya (GoK, 2010) requires that a person with a disability should have: access and facilitation in educational institutions, reasonable access to all places, and access to device material (GoK, 2010). Additionally, Chapter 4, Section 54, stipulates that PWDs are to be treated with dignity and esteem as opposed to demeaning them, especially as they also contribute immensely to the society. Moreover, The Parliament of Kenya established the National Council for Persons with Disabilities (NCPWD) to safeguard the rights of PWDs (UN Office of the High Commissioner for Human Rights (2011).

Against this backdrop, Kenya and the world at large have various policies, laws, and conventions that advocate for the recognition of PWDs. These legal documents underscore the need for formal educational institutions and facilities suitable for persons with disabilities, as well as the mainstreaming access to public transport, places and information (GoK, 2010). Kenya has enacted legislations, including The Persons with Disabilities Bill (Kenya Parliament, 2023) which reinforce these provisions by stipulating that "*No person or learning institution shall deny admission to a person with a disability to any course of study by reason*

only of such disability, if the person has the ability to acquire substantial learning in that course". Additionally, The Learners with Disabilities Bill [Senate Bills No. 3 of 2023] Republic of Kenya (2023) seeks to provide a proper legal framework to ensure the actualization of the right to basic education for learners with disabilities in Kenya at all three levels of education. Finally, multiple statutes of the United Nations including the UN Convention on the Rights of Persons with Disabilities and the UN Sustainable Development Goals (SDGs) mantra "*Leave no man behind*", call for recognition and integration of PWDs in all spheres of life i.e. SDG 4: inclusive quality education; SDG 8: inclusive decent work for all; SDG 10: reduce inequality within countries; SDG 11: inclusive cities and human settlements: and SDG 16: inclusive institutions (United Nations, 2012; 2019). These legislations underscore the imperative of creating an inclusive educational environment that caters to the diverse learning needs of students with disabilities, thereby promoting equitable access to educational opportunities.

These legal frameworks represent significant milestones in advancing the rights and inclusion of persons with disabilities in Kenya's educational landscape. However, despite these legislative efforts, challenges persist in the effective implementation and enforcement of these provisions, necessitating further research to understand the barriers and facilitators to disability mainstreaming in educational institutions. However, despite legislative measures and policy frameworks aimed at promoting inclusivity and equitable access to education for Persons Living with Physical Disabilities (PLWPD) in Kenya, there persists a significant gap in the implementation of these policies within learning institutions. This implementation deficit has resulted in barriers that impede the educational aspirations and professional opportunities of persons with physical disabilities, thus denying them their constitutional rights, watering down efforts of the PWD Bill, National Disability Policy, and other disability related policies.

The Kenya School of Government (KSG) is a formal tertiary institution mandated to enhance knowledge, skills, and competencies of public officials and thereby transform the Public Service into an efficient, innovative, and expert agency in national leadership and management, policy making and implementation, service delivery, and public engagement (Government of Kenya [GoK], 2022). Some of its core mandates include: i) Provision of training, consultancy and research services designed to inform public policy, promote national development and standards of competence, and integrity in the Public Service; ii) Promotion of continuous learning for public service excellence; iii) Facilitation and establishment of professional networks and think tanks that would develop and grow public sector leaders; iv) monitor, evaluate and communicate the impact of strengthened education and training programs for national leadership and management; v) Encourage pride and excellence in the Public Service and foster in managers and other public service employees a sense of the purpose, values and professional work ethic of the Public Service as stipulated in the Constitution and the relevant policies, laws and regulations; vi) Ensure public service officers acquire the analytical, creative, advisory, administrative and other managerial skills and knowledge necessary to develop and implement policy, respond to changes, including change in the expectations of efficient and effective service delivery, and manage Government programs, services and personnel efficiently, effectively and equitably; and vii) Training of managers and other public service employees to develop successful working relationships at all levels through leadership, motivation, effective internal communications.

