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Right of Children with Disabilities to Primary Education in Uganda: A Case study of Kabale District.

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Abstract

Despite the introduction of Universal Primary Education (UPE) program in Uganda in 1997, children with disabilities (CWDs) have continued to fail to attain primary education. Therefore, this study looked at the right of children with disabilities (CWDs) to primary education in Uganda; it investigated the challenges concerning access to primary education of children with disabilities (CWDs) and how can the situation be improved. It was qualitative study that purposely involved 32 children, 8 parents, 8 teachers from 4 primary schools, and 8 district officials from Kabale district in Uganda. Data was collected through interviews and focus group discussions (FGD).

Results of the study revealed the following challenges that hinder CWDs from accessing primary education, indirect costs, child labor, lack of individual education plans, lack of teaching and learning materials, lack of teachers trained in special needs education, lack of community health personnel and educational psychologists. Lack of sanitary facilities in schools, negative attitudes by parents towards education of CWDs, lack of cooperation between schools and local communities especially local councils, large class sizes, wider accessibility issues, funding of special units and special schools at the expense of mainstream schools, lack of assistive devices and inadequate funds allocated to CWDs' education.

In the study, it is recommended that if CWDs are to access primary education, both the central government and local governments should make it mandatory for all new buildings to have ramps, put in place a sustainable community transport system, support CWDs' house holds with income generating projects. Provide lunch at school for pupils, school uniform and sanitary pads, put in place affirmative action for CWDs in all education institutions, amend the Education Act and PWD Act to allow compulsory recruitment of social workers and a provision for sanctions to parents who keep CWDs out of school, modify the training program for teachers and other personnel in the education system, improve the conditions of service for teachers, introduce child to child clubs in schools to reduce stigmatization of CWDs, and increase the education budget for special needs education.

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LIST OF ACRONYMS

ACERWC	African Committee of Experts on the Rights and Welfare of the Child.
ACHPR	African Charter on Human and Peoples' Rights
ACRWC	African Charter on the Rights and Welfare of the Child
BMCT	Bwindi Mgahinga Conservation Trust
CAO	Chief Administrative Officer
CRC	Convention on the Rights of the Child.
CRPD	Convention on the Rights of Persons with Disabilities.
CSBAG	Civil Society Budget Advocacy Group
CWDs	Children with Disabilities.
DEO	District Education Officer.
EFA	Education for all
FGD	Focus Group Discussion.
FTI	Fast Track Initiative.
ICESCR	International Covenant on Economic, Social and Cultural Rights.
IOB	Policy and Operations Evaluation Department (the Netherlands).
MDGs	Millennium Development Goals.
MOES	Ministry of Education and Sports.
MPs	Members of Parliament.
NGOs	Non-governmental Organizations.
NUDIPU	National Union of Disabled Persons of Uganda.
PLE	Primary Leaving Examinations.
PWDs	People with Disabilities.
SCDO	Senior Community Development Officer.
SDGS	Sustainable Development Goals.
SNE	Special Needs Education.
SPWO	Senior Probation and welfare Officer.
UBOS	Uganda Bureau of Statistics.
UCC	Uganda Communications Commission.
UN	United Nations.
UNESCO	United Nations Educational Scientific and Cultural Organization.
UNICEF	United Nations Children's Fund.
UPE	Universal Primary Education.
W H O	World Health Organization

1 CHAPTER ONE

1.1 INTRODUCTION

Universal Primary Education (UPE) program was introduced in Uganda in 1997, in order for citizens to enjoy the right to primary education. This followed the recommendation of the Education Policy Review Commission 1989.¹ Universal Primary Education (UPE) is defined as “the state funded universal primary education program where tuition fees are paid by government, where the principle of equitable access to conducive, quality, relevant and affordable education is emphasized for all children of all sexes, categories and in special circumstances”.² With the introduction of UPE, the government of Uganda increased support in form of funding and other facilities to the primary education sector.³

However children with disabilities (CWDs) especially in the rural setting need special type of facilities and resources which may not be provided under UPE, CWDs pose unique challenges to the UPE program which were not foreseen at the beginning of the program. There are many CWDs of school going age in Uganda who are not enrolled in primary schools, even the number of those who are enrolled in primary schools progressively reduces as they proceed to the upper classes of primary education.⁴ Therefore many CWDs do not enjoy their right to primary education despite the government’s efforts to provide education to all children in Uganda. The rationale for this study is to identify the challenges faced by parents of CWDs, teachers and local government in providing primary education to CWDs especially in main streams schools in Kabale District and investigate the experience of CWDs and why they are not benefiting from UPE, and how the situation can be improved.

1.2 Back ground.

The WHO/World Bank world report on disability of 2011 estimates that 15% of the world’s population has some form of disability.⁵ And almost 150 million children worldwide have different types of disabilities which include learning, speech, physical,

¹ Republic of Uganda, the Ugandan experience of UPE, 1999.

² Education Act, 2008, Article 2(1).

³ Juuko & Kabonesa, UPE in Contemporary Uganda, 2007.

⁴ Juuko & Kabonesa, 2007, p.51.

⁵ WHO/World Bank, World Report on Disability, 2011, p. 29.

cognitive, sensory and emotional challenges.⁶ The average global prevalence of moderate and severe disability ranges from 5% in children aged 0-14 years to 15% in children aged 15 to 18 years, both moderate and severe levels of disability are higher in low and middle income countries, and they are also higher in African countries than in other low and middle income countries.⁷

80% of the children with disabilities (CWDs) under the age 5 years worldwide live in developing countries.⁸ And most of them are in sub Saharan Africa.⁹ Child disability prevalence rate in these low and middle income countries is at 12.7%.¹⁰ Hearing loss, vision problems and mental disorders are the most common causes of this disability.¹¹ United Nations Children Fund also estimates the number of CWDs worldwide to be at 150 million, majority of them live in the developing world and have no access or limited access to formal education services.¹² In 2013, it was also estimated that the number of CWDs was ranging from 93 to 150 million worldwide.¹³

Many CWDs are excluded from the mainstream education opportunities, those who are lucky to receive education; receive it through separate special schools which usually target specific impairments such as schools for the blind.¹⁴ For example, according to UNICEF, in Africa only 5 % of CWDs attend Inclusive Education schools and 10% of CWDs go to Special Needs Education schools.¹⁵ Therefore this method of education involves segregating them into schools which are only reached by a small number of those in need. These schools are usually expensive, located in urban areas and isolate CWDs from their families and communities.¹⁶

⁶ Micheal et al, Disability Rights and Inclusive Development, 2013, p.280.

⁷ WHO, The global burden of disease 2004 update, 2008, p.34.

⁸ UNICEF, Children and Young People with Disabilities Fact Sheet, 2013, p. 17.

⁹ UNESCO, Education for All (EFA) Global Monitoring Report, 2010, p. 181-182.

¹⁰ WHO/World Bank, 2011, p. 36.

¹¹ WHO, The global burden of disease 2004 update, 2008 p.34.

¹² UNICEF, The state of the world's children, 2006, p.28.

¹³ UNICEF, Children and Young People with Disabilities Fact Sheet, 2013, p. 10.

¹⁴ WHO/World Bank, 2011, p.205.

¹⁵ UNICEF, Fast Facts - Day of the African Child: Uganda, 2012, p. 1.

¹⁶ UNICEF, The state of the world's children, 2006, p.28.

UNESCO indicates that 98% of CWDs in low and middle –income countries are not enrolled in schools.¹⁷ whereas WHO/World Bank estimate that the primary school completion for CWDs in low income countries at 45% for boys and 32.9% for girls compared to 55.6% and 42% respectively for boys and girls without disabilities.¹⁸ Only 10% of all CWDs are in school and of this number only half who begin, complete their primary education, many drop out of school after only few years because they are gaining little from the education system.¹⁹ This means that only 5% of all children with disabilities worldwide have completed primary school and CWDs in rural areas and poor urban neighborhoods are at a greater risk of not receiving primary education.²⁰

In sub Saharan countries like Malawi and Tanzania, disability increases the probability of children never attending school in their life time.²¹ In Malawi, Namibia, Zambia, and Zimbabwe, between 24% and 39% of children with disabilities never attend school.²² Globally only 10% of children with hearing impairment have access to schools; this shows that disability is among the causes of non-enrolment of children in schools.²³ Therefore according to these statistics, CWDs are less likely to start school, they have very few chances of staying in school and being promoted to the next class compared to their peers who are not disabled and this trend is more common in poor countries. This lack of access to education by CWDs reduces their chances of becoming productive in future and worsens their conditions as they are in most cases marginalized from society and remain invisible to the mainstream population and education officials. Lack of education at an early age also has a significant impact on the economic status of a person in adulthood.²⁴

In 1989, the Convention on the Rights of the Child was drafted, and it recognized the right to primary education for all children including CWDs.²⁵ In 1994, Salamanca Statement and Frame work for Action on Special Needs Education emphasized the right to all children to attend school including children with temporary and permanent needs for educational

¹⁷ UNESCO, *From Exclusion to Equality*, 2007.

¹⁸ WHO/World Bank, *World Report on Disability*, 2011, p. 207.

¹⁹ UNICEF, *Children and Young People with Disabilities Fact Sheet*, 2013, p. 20.

²⁰ UNICEF, *Children and Young People with Disabilities Fact Sheet*, 2013, p. 20.

²¹ Micheal et al , *Disability Rights and Inclusive Development*, 2013, p.281.

²² WHO/World Bank, 2011, p. 207.

²³ UNESCO, *Education for All Global Monitoring Report*, 2010.

²⁴ WHO/World Bank, *World Report on Disability*, 2011, p. 208.

²⁵ CRC, *Articles 28 & 29*.

adjustments to attend school.²⁶ This encouraged countries to put in place measures to increase the number of children with disabilities who have access to education. For example in 1997 United States of America enacted of Individuals with Disabilities Education Act Amendments which provided for access to education to children with disabilities, this consequently reduced unequal treatment of children with disabilities in the education system and increased their enrollment in schools.²⁷

Since 2002, Education for All partners have promoted the recognition of the right of CWDs to Inclusive Education.²⁸ In 2006, the Convention on the Rights of Persons with Disabilities (CRPD) was adopted and it guaranteed the right to primary education to CWDs, it encourages states to ensure an inclusive education at all levels.²⁹ It also obliges states parties to recognize the right of CWDs to education without any discrimination for example to ensure that CWDs are not excluded from free and compulsory primary education on the basis of disability.³⁰

1.3 Structure of the thesis.

The thesis is divided into four chapters. Chapter one will give a rationale for the study, a background to the study, research questions, scope of the study. A description of the sample selection procedure, population of the study, area of study and the methods used to collect data. It will also contain a description of methods used to analyze the collected data, consideration of credibility of the study and ethical considerations. Chapter two will explore the existing literature on the right to education of children with disabilities and clarification of the main concepts used in the study. Chapter three will provide the analysis and interpretation of the data collected according to the objectives of the study. Chapter four will contain the results of the research study and relevant recommendations for safeguarding the right to primary education of CWDs in Uganda.

1.4 Research question

What are the challenges concerning access to primary education of children with disabilities (CWDs) in Uganda and how can the situation be improved?

²⁶ UNESCO, Salamanca Statement and Frame work for Action on Special Needs Education, 1994.

²⁷ Micheal et al, Disability Rights and Inclusive Development, 2013, p.280.

²⁸ UNESCO flagship initiative on ‘The right to education for PWDs: towards inclusion’ 2002.