These statutory provisions earmarked to be enjoyed by all members of the KSG and society, including the physically disabled. This study sought to access the status of physical built infrastructure at Kenya School

of Government – Lower Kabete Campus (KSG-LKC) and its potential impact on enrolment and stay of people with disabilities in the learning institution. It was guided by three specific objectives i.e. i) To determine perception on topography of physical amenities used by PWDs; ii) To ascertain the current level of facility/amenities accessibility for persons living with physical disability within the institution; and iii) To establish functionality of physical amenities at KSG-LKC. By examining these environmental factors, this research aimed to guide informed evidence-based interventions to enhance disability mainstreaming efforts in tandem with principles of inclusivity and equity advocated by the Kenyan Constitution (GoK, 2010). Additionally, the research has the potential to empower individuals with disabilities, improve their educational outcomes, and contribute to broader societal development agendas.

Accessibility to build environment is regarded as being pivotal to ensuring equity of participation for people with disabilities and has evolved internationally as a topic for concern over recent decades. The built environment can either facilitate or hinder full participation in mainstream society and is considered fundamental to integration, inclusiveness and equality for all as reflected in the United Nations Convention on the Rights of Persons with Disabilities (UNGA, 2007; Guide, 2014). Studies have shown that inaccessible to built education environments by PWDs restricts and inhibits their opportunity chances in accessing quality education, training and employment opportunities and ultimately economic status (Imrie & Kumar, 1998; Banda-Chalwe et al, 2014; Garcia-Mandico et al., 2022) and freedom to actively engage in daily life activities (Evcil, 2009; Iwarsson & Stahl, 2003). In Kenya like many global south nations, there is a paucity of data on perception of built environmental barriers on PWDs. This is despite accessibility to built environment being a right for every citizen (UNGA, 2007). This study sought to explore the accessibility, attitudes, and support services available at the KSG-LKC, a tertiary formal government institution, in line with fostering a more inclusive learning environment (Government of Kenya, 2010; Guide, 2014; Scheer & Groce, 1988; UNGA, 2007).

Methodology

The study embraced a mixed method approach. A qualitative approach to collect data and perceptions via individual digitized questionnaires complemented by quantitative overt photography were used. The study was conducted in March 2024. The variables sought from respondents included perception on building topography, built environment and functionality of measure adopted at KSG in disability mainstreaming vis-à-vis quantification of PWDs friendly infrastructure.

Sample size

The sampled population comprised of students and staff members, including both teaching and non-teaching personnel, at KSG, Lower Kabete Campus. The campus has a relatively moderate population per time based on human resource, its academic and administrative functions, and student population. During the sampling period, the total target population was about 250 participants.

The sample size was established obtained using Yamane (1967) formula, calculated as follows:

$$n = N/[1 + N(e)2]$$

Where:

n = the sample size

N = the population size and

Thus, the sample size of 153 people.

e = the margin of error (0.05), that is at 95% C.I or 5% confidence level.

Data Collection

Guided by the sample size, stratified convenience sampling was used to ensue equitable inclusion of all eligible individuals within the population. These included academic departments, administrative units, demographic characteristics and disability status. Data collection was done through semi-structured questionnaires were developed and administered to respondents. It included closed-ended questions with Likert scales, multiple-choice options, and demographic information. The questionnaire was piloted and pre-tested to ensure it conforms to validity (Kothari, 2004). The questions sought to establish knowledge, attitudes, and perceptions (KAPs) using guiding questions. The survey focused on assessing participants' perceptions of environmental factors affecting physical disability mainstreaming, including accessibility, attitudes, awareness of policies, and utilization of support services. Additionally, checklists or observational tools (overt photographs) were used to systematically assess and document the status of physical accessibility features within the campus environment, such as the presence of ramps, elevators, accessible restrooms, and other facilities supporting disability mainstreaming. The questionnaires were administered online through google form.

Ethical and Validity Considerations

Informed consent was sought from the respondents together with the assurance of confidentiality and privacy. Respondent confidentiality was also be assured in line with Kenya Data Protection Act (2019). The research recognised and acknowledged the important contribution of the respondents. The respondents had the option of stopping the questionnaire anytime they wanted, as no coercion was made. Additionally, prior to conducting the study, prior permission was obtained from KSG-LKC management.

Data Analysis and Presentation

The received data was cleaned and coded into SPSS statistical software for analysis. Quantitative data analysis involved descriptive statistics to summarize survey responses and comparative analyses to examine differences across demographic variables (Tabachnick et al., 2007). Data presentation involved tables, charts, and narrative summaries to communicate quantitative findings effectively (Creswell & Creswell, 2017), with overt photographs presented as plates.