²⁹ CRPD, Article 24 (1).

³⁰ CRDP, Articles 7(1) & 24 (2) (a).

1.4.1 Sub questions

How does the policy environment affect access to primary education by children with disabilities (CWDs)?

What challenges do local governments face in providing primary education to children with disabilities (CWDs)?

How is inclusive education implemented under Universal Primary Education (UPE) program?

What is the attitude of parents towards inclusive education?

1.4.2 Scope of study.

The study will focus on primary schools where inclusive primary education is being offered in Kabale district in western Uganda. It will focus on two sub counties of Kaharo and Kashambya in order to compare the challenges of access to primary education by children with disabilities both in urban and rural areas respectively. The study will analyze the problems being faced by CWDs in the school environment and outside school that affect their access to primary education. It will also examine the initiatives by Kabale district local government and the various stakeholders in the education sector geared towards protecting the right to primary education of CWDs.

1.5 METHODOLOGY

In this section, I give a description of the sample selection procedure, population of the study, area of study and the methods used to collect data. I also describe the methods used to analyze the collected data and ethical considerations.

1.5.1 Research strategy.

Qualitative research methods, that is observation, semi-structured interviews, focus group discussions and document review were employed, this was because they are favored by case study which is the research design that was employed, these methods were particularly helpful in the generation of an intensive detailed examination of the case.³¹

³¹ Bryman, Social Research Methods, 2008, p.53.

1.5.2 Research design.

Research Design is a plan that guides one in carrying out the study from the beginning to the end.³² A qualitative approach taking an explorative-descriptive case study design was used. This approach was chosen for this study because it provides room for extensive narrative data which the respondents gave verbally.³³ This ensured that the issue was not explored through one lens, but rather a variety of lenses which allowed for multiple facets of the phenomenon to be revealed and understood.³⁴ It enabled me to answer “how” and “why” type questions, for example, why CWDs are not receiving primary education and how the situation can be improved. It also enabled me to gather data from a variety of sources and to converge the data to illuminate the case.³⁵ I selected a case study as the strategy to carry out this research study, because characteristics of a case study enable an investigation of a contemporary phenomenon in real-life context.³⁶

This case study of Kabale district in western part Uganda might not represent the whole country. But since Kabale district has both rural and urban schools and it is assumed that CWDs in the rural areas are the most negatively affected when it comes to enjoyment of the right to primary education, compared to those in urban areas where people are relatively rich. I can therefore, still deduce the generalizable assumption based on the findings of this research project.³⁷ This case study enabled me to collect sufficient data to answer the research questions.³⁸ I selected this case study because of the interest to better understand and explore the challenges faced in providing education services to CWDs in schools and communities at large.

1.5.3 Study population.

The study covered 4 primary schools, 2 teachers were selected per primary school, one from the lower primary class and another from the upper primary class, 32 children, both CWDs and their non-disabled peers were selected for focus group discussions. 8 parents, 2

³² Yin, Case Study Research: Design and Methods. 2003.

³³ Yin, 2003.

³⁴ Baxter & Jack, Study design and implementation for novice researchers, 2008, p.544.

³⁵ Baxter & Jack, 2008, p.556.

³⁶ Yin, 2003. p.13.

³⁷ Landman, 2006.

³⁸ Baxter & Jack. 2008, p.549.

parents from each of the selected schools, and 8 district officials were also selected to participate in the study; the total number of respondents was 56.

1.5.4 The sample

The respondents were purposefully sampled,³⁹ to ensure that respondents who are selected are stake holders in the education sector. Respondents included primary school teachers, district officials, parents of CWDs and CWDs themselves. All these are recognised as stake holders in the education of CWDs in Uganda. Purposive sampling was used on the basis of wanting to interview people who are relevant to the research question.⁴⁰ It was used in order to interview respondents assumed to be aware about education and disability issues, these included children, teachers who teach in mainstream schools and who had CWDs in their classes and district authorities who directly plan and supervise these schools. Teachers were selected also because they are mainly the people who handle the teaching in the classrooms and school environment and they face the actual realities and their role is important in providing education to CWDs.

Snowball sampling was used to contact respondents for whom there was no sampling frame.⁴¹ It was used to allow CWDs who were also be respondents to direct me to their parents and care givers who were the potential respondents, therefore parents were selected when the schools and children with disabilities had already been identified and children were contacted in order to reach their parents.

1.5.5 Methods of data collection

1.5.5.1 Document review.

Data from documents which were received from the school authorities, district education department and Education and Sports Sector Fact Sheets produced by ministry of education was analyzed. The analysis of such documents was important in this case study, because it corroborated with data received from other sources.⁴² Both central and local government policies and legislation regarding UPE were also analyzed. The researcher got data about the funds allocated to different schools and other activities beneficial to CWDs and the enrollment of CWDs in schools from the documents presented by school and district

³⁹ Patton, Qualitative research and evaluation methods. 2002.

⁴⁰ Bryman, 2008, p.458.

⁴¹ Bryman, 2008, p.458.

⁴² Yin, 2003. p.87.

authorities like school and class registers, budgets, development plans and books of accounts.

1.5.5.2 Interviews.

Semi structured interviews were conducted with respondents who included the district technical staff, that is Chief Administrative Officer (CAO), District Planner, District Education Officer (DEO), the Special Needs and Inclusive Education Officer, Senior Community Development Officer, and Senior welfare and Probation Officer (SPWO). District political leaders included Secretary for Education and Local Council Councilor for PWDS. At school level the key respondents were two teachers from each of the four selected schools. These key respondents were assumed to have the ability to answer questions related education of CWDs since they are stakeholders in the education sector. Interviews were also conducted with eight parents and care givers of CWDs.

The interviews generated responses to the questions that were abundant, in-depth and with details.⁴³ All respondents chose to be interviewed in their offices and each interview lasted between 40 to 80 minutes. Interviews were used because they are flexible,⁴⁴ they allow the researcher to depart from any guide that is being used. New questions were asked to follow up interviewee's replies and the order and the wording of questions was varied some times during the interviews. Interview guides were prepared before the actual interviews, they contained open ended questions which sought for considered answers and opinions and gave freedom to the respondents. This helped in obtaining honest answers because the respondents felt challenged to exercise their mind and participate freely in the exercise and this made them gain confidence. Answers to the open ended questions also acted as a check on what I had observed in the school, to ensure that there was consistency on the part of the respondents

I used a language that was compressible and relevant to the respondents who were being interviewed. All the respondents agreed to be interviewed from their offices. This gave me an opportunity to carry out interviews in settings that were quiet and private to avoid inconvenience.⁴⁵ The interviews were audio-recorded and transcribed, this was done in order not to get distracted by having to concentrate on getting down notes on what was said since

⁴³ Punch, Introduction to research methods in education .2009.

⁴⁴ Bryman, 2008, p.436.

⁴⁵ Bryman, 2008, p.442.

I had to be highly alert to what was being said, following up interesting points made, prompting and probing where it was necessary.⁴⁶

1.5.5.3 Observation.

I used observation and pictorial collection methods as tools to capture information especially in the primary schools.⁴⁷ I observed the type of school structures and the general school environment and pictures were taken in order to compare with the data that was collected using other methods, this enhanced confidence in the findings of the research study. An observation guide was constructed that explores elements like the class attendance to examine the extent of participation of CWDs in classroom situation and physical infrastructures like toilets, corridors, ramps. This provided for a detailed and context-related information and reliability.

1.5.5.4 Focus Group Discussions (FGD).

FGD were conducted with children, both CWDs and non-disabled children. These respondents were selected because they are right holders and they are the direct beneficiaries of the educational services. FGD help in exploring a research topic in depth.⁴⁸ I was interested in how the children responded to each other's views and built up a view out of their interaction that took place with in the group.⁴⁹ I was concerned to know how the group of CWDs and their non-disabled peers view inclusive education and challenges they face in the process of trying to receive primary education. Therefore a fairly unstructured setting for extraction of their views and perspectives was provided.⁵⁰

Participants were able to bring to the fore issues in relation to the topic they deemed to be important and significant. Participants often argued with each other and challenged each other's views, this process of arguing helped me to get more realistic accounts of what participants think because they were encouraged to think about and possibly revise their views.⁵¹ FGDs were recorded and subsequently transcribed, because it was difficult to write down what respondents said and also who said it.⁵² Four FGD were conducted, that

⁴⁶ Bryman, 2008, p.451.

⁴⁷ Collier & Collier, *Photography as a research Method. Revisited and Expanded Edition*?. 1986.

⁴⁸ Bryman, 2008, p.473.

⁴⁹ Bryman, 2008, p.473.

⁵⁰ Bryman, 2008, p.473.

⁵¹ Bryman, 2008, p.475.

⁵² Bryman, 2008, p.476.

is, One FGD with eight children in each of the four selected schools. Non disabled children were selected on the assumption that they had been in regular contact with CWDs thus knowledgeable about the challenges faced by CWDs. I moderated the discussions myself and probing techniques were used in order to stimulate the discussions and rapport was taken care of.

FGDs begun with an introduction where I thanked participants for coming and introduced myself, the goals of the research were briefly outlined, the reasons for recording were given and the format of focus group session was sketched out. At the end, i thanked participants for their participation and explained briefly what would happen to the data they had given me. Focus group guides were developed with pre-prepared open questions to guide the discussion and help in getting the required information from the focus groups. This method also gave children an opportunity to debate and examine the current UPE program at ease and freely without fear from their teachers thus it helped to generate information relevant in answering the research questions.

1.5.6 Data processing and analysis.

According to Morse, qualitative analysis is difficult, complex, lengthy and time consuming.⁵³ Therefore, after the collection of data, organization and analysis of the information collected was taken into consideration, each interview and FGD was transcribed. Transcription was made by listening to the tapes and writing down carefully every word that was used by respondents. The writing and listening process was done several times to avoid leaving out some vital and important information. Comments and field notes which resulted from informal talks with the teachers, children, parents and district officials were organized and looked at together with the interviews and FGDs. The data collected was categorized into four themes that came up from the research questions, this was to find out answers to my research questions.

1.6 Consideration of credibility.

To increase the credibility of the results of the study, triangulation was used. Triangulation is defined as validity procedure where researchers search for convergence among multiple and different sources of information to form themes in a study.⁵⁴ It is typically a strategy for improving the validity and reliability of research findings. Therefore, it strengthened

⁵³ Morse, *Designing Funding Qualitative Research*, 1994.

⁵⁴ Creswell & Miller. *Determining validity in qualitative inquiry*. *Theory into Practice*, 2000, p.126.

the study by combining methods.⁵⁵ Data collected especially from documents that were accessed, is based on documents that are available to the public and can be accessed by other readers and methods used to analyze the data are explained so that the readers can see where my observation stops and interpretations starts.⁵⁶ This increases the credibility of the research study in order for the readers to believe in the findings and conclusion. The use of multiple methods of gathering data like observation, interviewing and focus group discussions, also lead to more valid, reliable and diverse construction of realities.⁵⁷

1.7 Ethical issues.

Pre field consultations were made with the district and school authorities in order to determine the availability of the study population, acceptability and willingness of the respondents to answer questions and collaboration during the study. This helped me to identify potential problems and revise of the methods and materials where it was necessary before actual field work. I first obtained permission from the District Chief Administrative Officer (CAO) in order to conduct the research in the district, At the school level I presented the written permission from the CAO to the headteachers and obtained their consent in order to interview the children, parents and teachers, I introduced myself to these authorities, explained to them and all the respondents the objectives of the study, explained why particular respondents were selected.