Results

Socio-Demographic Characteristics of the Participants

Female respondents made the bulk of the study group (56.3%) with males being 43.7%, ensuring gender inclusivity. In relation to ages, all respondents were above 18 years of age. Those of ages 35 – 44 were the most dominant (51.6%), followed by 25 – 34 years, 45 – 50 years and above 50 years at 28.7%, 15.6% and 3.9% respectively, promoting intergenerational inclusion and succession planning. Most of the respondents (57.5%) had attained a degree as the highest level of education. Most of the respondents were students (75.1%) [Table 1]. Most of the respondents (94.7%) are tertiary education holders, thus affirming KSG's mandated to enhance knowledge, skills, and competencies of tertiary education public officials.

Table 1: Socio - Demographic characteristics of the participants

Characteristics	Frequency	Percentage (%)
Gender		
Male	67	43.7
Female	86	56.3
Age in years		
25 – 34	44	28.7
35 – 44	79	51.6
45 – 50	24	15.6
Above 50	6	3.9
Level of Education		
Secondary	8	5.2
College	20	13.0
Degree	88	57.5
Masters	34	22.2
PhD	3	2.0
Relationship with KSG (Lower Kabete)		
Academic staff	13	8.5
Support staff	21	13.7
Students	115	75.1
Visitors	4	2.6

Note: Percentages may not sum to 100% due to rounding

Awareness On Disability

A vast majority (98%) of the respondents were aware of disability while only a paltry 2% were unsure on what disability was.

Appraisal on Accessibility for PWDs at KSG, Lower Kabete Campus

Accessibility of the Physical Environment

Most of the respondents (60.1%) agreed that the slope gradients of ramps were user-friendly for PWDs. However, 17% of the respondents expressed disagreement and 22.9% showed uncertainty, suggesting that there may be areas of concern or variation in perceptions regarding the usability of slopes (Fig. 1). According to Sanford et al. (1997), the Americans with Disabilities Act (ADA) recommends a slope ration of 1:12 (for every inch of rise, you will need one foot of ramp). Additionally, it recommends that the maximum slope for manual wheelchairs be 4.8º while that of power chairs be 7.1º. In relation to perception on the texture of ramp surfaces, many of the respondents (64.7%) affirmed that they were conducive for mobility for PWDs, with 21.6% expressing disagreement and 13.7% being uncertain. Additionally, an appraisal on pedestrian walkway surfaces revealed a mixed response. Most of the respondents (65.4%) agreed that the surfaces are conducive for PWDs', with 12.4% expressing uncertainty and 22.2% disagreeing. This inconsistency or inadequacy in the design and maintenance of pedestrian walkways, warranting closer attention and remedial action.
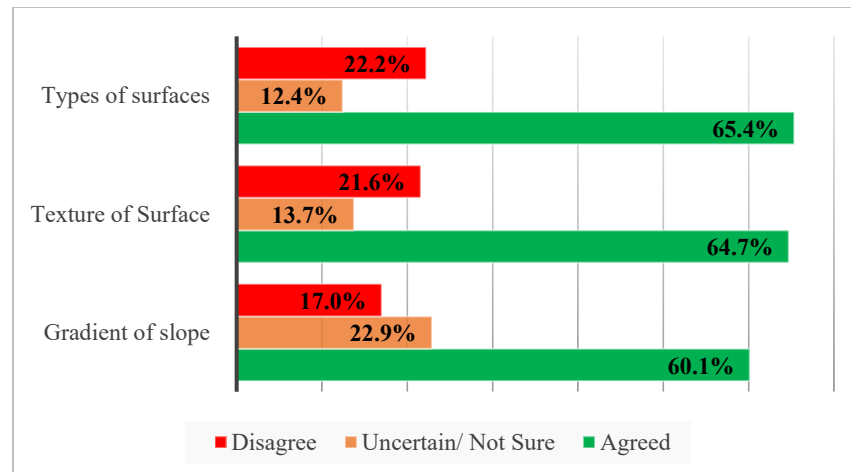
Figure 1: Respondent perception on ramp, surfaces, texture and slope of built infrastructure for PWD use

In examining the accessibility of built environments, the study collected data from across various facilities, including parking spaces, administration block, lecture halls, hostels, washrooms, staff quarters, dining halls, library, and open spaces.