I made appointments with the respondents and come back on the days agreed up on and carried out the interviews and FGD. The questions were designed in a such manner that does not violate the rights of the respondents especially children and avoided sensitive questions such as age, sexual orientation and other records that may contain personal data. I also assured them of confidentiality on information that was provided to me and assured them that personal names will not appear on the research documents.

⁵⁵ Golafshani, Understanding Reliability and Validity in Qualitative Research, 2003. p.603.

⁵⁶ Nygaard , Writing for Scholars. A Practical Guide to Making Sense and being Heard , 2008, P. 46.

⁵⁷ Golafshani, 2003.

2 CHAPTER TWO

2.1 LITERATURE REVIEW

In this chapter, I examine the situation of children with disabilities (CWDs) in Uganda and the relevant literature on the right to education of CWDs and clarification of the main concepts used in the study.

2.2 The situation of children with disabilities (CWDs) in Uganda.

According to 2002 census, the disability rate was estimated at 3.5% in Uganda.⁵⁸ The disability rate increases with age in Uganda. According to the National Development Plan of 2010, 7% of Uganda's total population has a disability; this is almost equivalent to approximately 2.1 million people, of which 47.6 % have permanent disability.⁵⁹ This indicates that disability cases are on increase in Uganda. 2% of the children aged five to 17 years lived with some form of disability in 2002.⁶⁰

The most frequently observed types of disability among CWDs in Uganda were mobility problems 30.8%, hearing difficulty 25.8%, sight problems 14.8%, and mental difficulties 10.1%, speech and other disabilities 18.5%.⁶¹ Considering the data available in Uganda about CWDs and what is known in the international context, the disability prevalence rate among children has been increasing, currently the disability prevalence rate among children in Uganda can be estimated to be 12% or about 2.5 million children live with some form of disability.⁶²

About 80 percent of CWDs in Uganda live in rural areas.⁶³ These CWDs in rural areas find it difficult to access social services like education, compared to their peers in urban areas, and this has a negative impact on the quality of life they live and consequently affects the enjoyment of their right to primary education.⁶⁴ Therefore there are many children in Uganda who are considered to have some kind of serious disability that makes it difficult

⁵⁸ UBOS, Analytical Report Gender and Special Interest Groups, 2006, p.96- 97.

⁵⁹ The Republic of Uganda, Uganda Vision 2040, 2013 p.93.

⁶⁰ UBOS, 2006, p. 20.

⁶¹ UBOS, 2006, p. 21.

⁶² UNICEF-Uganda.Situational Analysis on the Rights of CWDs in Uganda, 2014, p.26.

⁶³ UBOS, 2002 Population and Housing Report, 2005

⁶⁴ Committee on the Rights of the Child, CRC/C/RESP/96, 2005.

for them to learn.⁶⁵ For example, 10% of children in primary schools in Uganda have special needs and thus require special needs education.⁶⁶

Uganda ratified CRC in 1990 without any reservation. By ratifying CRC, Uganda committed itself to accord to CWDs the right to education. In 1995, Uganda put in place a constitution which accorded right to basic education to all children including CWD.⁶⁷ In 2000, Uganda also enacted the Children Act in order to implement the recommendations of CRC which included the right to primary education of CWDs.⁶⁸ Uganda ratified the CRDP in 2008 and it is part of the individual complaint procedures. The recommendations of CRDP are partly catered for in The Persons with Disabilities (PWDs) Act, 2006. For example it recognizes access, equity and quality as regards educational services for PWDs.⁶⁹ The Act also provides the legal basis for the implementation for the national policy on disability 2006 which recognizes that lack of access to education as the major challenge the PWDs face.⁷⁰

The PWDs Act identifies inclusive education as the possible way forward.⁷¹ Though, the government policy continues to actively promote the establishment of special schools for CWDs which contradicts with international human rights instruments.⁷² Despite the existence of all these legal provisions in international and domestic law, CWDs in Uganda have continued to suffer from human rights abuses especially lack of access to primary education. It is therefore important to analyze whether these legal provisions in the domestic law meet the standards expected by the CRC and the CRPD.

According to PWDs Act 2006, the government is supposed to commit not less than 10 per cent of all educational expenditure to the educational needs of PWDs.⁷³ It also encourages inclusive education, the reasoning is that when a disabled child is enrolled in a school with an environment that is disability sensitive, the child can learn within an ordinary setting,

⁶⁵ Daily Monitor (Uganda), MPs want more schools for disabled children, 3 December 2014.

⁶⁶ Civil Society Budget Advocacy Group, Financing special needs education in Uganda, 2013, p.7.

⁶⁷ The 1995 Constitution of Republic of Uganda, Article 34 (2).

⁶⁸ The Children's Act 2000, Section 9 (c).

⁶⁹ PWDs Act, 2006, Section 5.

⁷⁰ The Republic of Uganda, Uganda Vision 2040, 2013.

⁷¹ PWDs Act, Section 5 (a).

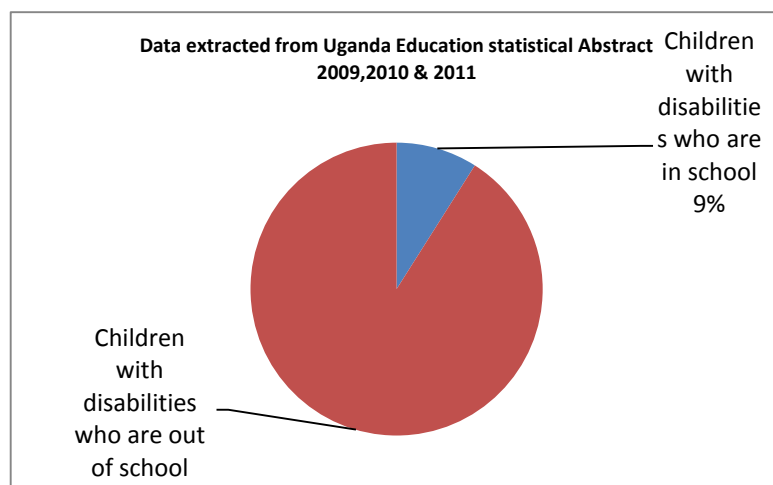
⁷² UNICEF-Uganda, Situational Analysis on the Rights of CWDs in Uganda, 2014, p.3.

⁷³ PWDs Act.

however this is not the case in many schools in Uganda.⁷⁴ For example, blind students have only 21 units in all schools in Uganda that can cater for them across the 122 districts in the country.⁷⁵ This illustrates that there are limited opportunities for a CWD to acquire education and there is direct link between disability and marginalization in education sector in Uganda.

According to 2009 Ministry of Education statistics, 204,352 CWDs were in primary schools in Uganda, comprising 2.5% of the total enrolment in primary schools. The largest percent of CWDs had hearing impairment with over 29.3%, the visually impaired were 25.8%, mentally impaired at 21.9%, 4% of CWDs were autistic, 16.4% were physically impaired and 2.6% had multiple handicaps.⁷⁶ In the same year a total of 498,760 pupils registered for Primary Leaving Examination (PLE), but only 476,940 pupils sat for the examinations.⁷⁷ Primary Leaving Examinations are the final examinations for pupils who complete primary school level in Uganda, this shows that about 21,820 pupils dropped out of primary school before sitting for their final examinations, the largest affected group being CWDs.⁷⁸

Chart: 1



⁷⁴ Daily Monitor (Uganda), Not a good year for pupils with special needs, 16 January 2015.

⁷⁵ Daily Monitor (Uganda), 16 January 2015.

⁷⁶ MoES, Uganda Education Statistical Abstract 2009. p.32.

⁷⁷ MoES, 2009. p.80.

⁷⁸ MoES, ,2009.

Chart :2

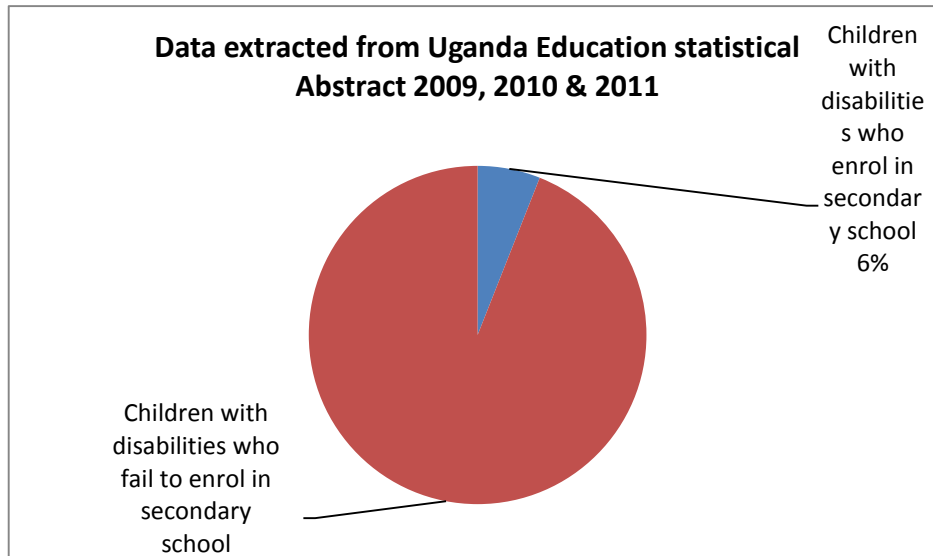


Chart 1, shows that only 9% of CWDs of school going age attended primary school and 91% of CWDs of school going age were out of school during the period of 2009-2011, Whereas Chart 2, shows that only 6 % of CWDs who attended primary school, finished and proceeded to secondary school and 94% of CWDs, dropped out school after primary school and therefore did not proceed to the next level of education.

These statistics show an extremely low enrolment and completion of primary school level by CWDs in Uganda, the percentage of CWDs enrolled in primary schools remains low compared to the estimated numbers of CWDs of school going age in the population as a whole. It can also be concluded that CWDs are significantly less likely to attend and complete primary school level in Uganda compared to their non-disabled peers. This shows that, though in theory CWDs have the same human rights as all other children, CWDs in Uganda are still waiting for the realization of their human rights especially right to primary education.

The Local Government Act 1997, Decentralization Act in 1997, the Children Act 2000 and the Education Act 2008, define the role of local government institutions in relation to their responsibilities to CWDs. Districts are supposed to ensure that all children including CWDs access primary school education which they are entitled to receive. At the district level, the education of learners with special educational needs is the responsibility of District Local government under the District Education Officer (DEO). Each district in Uganda has an office for special needs education, which is an integral part of the district's

education office. The main duties of this office include, among others, the administration and planning for services related to special needs education and the training of teachers, communities, local leaders and parents on matters concerning special needs education.⁷⁹ Therefore Special needs education has been decentralized and it is supposed to be mainstreamed in local government development plans and budgets.⁸⁰

2.3 Education

Education is an indicator of human development, it is also considered to be both an end in itself, that is a process through which personal development and respect are obtained, and a means to an end, that is, an integral part of the achievement of social citizenship.⁸¹ Therefore given its importance in any society, it would be a great disservice to exclude a segment of society from this benefit. Education is important as far as human rights are concerned because it liberates people from the bondage of ignorance, superstition and fear. It gives to them dignity and self-confidence, it is also a basic right, on which the materialization of many other rights depends.⁸²

Denial of education to PWDs varies from the outright denial of educational opportunities to the more subtle forms of discrimination such as isolation and segregation achieved through the imposition of physical and social barriers.⁸³ The effects of disability based discrimination have been particularly severe in the field of education due in part to the relative invisibility of PWDs.⁸⁴ There is also discrimination among people with different types of disabilities, therefore provision of different forms of access to education depending on the type of disability; such a distinction is regarded as a violation of the principle of equal treatment of CWDs and should be prohibited.⁸⁵ The denial of primary education to CWDs also violates one's inherent human dignity as sanctioned by international human rights instruments.⁸⁶

⁷⁹ Kristensen et al, The education of learners with special educational needs and disabilities in special schools in Uganda, 2006, p.141.

⁸⁰ CSBAG, Financing special needs education in Uganda, 2013.

⁸¹ Bassar, The Challenge of Realizing the Right to Education for CWDs, 2005, p. 534.

⁸² Akinbola, Meeting the needs and challenges of CWDs, 2010. p.471.

⁸³ Bernard & Mildred, CWDs and the right to education, 2005, p.127.

⁸⁴ Bernard & Mildred, 2005, p.127.

⁸⁵ Bernard & Mildred, 2005, p.131.

⁸⁶ Bernard & Mildred, 2005, p.136.

2.4 Disability and Human Rights.

The right to primary education for CWDs cannot be evaluated in a vacuum but must be interpreted in accordance with disabled learners needs and in order to determine these needs, one must first establish what is regarded as disability. Disability refers to a range of oppressive practices and barriers by which an individual is disabled by society, this includes attitudinal, physical, environmental, social and economic barriers and it also encompasses institutional and systematic forms of discrimination.⁸⁷

Disability is also defined in terms of the consequences of functionality of a physical, sensory or cognitive impairment and impact on social participation, including the barriers to such participation in a particular society.⁸⁸ This model is increasingly deployed in order to articulate both the interactive nature of disability, individual circumstances, physical and social environment and the social consequences of many disabilities.

CRPD states that PWDs include “those who have long-term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on equal basis with others”.⁸⁹ This definition has shifted reason for disability from the individuals to their interaction with various barriers which may hinder them. Therefore current perspective view disability in terms of factors outside the disabled person emphasizing the environment which is disabling.⁹⁰ It also classifies disability as a human rights issue. Human rights are based on the fundamental principle of respect with regard to a person’s experience of freedom, justice and peace. Having a human right is both universal and inalienable. Therefore discrimination against CWDs in not being provided with meaningful education is an abuse which denies such children their basic human rights and undermines the concept of universal rights.⁹¹

2.5 Inclusive Education

Education services for CWDs have been reformed globally through inclusive education movement; inclusive education has been defined as a process of strengthening the capacity

⁸⁷ Byrne, conceptualisations of inclusive education in international human rights law, 2013, p.234.

⁸⁸ Hazel &Philippa, The longest road to inclusion, 2011, p. 420.

⁸⁹ CRPD, Article 1.

⁹⁰ Akinbola, 2010, p.461.

⁹¹ Marshall and Goodall, The Right to Appropriate and Meaningful Education for Children with ASD, 2015, p.3160.

of an education system to reach out to all learners.⁹² In the recent years, particularly after the adoption of the CRPD, there has been a push to adopt inclusive education as the best approach to ensure that education is accessible by all learners especially CWDs.⁹³ The foundations of inclusive education movement were laid during the celebration of the UN international year of disabled person in 1981 which focused on bringing about full participation in society of all PWDs.⁹⁴

Inclusive education is beneficial to CWDs and their peers who are not disabled, it affords CWDs the opportunities to learn from their peers, to display more social behavior and to have more advanced education goals and increased social skills.⁹⁵ It necessitates the removal of the material, ideological, political and economic barriers that legitimate and reproduce inequality and discrimination in the lives of CWDs.⁹⁶ Therefore for education to be inclusive, barriers with in the school's environment, teaching, learning strategies and attitudes which prevent full participation of CWD in education have to be identified and removed.

Implementing inclusive education requires changes of school cultures, it challenges long held values and attitudes.⁹⁷ Education staff with a positive attitude and love for CWDs are vital to building and promoting a positive school environment to help meet the goal of providing primary education to CWDs.⁹⁸ Education staff have to also partner with local authorities, health care staff, parents and the public at large to promote inclusive education, this partnership promotes sustainability and ownership of the education system by the community.

In 2011, the World Disability report called up on states not to build new special schools if no special schools existed, but instead use the resources to provide additional support for CWD in mainstream schools.⁹⁹ Experience from many countries indicate that many CWDs who would previously have been automatically referred to special schools can be

⁹² UNESCO, Defining an inclusive education agenda, 2008, p.9.

⁹³ Murungi, Inclusive Basic Education in South Africa, 2015, p.3160.

⁹⁴ Hornby, Evidence Based Practices for Children with Special Needs and Disabilities, 2014, p.4.

⁹⁵ Marshall and Goodall, 2015, p.3160.

⁹⁶ Byrne, 2013, p.234.

⁹⁷ Brayer & Wong, 2013, p.1522.

⁹⁸ Brayer & Wong, 2013, p.1522.

⁹⁹ WHO and World Bank, World Report on Disability, 2011, p. 226.

satisfactorily educated in main stream schools provided they are given support tailored to their individual needs and often through an individualized education program.¹⁰⁰ This has to be complemented by effective teacher training as well as appropriate and adapted instructional materials in mainstream schools.¹⁰¹ There is also growing evidence that where teachers, pupils, families and community members have been directly involved in shaping inclusive educational practices, barriers to inclusion can be overcome, even in challenging circumstances.¹⁰²

It is also important to increase the physical accessibility to school buildings, through simple adaptations to the current infrastructures such as ramps and wider doorways in order to increase accessibility for CWDs that have been confined to their homes.¹⁰³ Education for CWDs also extends to aspects falling outside the classroom, for example, accessible bath rooms, transport system as well as the right to participate actively in sports and recreation activities. It also includes special support aids in the form of life skills and independence training, assistance from teachers, therapists, psychologists, assistive devices and specialized equipment.¹⁰⁴ Therefore in addressing the educational rights of CWDs, a holistic approach that brings all these items in place must be followed in order to ensure full realization of such rights.

2.6 Special Schools.

Ensuring that the right to education of CWDs is respected and delivered in the best interest of children, does not necessarily mean that every disabled child must be educated in the mainstream school environment, for example children with Autism spectrum disorder can best fit in special schools.¹⁰⁵ Therefore, there should be recognition that to some children, special schools are the best or indeed the only option, especially for those with severe disabilities.¹⁰⁶

¹⁰⁰ Rai, *The Right to Inclusive Education of PWDs*, 2011. p.21.

¹⁰¹ Drame & Kamphoff, *Perceptions of Disability and Access to Inclusive Education in West Africa*, 2014, p.12.

¹⁰² Susie et al, 2011. p. 1516.

¹⁰³ Drame & Kamphoff, 2014, p.12.

¹⁰⁴ Bernard & Mildred, 2005, p.144.

¹⁰⁵ Marshall and Goodall, 2015, p.3166.

¹⁰⁶ Terzi, *Special educational needs: A new look*, 2010.

Though there is a belief that building a parallel system of special schools, perpetuate the continued exclusion of CWD from the mainstream society and drastically support the continued fostering of stigma and prejudice.¹⁰⁷ Special education placements can be appropriate for CWDs when they are only in their best interest, even a genuinely inclusive environment may not be capable of adequately responding to disability difference in some cases, attention to individual circumstances makes it important to consider all the possible options.¹⁰⁸

However, the burden of showing the need for placement in a special school in any particular case should rest on those advocating for it. Thus, a presumption of inclusion under international and domestic law is necessary, since segregation has been used to marginalize and stigmatize CWD. The presumption is necessary to counteract the continuing harm of special schooling.¹⁰⁹ If the education system is to promote effective learning for all learners, including learners with special needs, it is important that education is implemented in an inclusive school system where all benefit equally. However it is acknowledged that some learners with severe disabilities still need education in special classes or schools.

2.7 Inclusive Special Education

It has been argued that in order for CWDs to fully enjoy the right to primary education both in developed and developing countries, there is need for another model of education called inclusive special education.¹¹⁰ This model of education combines the philosophy and values of inclusive education with strategies and programs of special education, so that the inclusion of CWD with in their communities can be fully facilitated after they leave school.¹¹¹

According to this model, most CWDs can be educated in the mainstream schools but those with severe disabilities who find it hard to fit in main stream schools can be taught in resource rooms or special classes with in the mainstream schools or special schools nearby.¹¹² Special schools can also be located at the same campus as mainstream schools

¹⁰⁷ Singal, *Forgotten Youth: Disability and Development in India*, 2008.

¹⁰⁸ Kothari, 2012. p.18.

¹⁰⁹ Kothari, 2012. p.18.

¹¹⁰ Hornby, 2014, p.12.

¹¹¹ Hornby, 2014, p.12.

¹¹² Hornby, 2014, p.13.

whenever possible and mainstream schools work closely with special schools that provide for children with the most severe disabilities who might find it too difficult to receive education from the mainstream school.¹¹³

2.8 Right to Primary Education for children with disabilities (CWDs) at International Level

Article 13 (2) (a) ICESCR obliges state parties to recognize the right of everyone to education, that is Primary education should be compulsory and available free to all children.¹¹⁴ CWDs are not referred to explicitly in the Covenant though. The Universal Declaration of Human Rights recognizes that all human beings are born free and equal in dignity and rights and, since the Covenant's provisions apply fully to all members of society; CWDs are clearly entitled to the full range of rights recognized in the Covenant. States Parties are also required to take appropriate measures, to the maximum extent of their available resources, to enable CWDs to seek to overcome any disadvantages in terms of the enjoyment of the rights specified in the Covenant including the right to primary education.¹¹⁵

The ESCR committee has affirmed that educational institutions and programs for everyone should be available, accessible, acceptable and adaptable and that the prohibition against discrimination applies fully and immediately to all aspects of education.¹¹⁶ In 1994, the Committee on ESCR (CESCR), stated that in order to for CWDs to enjoy their right to primary education especially under inclusive education, states should ensure that teachers are trained to educate CWDs with in mainstream schools and that necessary equipment and support be made available to bring CWDs up to the same level of education as their non-disabled peers.¹¹⁷

Article 14 of ICESCR obliges states to put in place Plans of Action for Primary Education.¹¹⁸ It contains element of compulsion, this serves to highlight the fact that neither parents, nor guardians, nor the state are entitled to treat as optional the decision as to whether the child should have access to primary education.¹¹⁹ It also contains the

¹¹³ Hornby, 2014, p.13.

¹¹⁴ ICESCR, Article 13 (2) (a).

¹¹⁵ ESCR Committee, General Comment 5, para 5.

¹¹⁶ ESCR Committee, General Comment 13.

¹¹⁷ ESCR Committee, General Comment 5, para, 35.

¹¹⁸ ICESCR Article 14.