Accessibility to Parking Spaces

Most of the respondents (71.2%) expressed agreement regarding the accessibility of parking spaces for PWDs. Conversely, a notable but smaller proportion, comprising 8.5% of respondents, reported disagreements, while 20.3% expressed uncertainty. These figures conflict with a previous study by Onsinyo (2018) which established that higher inability of PWDs in accessing parking spots in Meru County university libraries (84%). However, upon counting the designated PWD parking spaces, the study revealed that out of the 200 parking spaces, none was dedicated to persons with disability. The study revealed that KSG-LKC has attempted to have dedicated signages on wayfinding for PWD parking though these were not adhered to. Additionally, the parking space is not well marked with international symbol for PWDs (plate 7, 8, 9). This is unlike previous finding by Gichuhi et al. (2021) which established that Kenyatta University reserves spacious parking slots for PWDs with additional pick up and drop off zones.

On further probing on whether KSG-LKC's interventions to provide designated parking spaces for PWDs as this could potentially increase PWD staff recruitment and student enrolment in the institutions as it encourages inclusion, majority of the PWD respondents (68.6%) affirmed that designated parking spaces would have a positive impact. However, 19% the PWD respondents expressed uncertainty regarding the impact of these interventions while 12.4% disagreed (Fig).

Accessibility to the Administration Block

A significant majority of respondents (86.3%) expressed satisfaction with the accessibility of the administration block. This strong agreement among participants indicates a high level of perceived accessibility within the institution. Conversely, a smaller but notable proportion, comprising 5.9% of respondents, expressed uncertainty regarding the accessibility status of the administration block for persons with disabilities (PWDs). Additionally, 7.8% of participants reported dissatisfaction with the accessibility of the administration block by PWDs.

Accessibility to the Lecture Halls

Respondent data regarding the accessibility of lecture halls presented a more nuanced picture, with 61.4% of respondents expressing satisfaction through agreement, 17.6% indicating dissatisfaction, and 20.9% reporting uncertainty. This indicates a mixed perception among participants regarding the accessibility of lecture halls for persons with disabilities (PWDs). Furthermore, when queried about the impact of ramps in lecture halls on accessibility for PWDs, responses were as follows: 64% of respondents agreed or strongly agreed with the positive impact of ramps, while 16.3% disagreed. Additionally, 19.7% of participants were uncertain about the impact of ramps in lecture halls. Despite the variability in responses, the majority acknowledging the positive impact of ramps highlights their importance in enhancing accessibility for PWDs within lecture halls.

Accessibility to Hostels

Accessibility to hostels garnered a relatively lower level of satisfaction, with only 36.6% of respondents expressing contentment. 25.5% of the respondents were uncertain and were perceived to be day-scholars (not residing in the halls) while a majority (37.9%) were dissatisfied. This high number potentially suggested significant concerns regarding accessibility in residential facilities.

Accessibility to Washrooms

Washrooms at the institution received a moderate level of satisfaction, with 69.3% of respondents expressing contentment and 15% expressing uncertainty. The remaining 15.7% were dissatisfied on restroom accessibility and related infrastructure. Further querying of respondents on the impact of designated washrooms on physical disability mainstreaming, responses were as follows: 42.5% of respondents expressed a positive impact, while 32.7% disagreed. The remaining 24.8% were uncertain.
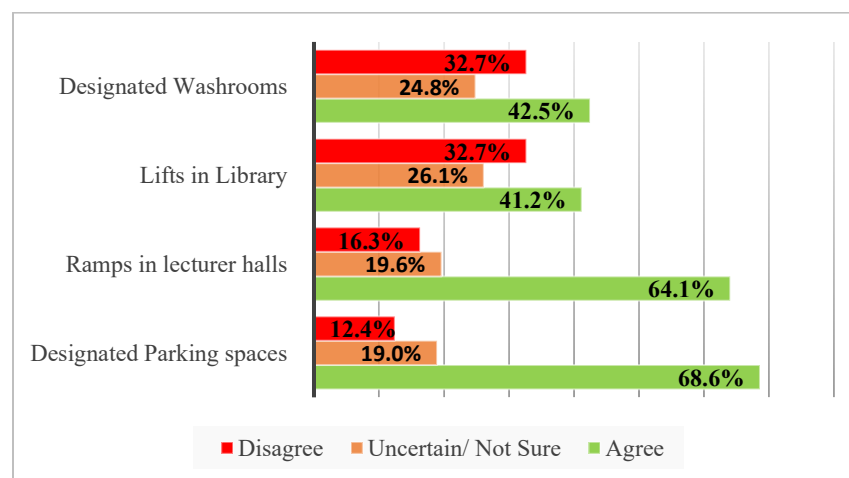

Figure 2: Respondent perception on functionality of built infrastructure at KSG-LKC by PWDs

Accessibility to Staff Quarters

A proportion of 12.4% participants expressed dissatisfaction with the accessibility of staff quarters, with a majority 64.1% registered uncertainty. 23.5% of the respondents however were satisfied. The large number of uncertain respondents were attributed to non-staff respondents who have not had the opportunity to stay in or visits staff quarters.

Accessibility to Dining Halls

Dining halls were perceived positively in terms of accessibility and accommodation of PWDs, with 67.3% of respondents expressing satisfaction, 20.9% expressing uncertainty and 11.8% expressing dissatisfaction.

Plate 1: Marked PWD Washroom in Margaret Kobia Hostel

Plate 2: Robe hook of PWD washroom at Habel Nyama Library is out of reach for PWDs on wheelchairs

Plate 3: Inaccessible Fire Assembly Point to some PWDs

Plate 4: PWD washroom at Habel Nyamu

Plate 5: Lift not working and impacting access to the Habel Nyamu Library

Plate 6: Mekatilili hostel lacking accessibility ramps

Plate 7 Unmarked dedicated parking, only 1 is available in the entire KSG – Lower Kabete Campus

Plate 8: Disregard of the PWD parking and denying accessibility

Plate 9: Blocking of PWD parking

Plate 10: No PWD ramps to adjacent toilet from Masai Mara Hall / main gate entrance

Accessibility to Open Spaces

Open spaces received a mixed response, with 61.4% and 8.5% of respondents indicating satisfaction and dissatisfaction respectively, whereas 30.1% of the participants were uncertain. While there are positive indications of accessibility for PWDs within the KSG-LKC, the findings highlight the importance of ongoing assessment and improvement efforts to ensure a universally accessible environment. The study is in congruence of previous work by Tesemma & Coetzee (2022) that African institutions are making strides in accommodating PWDs in accessing open spaces.

Accessibility to Library

While most respondents 60.1% expressed satisfaction with the accessibility of the library by PWDs, 15% were dissatisfied while 24.8% were uncertain. A further question on the status of use lifts in the library by

PWDs, 41.2% registered satisfaction, 26.1% were dissatisfied and the remaining whereas 32.7% registered uncertainty (fig).
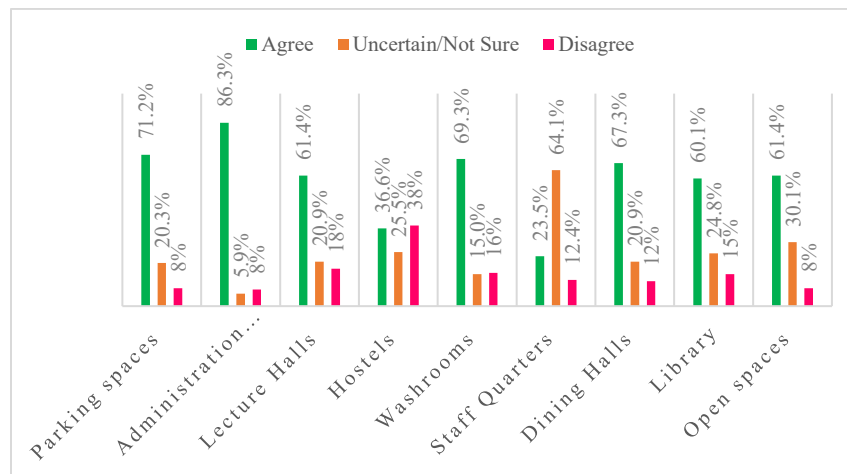