¹¹⁹ ESCR Committee, General Comment 11, para. 6.

element of free of charge, this shows that the right was expressly formulated so as to ensure the availability of primary education without charge to the child, parents or caregivers. This is because fees imposed by the Government, the local authorities or schools, and other costs, constitute disincentives to the enjoyment of the right to education especially by children from poor households.¹²⁰

In 2014, the ESCR committee issued a list of issues that Uganda was supposed to respond to ahead of review of the state report submitted by Uganda and other reports submitted by local and international NGOs, access to UPE for all children in particular CWDs was among the issues that the committee sought clarification on.¹²¹ The committee was concerned at the limited inclusion of CWDs in mainstream schools, absence of targeted training to teachers, and the high expenses associated with enrolling CWDs in mainstream schools which results into high drop-out of CWDs from school.¹²² It requested the government to ensure inclusive education of CWDs, including through compulsory training of all teachers in special needs education and making sure that there is barrier-free physical access to schools and other facilities.¹²³

Article 28 obliges state parties to recognize the right of the child to education by making primary education compulsory and available free to all including CWDs.¹²⁴ However, the committee on the rights of the child has highlighted the pervasive discrimination experienced by CWDs in educational settings. It has stipulated that the right to education for all children is not only a matter of access but also of content, educational process, pedagogical methods and the environment in which education takes place.¹²⁵ It has also called for the inclusion of all learners into the mainstream class as a priority, though conceding that there are circumstances where education of CWDs requires a kind of support that is not available in the regular education system.¹²⁶

Article 24 CRPD gives all CWDs the right to free and compulsory primary education; it obliges state parties to ensure that there is an inclusive education system at all levels of

¹²⁰ ESCR Committee, General Comment 11, para. 7.

¹²¹ ESCR Committee, List of issues in relation to the initial report of Uganda. 2014, para.32.

¹²² ESCR committee, Concluding observations on the initial report of Uganda, 2015, para 36.

¹²³ ESCR committee, Concluding observations on the initial report of Uganda, 2015, para 36.

¹²⁴ CRC, Article 28 (1) (a) .

¹²⁵ CRC General Comment 1.

¹²⁶ CRC General Comment 9. para 66.

education.¹²⁷ It sets out defining characteristics of inclusive education beyond the location of learners in a mainstream school. These include the need for the adaptation of the content of education in accordance with the expanded aims of education, the duty to provide support and reasonable accommodation, and safeguarding equal choice for all learners in education system.¹²⁸

In its recommendation to Spain, the CRPD committee called up on the state to ensure that CWDs are included in the mainstream system.¹²⁹ The committee also expressed concern over the high number of CWDs attending special schools in Argentina as opposed to mainstream schools; it called up on the state party to ensure that CWDs attending special schools are transferred to mainstream schools and to offer them reasonable accommodation with in the regular education system.¹³⁰

Some states have tabled the excuse of inadequate funds to fund the proper education of CWDs. However under international law, it is accepted that even though the full realization of socio-economic rights can occur over time, certain minimum essential levels of realization have to be provided immediately, states have to demonstrate that even with lack of resources as a justification for not meeting the minimum core obligations, they have made every effort to use all its resources as a matter of priority or at very least, have plan of action in place to make sure that the said rights are protected.¹³¹

2.9 Right to education for children with disabilities (CWDs) at the regional level

The African decade of disabled persons 2000- 2009 was declared by the Organization for African Unity and it received support from the UN. The African decade of disabled persons had a number of key objectives, including poverty alleviation and reduction through economic support and education, advocacy and lobbying for policies and legislation, and awareness rising on disability issues and human rights in Africa.¹³²

¹²⁷ CRPD, Article 24 .

¹²⁸ CRPD, Article 24.

¹²⁹ CRPD Concluding Observations on Spain, 2011, para 43& 44.

¹³⁰ CRPD Concluding Observations on Argentina, 2012, para 38.

¹³¹ Bernard & Mildred, 2005, p.134.

¹³² Rai, The Right to Inclusive Education of PWDs, 2011. P.19.

Article 17(1) ACHPR provides that “every individual shall have the right to education”.¹³³ This obliges the state parties to provide education to all citizens including CWDs. This is supplemented by Article 11 ACRWC which provides for every child's right to education.¹³⁴ It sets out the purposes of education and the duties of State parties with regard to achieving the full realization of the child's right to education. It encourages state parties to make sure that education of the child is directed towards the promotion and development of the child's personality, talents and mental and physical abilities to their full potential.¹³⁵

State parties to ACRWC are encouraged to take special measures in respect of disadvantaged children to ensure equal access to education for all sections of the community.¹³⁶ It obliges state parties to ensure that every disabled child has effective access to training in a manner conducive to the child's achieving the fullest possible social integration, individual development and his cultural and moral development.¹³⁷ Article 20(2) (a) ACRWC provides that state parties have the obligation in accordance with their means and national conditions to take all appropriate measures to assist parents and other persons responsible for the child and in case of need provide material assistance and support programs particularly with regard to nutrition, health, education, clothing and housing.¹³⁸

ACERWC highlighted discrimination against CWDs, which results into some children staying at home to look after their little sisters and brothers, thus denying them the opportunity to attend primary schools which compromises their right to education.¹³⁹ All the above fundamental provisions indicate that there have been efforts to ensure that there is protection of the child's right to education on the African continent. States which are party to these human rights instruments have committed themselves to the realization of the educational rights of CWDs and to prohibit discrimination with regard to education.

2.10 Attitudes

Attitude is defined as an idea charged with emotion which predisposes a class of actions to a particular class of social situation; attitudes are considered to have three components, that

¹³³ Article 17(1) ACHPR.

¹³⁴ Article 11 ACRWC.

¹³⁵ Article 11 (2) (a) ACRWC

¹³⁶ Article 11 (3) (e) ACRWC

¹³⁷ Article 13 (2) ACRWC

¹³⁸ Article 20 (2) (a) ACRWC

¹³⁹ ACERWC, 2010, p.2.

is, cognitive, affective and behavioral.¹⁴⁰ With respect to attitudes towards inclusion, the cognitive component reflects beliefs towards inclusive education such as the right of CWDs to be educated in mainstream schools, the effective component reflects feelings such as worries about the effect of including non-disabled children in a class CWD, while the behavioral component reflects the intentions to behave in a particular way, for example inviting a CWD to their social functions.¹⁴¹

Parents play a significant role in the progress towards realization of the right to education of CWD and inclusive education in particular; they are seen as a driving force behind inclusive education because it is them who take the initiative to place their CWDs in a mainstream school.¹⁴² The main reason behind their choice is the social participation of their CWDs.¹⁴³ Parental support and involvement, have been described as a facilitating factor in the realization of inclusion.¹⁴⁴

Parent's attitudes are influenced by several factors such as personal ones like education level and social economic status. To promote more positive attitudes, it is better to focus on environmental factors that can be changed or influenced through interventions. For example, direct and indirect experiences with CWDs, parents with such experiences as well as with inclusion hold more positive attitudes than those who do not.¹⁴⁵ Parent's attitudes are also influenced by the types of disability, for example, although parents attitudes towards the inclusion of children with motor or sensory impairment have be described as positive, parents have doubts about the inclusion of children with behavioral problems or more severe disabilities and believe that the latter group may be difficult to include in mainstream schools.¹⁴⁶

Teacher's attitudes towards education of CWDs are also significant. Teachers' positive attitudes toward the inclusion of CWDs have been reported in sub Saharan countries for example teachers in remote areas of Lesotho continue to welcome children with a wide range of disabilities in their class rooms despite the fact that the national inclusive

¹⁴⁰ Triandis, Attitudes measurement and methodology, 1971.

¹⁴¹ Boer & Munde, 2015, p.180.

¹⁴² Warnock, Children with special needs, 1979.

¹⁴³ Scheepstra, et al, The social position of pupils with Down syndrome in Dutch mainstream education. 1999.

¹⁴⁴ Boer & Munde, 2015, p.180.

¹⁴⁵ Nowicki, A cross-sectional multivariate analysis of children's attitudes towards disabilities. 2006.

¹⁴⁶ De Boer et al, Attitudes of parents towards inclusive education, 2010.

education program that started in 1991 with external funding ended many years ago.¹⁴⁷ In Zambia teachers who received no specialist training, have also documented their experience of adapting their teaching methods and their classrooms in order include CWD as part of their commitment to child rights.¹⁴⁸

2.11 Decentralization

There has been a trend towards the decentralization of the education systems worldwide, with decision making powers moving increasingly to local authorities and individual education institutions. Many countries including Uganda, make direct grants to schools as part of the decentralization process, such grants can be used to offer additional incentives to support inclusion without much increase in transaction costs, for example through supporting greater accessibility in relation to school infrastructure, curriculum and teaching methodologies.¹⁴⁹

This shows that it is important to identify the critical local service delivery units which can then be developed as a locus for both resources allocation and capacity development in relation to inclusion.¹⁵⁰ Ghana for example, has school level mechanisms to strengthen the role and capacity of the individual schools in relation to CWDs, other school level strategies include the development of whole school policies on inclusion and at least one special needs education trained teacher per school, other local level strategies include the provision of pedagogical and resource support to cluster schools.¹⁵¹

Under decentralization, the core issue is not additional resources, although increased enrolment of CWDs and improved quality educational services increase budgets but rather the core issue is allocation and distribution of funds including incentives to progress inclusion.¹⁵² It is useful to put additional elements which promote inclusive education in school capitation formulae and development grants.¹⁵³

¹⁴⁷ Johnstone & Chapman, Contributions and constraints to the implementation of inclusive education in Lesotho, 2009.

¹⁴⁸ Susie et al, 2011. p. 1519.

¹⁴⁹ Hazel & Philippa, The longest road to inclusion, 2011, p. 423.

¹⁵⁰ Hazel & Philippa, 2011, p. 423.

¹⁵¹ Hazel & Philippa, 2011, p. 423.

¹⁵² Peters, An EFA Strategy for All Children, 2004.

¹⁵³ Hazel & Philippa, 2011, p. 423.

2.12 Millennium Development Goals (MDGs), Education for All (EFA) and Sustainable Development Goals (SDGs).

In the formulation of MDGs, CWDs were not explicitly mentioned; this encouraged the continuation of exclusion of a large number of CWDs, who represent majority of the primary age children who are out of school. This has also been identified as one of the reasons why many countries including Uganda failed to achieve MDG number two.¹⁵⁴

Evidence of international donors' lack of commitment to the financing of education programs for CWD indicates that, the negative attitudes towards programs focusing on CWD still persist.¹⁵⁵ Global efforts to ensure all children complete a full cycle of primary education by 2015 failed because bilateral and multilateral donor support for education did not prioritize education of CWDs.¹⁵⁶ In 2007, report by World Vision UK highlighted the failure of the Education for All Fast Track Initiative (FTI) Partnership, and its constituent partners, to respond sufficiently to the challenge of ensuring inclusive education provision for CWDs of primary school age. It called on donor partners to strengthen and harmonize their response to this challenge in order to make the FTI Partnership more 'disability responsive.'¹⁵⁷

According to Articles 32 and 24 of the CRPD, each donor country should be actively supporting moves towards inclusive education at all levels for CWDs, through their aid packages and associated policy dialogue.¹⁵⁸ The donor community has a responsibility to be more proactive in ensuring inclusive societies are nurtured and sustained, and that CWDs are fully part of those societies, this can only be achieved through inclusive education provision at all levels of education system.¹⁵⁹

¹⁵⁴ Susie et al, 2011. p. 1516.

¹⁵⁵ Lei & Myers, A review of donor commitment and action on inclusive education for disabled children, 2011.

¹⁵⁶ Lei & Myers, 2011, p.1169.

¹⁵⁷ World Vision UK., Including disabled children in education through EFA FTI processes and national sector plans. 2007.