Figure 3: Respondent perception on built infrastructure in KSG-LKC by PWDs

Addressing areas of concern identified through this research, such as variations in slope gradient usability, surface texture, and pedestrian walkway design, those related to hostels and staff quarters and lecture halls, can contribute significantly to enhancing the overall accessibility and inclusivity of the campus for PWDs. Such initiatives align with broader efforts towards creating environments that prioritize the needs and rights of all individuals, regardless of physical ability, and foster a more inclusive and equitable learning environment at KSG.

Discussion

For proper inclusive education and accessibility of learning institutions by PWDs, it is imperative to implement interventions that promote physical disability mainstreaming to encourage equal enrolment and academic progress of persons living with disabilities. As the specific institution under study, KSG-LKC has made numerous remarkable steps towards physical disability mainstreaming. This chapter discusses the results of the study on effects of the environment to physical disability mainstreaming, giving a conclusion of the study and recommendations.

Level of Accessibility for PWDs Within the Institution

The level of accessibility for PWDs within KSG-LKC is influenced by various environmental factors. The study revealed that while there are pockets of accessibility available for PWDs though not fully integrated for full inclusion and participation of PWDs. For instance, the provision of designated parking spaces and cramps in certain areas signifies efforts towards enhancing physical accessibility. However, these interventions are often inadequate or inconsistently implemented, leading to uneven accessibility across different parts of the campus. Moreover, this research identified shortcomings in infrastructural design, such as inaccessible lecture halls and washrooms, which pose substantial barriers to PWDs' mobility and participation in academic activities. By addressing these challenges, the institution can strive towards creating a more inclusive and accessible environment for PWDs, aligning with national and international standards for disability rights and accessibility. This requires a multifaceted approach that encompasses not

only physical infrastructure improvements but also awareness-raising initiatives, disability sensitivity training, and the establishment of dedicated support services. Such interventions are crucial for overcoming the barriers faced by PWDs and ensuring equitable access and opportunities for all members of the campus community.

Identification of Challenges Faced by PWDs

The identification of challenges faced by persons with disabilities (PWDs) emerges as a crucial subtopic. These challenges encompass various aspects, including physical infrastructure accessibility, social inclusion, and institutional support mechanisms. Analysis of the collected data reveals a spectrum of challenges encountered by PWDs, ranging from inadequate facilities such as inaccessible undesignated parking spaces, lecture halls, and undesignated washrooms to barriers stemming from lack of awareness. Furthermore, the research underscores the profound impact of these challenges on the daily experiences and academic pursuits of PWDs. From navigating inaccessible environments to facing societal prejudices, PWDs encounter significant hurdles that impede their educational journey and overall well-being. By highlighting these barriers, the research brings attention to the urgent need for comprehensive support systems and inclusive practices that address the diverse needs of PWDs.

Intervention Responses to Needs of PWDs

In response to the identified challenges faced by PWDs at KSG-LKC, intervention strategies have been proposed to address their needs and enhance accessibility, inclusivity, and support systems within the campus environment. These interventions, informed by the available data, which provides insights into the specific barriers encountered by PWDs and the impact of these challenges on their daily experiences and academic pursuits.

One key intervention response focuses on improving physical infrastructure accessibility. The data highlights deficiencies in facilities such as parking spaces, lecture halls, and washrooms, which pose significant barriers to PWDs. In response, measures are being implemented to retrofit existing infrastructure and incorporate universal design principles into future construction projects. This includes installing ramps, elevators, and accessible signage to facilitate seamless navigation for individuals with mobility impairments. Additionally, designated parking spaces and accessible washrooms have been prioritized to ensure equitable access for all members of the campus community.

Another intervention strategy addresses social barriers to inclusion and participation. The data underscores lack of awareness surrounding disability issues, which contribute to the marginalization of PWDs within the campus community. In response, awareness-raising campaigns, are being implemented to foster a culture of inclusivity and acceptance. These initiatives aim to challenge stereotypes, promote empathy, and empower individuals to become allies in creating a more inclusive campus environment.