¹⁵⁸ CRPD, Articles, 24 and 32.

¹⁵⁹ Lei & Myers, 2011, p.1183.

However, it is suggested that education for disabled children is not seen as part of the EFA agenda but as a ‘luxury issue’ for which donors do not have time for.¹⁶⁰ Some countries, such as the USA, have adopted mandatory policies requiring the inclusion of disabled people and disability issues in all development agency financed programming. Other countries, such as Norway, have developed guidelines to promote the inclusion of disability issues in their development activities. Thus at first glance it may appear that there is evidence of action on the part of donors but closer analysis reveals that the action is piecemeal and scattered.¹⁶¹ Very few donors have demonstrated a systematic and sustained action on education for CWDs and this has not changed any better in the recent years.

Therefore, in spite of public commitments, donors continue to fail when it comes to honoring their pledges to protect and maintain the rights of CWDs to receive education.¹⁶² Unless and until the international community recognizes disability as a critical development issue, commitments to achieving SDG number four, that is, quality education for all might remain meaningless and unfulfilled.

2.13 The Right to Primary Education for Children with Disabilities (CWDs) in Uganda

Article 30 of the Constitution of the Republic of Uganda adopted in 1995 guarantees every Ugandan a right to education.¹⁶³ Article 34 (2) goes on to state that “every child is entitled to basic education which shall be a responsibility of the state and the parents of the child”.¹⁶⁴ The Constitution puts the responsibility of providing primary education to children on both parents and the state. This wording has, however, given the state chance to abrogate from its obligations and delegate the responsibilities to parents which is contrary to the regional and international human rights instruments which guarantee the right to primary education.

Article 2 (1) of the Education Act 2008 defines basic education as “the minimum education package of learning made available to each individual and citizen through phases of formal primary education and non-formal education to enable him or her be a good and

¹⁶⁰ Lei & Myers, 2011, p.1175.

¹⁶¹ Lei & Myers, 2011, p.1178.

¹⁶² Lei & Myers, 2011, p.1183.

¹⁶³ Article 30 Constitution of Republic of Uganda 1995.

¹⁶⁴ Article 34 (2) Constitution of Republic of Uganda 1995.

useful person in society”¹⁶⁵ Article 4 (2), gives all the people of Uganda the right to enjoy basic education.¹⁶⁶ This, therefore, shows that Government of Uganda regards education as a basic human right for all its citizens, including those with barriers to learning and development.

In recent years, the Government of Uganda has made attempts for education to be accessible to all learners. The main objective of the education system is to provide quality education for all learners so that they will be able to attain their full potential and meaningfully contribute to, and participate in society throughout their lives. However, total inclusion of all learners with severe disabilities is at present still lacking in Uganda due to lack of sufficient educational materials; lack of sufficient numbers of teachers trained in special needs education; high pupil-teacher ratios; and long distances between home and school for some learners especially CWDs.¹⁶⁷ Even in the special schools currently available, the situation is not any better, there is lack of specialist knowledge and equipment, yet special schools tend to be regarded as centers for expertise which could support inclusion.¹⁶⁸ However despite all the challenges for example the large class sizes, CWDs actively participate in class room activities and teachers make their best out of a difficult situation.¹⁶⁹

According to Daniel Nkaada, the Commissioner Basic Education in Ministry of Education and Sports, UPE program has not been compulsory especially for CWDs, but the policy to make UPE compulsory is under discussion by stake holders. Therefore it has not been compulsory for parents to take their children to school but once this policy goes through, it will be criminal for any parent to take their children out of school.¹⁷⁰

Uganda has authorized the construction of special schools. The education legal frame work is confusing and ambiguous as it maintains both inclusive education and special needs education.¹⁷¹ Uganda promotes the twin track approach by providing for both special

¹⁶⁵ Article 2(1) Education Act (Uganda).

¹⁶⁶ Article 4 (2) Education Act (Uganda).

¹⁶⁷ Kristensen et al, The education of learners with special educational needs and disabilities in special schools in Uganda, 2006. p.140.

¹⁶⁸ Kristensen et al , 2006.

¹⁶⁹ Susie et al, 2011. p. 1516.

¹⁷⁰ Daily Monitor (Uganda), Government to make UPE compulsory, 14 September 2015.

¹⁷¹ NUDIPU, Alternative Report to the UN Committee of Experts on the Implementation of the CRPD, 2013, p.34.

schools and inclusive education, in promoting of the right to education of CWDs. This approach is based on the assumption that special schools might be required for learners with confounding disability who might find it difficult to fit in mainstream schools.¹⁷² Inclusive education is encouraged although at the same time the establishment of special schools and units is included where inclusive education is not possible.¹⁷³ Special Needs Education learning centres are also concentrated in towns and cities thereby neglecting the rural areas, this has a negative effect on the educational achievements and especially the literacy and numeracy rates of CWDs in rural areas.¹⁷⁴ This is discriminatory and it affects accessibility to education by CWDs.

Both central and local government personnel policies do not aim at ensuring that teachers are supported and used adequately to provide education to CWDs. Special needs education teachers are not included in the Public Service Code, and when they complete their training, they are often not recruited as Special Needs Education teachers. This further restricts access to education for CWDs; there are also no incentives in terms of additional remuneration to motivate them to pursue careers in special education.¹⁷⁵ Special Needs Education teachers are indiscriminately transferred from schools where they are needed to schools where there are no CWDs.¹⁷⁶ Uganda's efforts towards inclusive education have also been criticized and accused of putting children with disabilities among non-disabled children without adequate modifications to the teaching and learning environment, and with inadequate specialized teachers.¹⁷⁷

Many CWDs are still admitted to special schools according to a medical diagnosis without taking into consideration how each one of them functions, and what their special educational needs are. Most of these special schools are boarding schools. Many of the CWDs therefore, have to go to schools far from their homes and families. Many families lose close emotional contact with CWDs. In some cases, contact with family members is either stopped or limited.¹⁷⁸

¹⁷² CRPD, Uganda's Initial Status Report 2010, p.33.

¹⁷³ NUDIPU, 2013, p.35.

¹⁷⁴ NUDIPU, 2013, p.36

¹⁷⁵ NUDIPU, 2013, p.36

¹⁷⁶ NUDIPU, 2013, p.36

¹⁷⁷ CRPD, Uganda's Initial Status Report 2010, p.37

¹⁷⁸ Kristensen, 'Can the Scandinavian perspective on inclusive education be implemented in developing countries? 2002

3 CHAPTER THREE.

3.1 ANALYSIS AND PRESENTATION OF DATA

3.1.1 Introduction

In this chapter, I present the data collected from the field during the period of June - August 2015 and analyzed over the course of January – May 2016. First, I give a brief introduction of each school where respondents were selected. The eight teachers and eight parents selected from the 4 schools were assigned alphabetical characters from A to H. The eight district officials were grouped into 4 groups, two officials from each of the four departments, that is, Chief Administrative Officer (CAO) and District Planner from administration department, District Education Officer (DEO) and Special Needs Education Officer from education department, Secretary for Education and Councillor for PWDs from the district council, and Senior Community Development Officer (SCDO) and Senior Probation and Welfare Officer (SPWO) from Community Based Services department. This was done to facilitate easy analysis of the data collected.

Data was also categorized into four themes, that is,

Theme 1: what are the challenges stakeholders (children, parents, teachers and district officials) face in providing education to CWDs.

Theme 2: what is the attitude of parents towards inclusive education.

Theme 3: how is inclusive education implemented under UPE program.

Theme 4: what are the solutions to the challenges identified.

Under each category of the respondents, that is, children, parents, teachers and district officials, different themes were handled. This is because different categories of respondents were asked different questions during the interviews, namely

3.1.2 Teachers

Theme 1: what are the challenges stakeholders (children, parents, teachers and district officials) face in providing education to CWDs.

Theme 4: what are the solutions to the challenges identified.

3.1.3 Parents

Theme 1: what are the challenges stakeholders (children, parents, teachers and district officials) face in providing education to CWDs.

Theme 2: what is the attitude of parents towards inclusive education.

Theme 4: what are the solutions to the challenges identified.

3.1.4 Children

Theme 1: what are the challenges stake holders (children, parents, teachers and district officials) face in providing education to CWDs.

Theme 4: what are the solutions to the challenges identified.

3.1.5 District authorities.

Theme 1: what are the challenges stake holders (children, parents, teachers and district officials) face in providing education to CWDs.

Theme 3: How is inclusive education implemented under UPE program.

Theme 4: what are the solutions to the challenges identified.

3.2 ST.MONICA PRIMARY SCHOOL.

This is private school founded by the Catholic Church under Kabale Catholic diocese. It started in 2011 by Reverend Father Byarugaba Patrick as part of a bigger project of evangelism. The school has 40 CWDs and 201 non disabled children. It started as a special school but later started admitting non disabled children because it became difficult to run it financially depending on CWDs only.

3.3 TEACHERS A&B

3.3.1 Theme 1: what are the challenges stakeholders face in providing education to children with disabilities (CWDs).

Concerning challenges faced in providing education to CWDs, respondents indicated that stake holders face various problems, Teacher A said that “*CWDs usually disrupt other pupils during lessons and this does not go well with their peers who are not disabled, they usually revenge and start fighting in class which affects the lesson*”. Teacher A went on to say that “*I feel that when am teaching, CWDs do not understand the content because I lack training in special needs education and some scholarly materials are not available in school*”. The respondent also revealed that the school faces financial hardships. The school finances 10% of its budget through the money collected from parents and 90% of the school budget is financed by the donors but it is not reliable and sustainable.

According to teacher B, parents do not offer the necessary support, he said that parents do not offer the necessary help because they are poor and do not know much about the rights of CWDs. At the beginning of the term, CWDs are picked by the school director from their homes and taken back at the end on the term. He also revealed that some parents consider

CWDs as bewitched and cursed thus hide them from the community and keep them indoors, majority prefer to only take non disabled children to school.

3.3.2 *Theme 4: What are solutions to the identified challenges?*

The respondents pointed out that education should be made completely free by abolishing indirect costs for example, examination fees and construction fess which are charged by schools so that parents can have no excuse of keeping CWDs at home. Teacher B emphasized the role of local council authorities, he indicated that local councils should be empowered and used to identify CWDs out of school in their respective areas so that there can be early intervention by the government. He also emphasised that the government should put in place strong penalties for parents who hide their children from the public and keep them indoors.

3.4 PARENTS A&B

3.4.1 *Theme 1: What are challenges stakeholders face in providing education to children with disabilities (CWDs).*

Parent A pointed out the challenge of poor transport to and from school, where by some schools are located in hard to reach areas and there are no reliable means of transport partly because of the terrain of the area which is very hilly. He had this to “*I suffer taking my child to school every morning and picking him every evening, it is terrible when it rains because the roads become impassable and the school is located at a hill*”.

According to parent B some CWDs are given corporal punishments by teachers, they are believed to be slow learners. He said that “*some times my son fears to go to school because tachers will punish him severely. He told me that some times he is also bullied by non-disabled children especially those who are older than him*”. Parent B went on to say that the subcounty passed a by-law which obliges parents to take their CWDs to school but it remained on paper, he indicated that “*Kaharo subcounty passed a by-law on the right to education of CWDs but it was not implemented, they didnt even come down in the villages to teach us about it, but I also think that our local authorities do not understand the laws that are passed by parliament and as result cannot implement them*”.

3.4.2 *Theme 2: What is the attitude of parents towards inclusive education.*

Parent B said that he is comfortable with inclusive education. According to him “*It is good because it helps CWDs to feel free with their peers and love themselves, they accept them selves and the community accepts them. This all results from the interactions they have with non disabled children and come to accept that they are all the same despite the disabilities*”. Parent A said that though he also supports inclusive education, it can only bear

fruits when all the resources are in place. He said that *“I try my best to make my child comfortable in a mainstream school though i know that the school is still lacking, this is because I support inclusive education”*.

3.4.3 *Theme 4: What are the solutions to the challenges identified?*

Parent A pointed out that government should ban corporal punishments in schools so that CWDs can get morale to go and study. He also suggested that government should train teachers in special needs education at zero cost and put them on payroll. Parent B added that *“I want the state to provide scholarstic materials to schools that admit CWDs for example, Braille books and other assistive devices. Local councils officials should also mobilise us to work on community access roads using our labour because we can not wait for the central government which is not taking us a a priority”*.

3.5 CHILDREN

3.5.1 *Theme 1: what are the challenges stakeholders face in providing education to children with disabilities (CWDs).*

One of pupils who is disabled narrated his experience, he had this to say *“when the Reverand Father takes me back home at the end of the term, my aunt locks me in the store and brings food inside so that visitors do not see me, so i do not want to go home this time”*. The study found out that CWDs are tortured during holidays. Some pupils also highlighted the lack of scholarstic materials to use in classes like books, pens, school uniform and wheel chairs to help them to move around the school. Another disabled child revealed that *“teachers beat us heavily with sticks when we fail to answer questions in class especially in mathematics lesson and some times we are told to eat after all other have eaten as a form of punishment, some times we miss food especially when it is a day for rice”*.

3.5.2 *Theme 4: what are the solutions to the challenges identified?*

The children suggested that the state should stop teachers from beating pupils as a form of punishment especially CWDs. They also said that the government should provide books and pens to primary school children for free. One of the children said that *“the government should tell the headmaster to reduce on school fees so that our friends in the villages can also come to school and study”*.

3.6 NYAKYIGUGWE PRIMARY SCHOOL.

It is a government aided school, founded by the catholic church. It implements the UPE program there fore, teachers salaries are paid by the government and it receives UPE capitation grant from the state. It has 13 CWDs, 741 non disabled children and 22 teachers.

3.7 TEACHERS C&D

3.7.1 Theme 1: what are the challenges stakeholders face in providing education to children with disabilities (CWDs)?

Teacher D pointed out the lack of required skills by teachers to handle CWDs. she stated that *“Senior teachers who have been in service for long have no special needs education skills, in the period before 1994 teacher training colleges did not train teachers in Special Needs Education, they were also not admitting student teachers with disabilities especially those with sight problems”*.

Teacher C described the challenge of a big size of classes he, as a teacher, faces every day with CWDs as *“I teach over 80 children in class both CWDs and non disabled children and a lesson is conducted in 45 minutes, so I do not get time to attend to each and every pupil in class and CWDs usually need my extra attention”*. Concerning the policy, he pointed out that the available policies are difficult to implement for example he said that *“the Education Act says that education is free but the government does not provide all the materials to schools and thus we also charge parents because we need to run the school and parents also use the excuse of money to keep their CWDs out of school”*.

3.7.2 Theme 4: what are the solutions to the challenges identified?

Teacher C said that government officials both political and technical should carry out awareness-raising activities on disability rights through radio stations because they can reach deep in the villages. Teacher D called for the government to increase on the funding to primary schools especially those that are having many CWDs so that schools can be encouraged to scrapp off indirect costs like examination and construction fees which are a burden to parents. He also proposed regular meetings between school authorities and the parents of CWDs to discuss challenges and together chart the way forward.

3.8 PARENTS C&D

3.8.1 Theme 1: what are the challenges stakeholders face in providing education to children with disabilities (CWDs)?

Parent C mentioned the issue of lack of reliable transport means to take his child to school. On this issue he pointed out that *“I have to escort him to school every morning because he cannot manage to climb that hill alone, in the evening he is some times helped by fellow pupils who are our neighbours, this affects my work because I usually report late at work”*. He went on to say that CWDs find it hard to move around the school because it is located on a hilly area and the school compound is not leveled.

Parent D highlighted the problem of inaccessible structures. During the study, I also observed that CWDs find it difficult to access classrooms especially the old buildings, for example, the building that house primary six and seven year old pupils. CWDs find it hard to access these classrooms because of the many stairs at the entrance. They have to be lifted by their peers in order to enter the class.

3.8.2 *Theme 2: what is the attitude of parents towards inclusive education.*

Both parent D&C expressed positive attitude, for example parent D said that *“I support inclusive education though our current mainstream schools are still lacking in terms of teaching CWDs but if every thing is put in place, I think it is better”*. Parent C added that *“even if we do not support support inclusive education we do not have any other alternative because we do not have any special school in our sub county”*.

3.8.3 *Theme 4: what are the solutions to the challenges identified.*

Parent C suggested that the district should deploy the few trained teachers in special needs education evenly to schools which have CWDs and also construct more disability friendly sanitary facilities in schools especially those with high population. Parent D also suggested that *“The district should remove all these stairs on these old buildings and put there ramps because, this is some thing very cheap or the school should use the construction money they collect from us to do this simple task”*.

3.9 CHILDREN

3.9.1 *Them 1: what are the challenges stakeholders face in providing education to children with disabilities (CWDs).*

Pupils stressed that toilets are not disability user friendly and class rooms have stairs which make them inaccessible by CWDs. One the children who has a physical disability said that *“Me i do not usually use the toilet because my sick leg can not allow me to sit on the hole so i use the bush”*.

CWDs revealed that they are stigmatised by non-disabled children, especially when they have just reported to school for example, calling them names according to their disability. One of them said that *“when I ask in class, they laugh at me and say that am ekimuga(disabled) so I should not ask and the teacher doesnt punish them”*. They also reported a challenge of lack of chairs and desks in class rooms and lack of lunch where by they stay at the school the whole day without food.

3.9.2 *Theme 4: what are the solutions to the challenges identified.*

The children suggested that non disabled children who laugh at them should be punished by teachers, they went a head to suggest that the government should construct toilets specifically for CWDs. One of them said that *“The president should give us good chairs to sit on while studying, books, pens and lunch so that we can also study and go to secondary schools”*.

3.10 RUKIGA PRIMARY SCHOOL

This is a government aided school, founded by the protestant church. It implements UPE program, it only admits children with minor disabilities. The school has 11 teachers, 14 CWDs and 431 children with out disabilities.

3.11 TEACHERS E&F.

3.11.1 Theme 1: what are the challenges stake holders face in providing education to children with disabilities (CWDs).

According to teacher E, it is difficult to communicate with some CWDs especially the deaf because he does not know sign language. This denies the pupils an opportunity to ask questions and get response from the teachers during lessons. He also pointed out that it is very hard for CWDs to communicate with their peers who are not disbled. The respondent further pointed out the problem of poverty, where some CWDs come from poor house holds which cannot afford to pay money charged by school.

Teacher F said that he doesnot have the skills to teach CWDs, he say that *“ ohh, for me when I was in college these things of special needs education were not being taught and even now I can not go for training in this field because it is expensive and I have other needs to satisfy other than sponsoring my self for a course in special needs education”*. He added that even those teacher who have the skills are either not employed by the government or have been transferred to schools with out CWDs, there fore the government recruitment policy doesnot favour them.

3.11.2 Theme 4: what are the solutions to the challenges mentioned.

Teacher E suggested that the government should provide sponsorship to teachers already employed, to go and upgrade in special needs education, he also added that the government should reform the personnel policy to give priority to the recruitment of teachers who have graduated in special needs education. According to teacher F, the government should make special needs education compulsory in teacher training institutions and other education institutions, for example, sign language should be taught like other languages, he also

suggested in service training for teachers who are already in service in collaboration with the teacher training institutions.

3.12 PARENTS E & F

3.12.1 Theme 1: what are the challenges stake holders face in providing education to children with disabilities (CWDs).

Parent E mentioned the challenge of high indirect costs which are charged by the school, these include allowance for teachers who set and mark examinations, those who teach during morning and evening preps and money for construction of school structures. She said that majority of the parents are very poor thus can not afford to pay these costs. Parent F talked about the challenge of sanitary facilities that are supposed to be used by CWDs, he had this to say *“The school has only latrine which is shared by both boys and girls and to make matters worse it can not be used by CWDs because it has no provision for them”*.

3.12.2 Theme 2 : what is the attitude of parents towards inclusive education.

Parent E expressed positive attitude towards inclusive education, he said that he supports it because it helps CWDs to interact with non disabled children and improve on their socialisation skills, he gave an example of his son who had since improved after enrolling in mainstream school. Parent F expressed some reservations, he stated that *“me I do not support this program, I sent my child to a mainstream school because I have no alternative, if I had money I would have sent him to a special school because I believe there, they are well catered for very well”*.

3.12.3 Theme 4: what are the solutions to the challenges identified.

Parent E suggested that the district should consider their school as a priority and construct more latrines at the school since the health of their children is at stake. Parent F added that *“the government should construct special sanitary facilities for CWDs and it should increase it’s funding to all schools and stop school authorities from charging us money to run the school”*.

3.13 CHILDREN

3.13.1 Theme 1: what are the challenges stake holders face in providing education to children with disabilities (CWDs).

Children mentioned the challenge of lack of chairs and desks to use while in class, one of the children said that *“the district gave us twin desks but me I can not use them because of my disabled leg, so I usually sit on the floor during class time”*. They also mentioned the challenge of long distances travelled to and from school every day, majority travel more

than 4 kms every day to go to school, this forces them to miss morning classes and reach home very late which has put their life at a risk especially girls, where by some have been sexually assaulted in the late hours of the evening.

3.13.2 Theme 4: what are the solutions to the challenges identified?

The children suggested that the government should put in place a boarding section for CWDs who come from very far. One child also suggested that the government should provide more furniture to the school, he stated that *“the district should bring more chairs and desks but this time it should also bring special ones for us who are disbled, it should also give artificial limbs to our friends who have no legs like it has been doing to old people who are disabled.”*

3.14 KITANGA PRIMARY SCHOOL

This is a government aided school, founded by protestant church. Kitanga primary school is a mainstream school with a special section for CWDs. It receives a special grant from the central government called subvention grant of 1.5 million Uganda shillings per school term to cater specifically for CWDs, that is, buying of teaching and learning materials, provision of light meals and medication for CWDs. The special section under the mainstream school started in 2008, admitting children with multiple disabilities, hearing impairments, physically handicaped and those with learning disabilities. The school currently has 41 CWDs, 323 non disabled children and 16 teachers.

3.15 TEACHERS G&H

3.15.1 Theme 1: what are the challenges stake holders face in providing education to children with disabilities (CWDs).

Teacher G mentioned the challenge of lack of funds. He said that the government gives them little funds to run the school especially the special section which forces them to also charge CWDs some fees, he said that *“we receive only 1.5 million to look after CWDs, the money is too little, we are usually helped by a donor called Sheillah who usually comes to our rescue otherwise things are not simple here”*.