Comparison with Existing Policies and Guidelines

In comparing the findings regarding accessibility and support for PWDs at the KSG-LKC, with existing PWDs policies and guidelines in Kenya, it is crucial to assess alignment or misalignment with established frameworks. The assessments will take place in the following aspects:

Accessibility Standards: The findings of the research conducted at KSG-LKC, compare with accessibility standards outlined in the Kenyan constitution and relevant legislation. For instance, the Persons with Disabilities Bill (Kenya Parliament, 2023) mandates accessibility to public buildings and facilities, including educational institutions. Sections 8 and 19 of the Act stipulate the right to education for PWDs and require the provision of accessible infrastructure and facilities. The research findings show steady compliance to the above guidelines hence alignment.

Inclusive Education: The research findings also compare with national policies promoting inclusive education for PWDs. For example, the Special Needs Education Policy Framework (Republic of Kenya, 2009) which emphasizes the importance of inclusive education practices that accommodate the diverse needs of all learners, including those with disabilities. Despite the barriers noted in respect to this, it is worthy to note that there is an alignment to this policy at KSG as shown by the satisfaction in responses of the research participants. The availability of designated parking spaces and washrooms at the institution is a big step in line with the policy.

Conclusion

The study sheds light on the complex landscape of accessibility for PWDs within KSG-LKC. While efforts have been made to enhance physical accessibility through interventions like designated parking spaces and ramps, shortcomings in implementation and infrastructural design remain significant barriers to full inclusion. Moreover, social stigma, lack of awareness, and inadequate support mechanisms continue to impede the participation of PWDs in academic and social activities. Moving forward, it is imperative for KSG-LKC to prioritize comprehensive strategies that address the multifaceted nature of accessibility challenges. This includes not only further improvements to physical infrastructure but also the implementation of awareness-raising initiatives, disability sensitivity training, and the establishment of dedicated support services. By embracing inclusivity as a core value and actively working to remove barriers, the institution can create a campus environment that celebrates diversity, empowers individuals, and ensures equitable access and opportunities for all members of the community, regardless of ability (Opini,2010). Ultimately, the success of these efforts' hinges on collaboration among stakeholders, including policymakers, educators, students, and disability advocacy groups. Together, all persons can strive towards a future where accessibility is not just a goal to be achieved but a fundamental right upheld and protected, allowing every individual to thrive and contribute fully to the fabric of our society.

Recommendations

The study recommends KSG-LKC to adopt a comprehensive accessibility framework that addresses the multifaceted barriers hindering full inclusion of PWDs within the campus environment. This framework should encompass strategic initiatives focused on enhancing physical infrastructure, fostering awareness and understanding of disability issues, and establishing dedicated support services tailored to meet the diverse needs of PWDs. Additionally, KSG-LKC can explore action on low-hanging fruits such as increasing and demarcating signages for PWD infrastructure such as ramps and parking spaces, access to library and washrooms, in line with Disability Mainstreaming and Building Maintenance policies, if present. Finally, it is crucial for KSG-LKC to prioritize collaboration and partnerships with disability advocacy groups, government agencies, and community organizations to leverage resources, share best practices, and advocate for systemic change (Njeri & Smith, 2023). By committing to these

recommendations, the institution can demonstrate its dedication to creating an inclusive campus environment that celebrates diversity, promotes equity, and empowers all members of the community to thrive.

Areas for Further Research

- Establish the status of PWD infrastructure across all KSG campuses and institutional levels of mainstreaming.
- Investigate the role of technology and innovation teaching aids in enhancing accessibility and inclusion for PWDs within KSG campuses and settings.
- Explore the intersectionality of disability with other social identities such as socio-economic status to better understand the unique challenges faced by marginalized groups within the disability community.

Acknowledgement

Limitations

Four limitations were associated with this study. These were i) the small number of study participants; ii) only one KSG campus was appraised; iii) the short time the study undertook; and iv) only physical mobility disability was studied and not visual and hearing impairment. The study proposes future research that will include the participation of more students with disabilities, more appraisals from KSG affiliate institutions, and longer study times in a bid to get a more holistic picture of the situation.

Competing interests

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