Teacher H pointed out lack of motivation from the local government, he had this to say *“I was transfered from Ndego primary school with a promise of extra pay, free acommodation and free meals but this has never materialised, it is a year since they made this promise”*. He added that some parents refuse to bring their CWDs to school because of their negative attitude towards education of CWDs, he said that *“parents feel that they will not be helped by CWDs in their adulthood, they concentrate on educating the non disabled children with the hopes of benefiting from them in future since children are seen as social security,*

CWDs are usually sent to work for money in tea plantations, lumbering, girls work as maids during school time which has also led to defilement, early pregnancies and marriages”.

3.15.2 Theme 4: what are the solutions to the challenges identified.

Teacher H suggested that the government should reform its education policies and emphasize vocational studies, because CWDs do better in vocation studies than in academic, this should be followed by individualised teaching. He also called for sensitisation of the community in order to create awareness among the public on the importance of education of CWDs and changing of negative attitudes towards CWDs.

Teacher G called for the change in the government recruitment policy, he said that *“the District service commission should employ teachers who are disabled in schools in order to act as role models for CWDs, the government should give priority to trained teachers while recruiting teachers because learning these things is not simple and more over we pay for ourselves in colleges, they should also increase our salary and give us free meals and a commodation because we carry an extra burden”.*

3.16 PARENTS G&H

3.16.1 Theme 1: Challenges faced by stake holders in provision of education to children with disabilities (CWDs).

Parent G mentioned the high charges imposed on CWDs when the school is government aided, he stated that *“Initially we were paying 100,000shs but it was later increased to 150,000 ugandan shillings, the headmaster told us that this was because the donors had withdrawn their support from school, am poor and to get this money I have to sell my cows every term”.*

Parent H pointed out that the current school curriculum does not favour CWDs who are not too much into academic subjects therefore need for it to be modified. He also highted the failure by local authorities to implement the existing laws and policies that protect the rights of CWDs because they fear to conflict with community member (voters) and lose votes.

3.16.2 Theme 2: what is the attitude of parents towards inclusive education.

Parent G showed positive attitude towards inclusive education, he had this to say *“it is good to teach the two categories of children in one school environment. However it is better when all the necessary facilities are in place. It reduces segregation of CWDs, they acquire social skills by interacting with non disabled children and it helps them to mix*

easily with other community members after finishing studies". Parent H emphasized that *"I think it is good, that why our teachers try to make the best out of this difficult situation to make sure CWDs acquire education in mainstream school though some have no skills but we have confidence in the system, it will improve"*.

3.16.3 Theme 4: what are the solutions to the challenges identified.

Parent G suggested that individualised learning for CWDs and vocational studies should be encouraged. She said that the aim of education to CWDs should be to encourage self reliance and independence. Parent H suggested that the government should increase funding to schools and scrap off the indirect charges because they are too high for the majority of poor parents.

3.17 CHILDREN

3.17.1 Theme 1: what are the challenges stake holders face in providing education to children with disabilities (CWDs).

Children especially CWDs mentioned that they sleep at the school and take long time without seeing their parents and caregivers. They also reported that there is congestion in the boarding section, where some of the children sleep on mattresses placed on the cemented floor which is usually cold.

Children also mentioned the problem of high school fees, one of the pupils who is disabled stated that *"we pay a lot of money, me i was lucky because Dr. Mercy from Bwindi Mugahinga Conservation Trust (BMCT) helps me to pay this money but some of our friends have dropped out of school because they can not afford to pay this money"*. He also added that the school gives them little food at lunch time. Some other children highlighted the challenge of stigmatisation by some members of the community, this was mainly raised by daily commuters who were called abusive names on their way back home after school by community members.

3.17.2 Theme 4: what are the solutions to the challenges identified?

Children suggested that the government should help them in paying money charged by the school, especially for those in the boarding section who pay alot of money, because their parents are poor thus can not easily afford to pay. They also called on the government to avail scholastic materials and assistive devices which are much needed to assist them in their studies. CWDs especially those who come from distant places suggested that the government should construct more special units in some other mainstream schools which are in their neighbourhood, so that they can study near their home areas.

3.18 Summary of the data collected from respondents from schools.

As seen from the data collected from the respondents in schools, challenges involved in ensuring inclusive education for CWDs include among others, lack of transport facilities, parents' inability to help their children, inappropriate teaching methods, including corporal punishments; bullying from other children, local authorities' inability to implement relevant national laws and by-laws, lack of sanitary facilities for CWDs and indirect costs.

3.19 KABALE DISTRICT AUTHORITIES.

3.20 Chief administrative officer (CAO) and District planner.

CAO is the accounting officer of the district, he is also the head of the technical staff in the district. District planner is in charge of drafting the District Development Plan and the budget in collaboration with the District Planning Committee.

3.20.1 Theme 1: what are the challenges that stake holders face in providing education to children with disabilities (CWDs)?

CAO highlighted the issue of lack of fully equipped mainstream schools to use while teaching CWDs, he had this to say *“we have very few mainstream schools which are fully equipped to handle CWDs, so far I can tell you that we have Kitanga primary school and the council has already approved the equipping of Kacecere primary school, other schools are really struggling to accomodate CWDs”*.

District planner pointed out the challenge of resource constraints, he said that *“70% of the district budget is funded by the central government and this funding is not reliable, the district has been having a small revenue base since graduated tax was scrapped off, therefore we have little money to allocate to the education of CWDs”*.

3.20.2 Theme 3: How is inclusive education implemented under Universal Primary Education (UPE).

Both officials explained this issue in the same manner. They said that children with minor disabilities study with non disabled children during lessons but those with severe disabilities study alone and only mix with others after classes and during break and lunch hours. District Planner added that *“there are some types of disabilities we do not admit for example, those who are totally blind, we send them to Hornby junior (special school for the blind) because we do not have teachers here to handle the blind”*.

3.20.3 Theme 4: what are the solutions to the identified challenges?

CAO suggested that the central government should allocate more funds to district to facilitate special needs education and the powers to recruit special needs education teachers, if decentralisation is to be meaningful to the education of CWDs. District Planner also called for the reforming of the personnel policy to allow easy recruitment and deployment of special needs education teachers and reforming of the Education Act to put in place sanctions to parents who keep CWDs at home during school time.

3.21 District Education Officer (DEO) and Special Needs Education Officer.

The District Education Officer (DEO) is the head of education department in the district. Special Needs Officer (SNE officer) is in charge of coordinating special needs education in the district.

3.21.1 Theme 1: what challenges do stake holders face in providing education to children with disabilities (CWDs).

According to the DEO, the majority of the primary schools in the district do not admit children with severe disabilities, because there are no individualised programs which can be pegged to their education. He also pointed out that the district lacks human resources to handle CWDs and funds to buy assistive devices like braille machines and papers for the blind and other aids like glasses. He further mentioned that parents involve their CWDs in providing labour during planting and harvesting seasons of sorghum and tea plucking, and this is done during school time. He said that the problem of child labour is hard to solve because the law is weak and the damaging practice is supported by some political leaders.

The SNE officer pointed out the negative attitude towards the education of CWDs by both technical staff and political leadership of the district. He stated that “*when I present a budget for special needs education in the district council, it is usually voted against by the councillors, they prefer to allocate resources to other areas where they can easily get votes*”. He also mentioned the challenge of lack of teachers. According to the ministry policy, one teacher is supposed to handle 12 CWDs; Whereas for children with mental retardation, one teacher is supposed to handle 6 children. However, according to SNE officer, this is not the case in Kabale because one teacher handles more than 20 CWDs in a class.

3.21.2 Theme 3: How is inclusive education implemented under Universal Primary Education (UPE).

DEO said that according to the government guidelines all schools should admit CWDs and offer them education but it is not the case in all schools in the district because schools do

not have what it takes to be inclusive. The SNE officer added that *“it is difficult for some schools for example, when I was still a classroom teacher, one of the pupils in my class who was deaf struggled to fit in my class, it was difficult for him to ask questions, he used to write chits and pass them to me especially during mathematics class because I did not know sign language”*.

3.21.3 Theme 4: *what are the solutions to the challenges identified?*

According to DEO, there is a need to sensitize stake holders especially the elected political leaders (councillors), so that special needs education gets political will which has been lacking. He added that this should be complemented by allocation of more resources to special needs education by both the central and local governments.

According to SNE officer, the government should give soft loans to poor households so that they can start self help projects where they can earn some income, he said that this would improve the income of households and reduce the problem of child labour which is common in the district. He also added that *“The central government should suspend the recruitment ban and allow us to recruit special needs education teachers to deploy in schools that have many CWDs or allow us to start more special units”*.

3.22 Secretary for Education and Local Council IV councillor for people with disabilities (PWDs).

Secretary for Education is the political head of the education department at the district, he is in charge of supervising the technical staff. The Local Council IV Councillor represents PWDs in the District Local Council.

3.22.1 *Theme 1: what are the challenges stake holders face in providing education to children with disabilities (CWDs)?*

The Councillor mentioned the challenge of child labour, she said that *“Some CWDs are employed as house maids, they are employed in tea plantations and stone quarries during school time in order to make money and give the money to their parents to support their families, they are some times employed by people in authority who are supposed to protect them, because they want to utilize cheap labour”*. she also mentioned the lack of cooperation between the technical staff and political leaders of the district which has hindered the supervision of educational services in the district.

The Secretary for Education raised the issue of lack of coordination between different departments which are supposed to protect the rights of CWDs. He gave an example of Education and Community Based Services departments, where each departments

implements its activities without any coordination which has led to duplication of services and waste of resources.

3.22.2 Theme 3: How is inclusive education implemented under Universal Primary Education (UPE).

According to Secretary for Education, mainstream schools under UPE program practice integration not inclusion. CWDs are usually admitted in schools, even if the conditions in schools do not fully accommodate them. He said that *“we allow them in school and it is up to them to make sure that they survive in school because we do not have anything to do to them”*.

Councillor expressed the same view and also added that *“for example teachers always advise children with sight problems in class to sit in front chairs in order to see at the black board, but the chairs are not enough, so they end up sitting on the floor throughout the lessons”*.

3.22.3 Theme 4: what are the solutions to the challenges identified?

Councillor suggested that the government should implement income generating projects with the aim of empowering households economically, since the economic status of a household has a lot of influence on the education of a child with disability in a household. It also reduces chances of CWDs engaging in child labour. The Secretary for Education suggested that all departments that are supposed to protect the rights of CWDs should coordinate together in implementation of their work plans and the district should develop integrated work plans in order to avoid duplication of services targeting CWDs.

3.23 Senior probation and welfare officer (SPWO) and Senior Community Development Officer (SCDO).

SCDO is in charge of mobilizing PWDs and the elderly to participate in development activities and SPWO is in charge of child protection in the district.

3.23.1 Theme 1: what are the challenges stake holders face in providing education to children with disabilities (CWDs).

SCDO mentioned long distance which is travelled by CWDs in order to access schools, this is complicated by the lack of assistive devices which are supposed to help them to move from one place to another. She also pointed out stigmatisation of CWDs which is common in primary schools especially in the rural areas, she stated that *“CWDs are nicknamed*

according to their disability, their peers see them as misfits in schools”, this affects their stay in school.

According to SPWO, the majority of the schools lack sanitary facilities which can easily be used by CWDs. While building latrines, the provision for CWDs is not usually put in place especially those made using local materials. She also mentioned that disabled girls find it hard to stay in school especially when they reach their puberty stage because they cannot afford sanitary pads and this makes their life difficult at school.

3.23.2 Theme 3: How is inclusive education implemented under Universal Primary Education (UPE).

Both SCDO and SPWO expressed the same view on this issue, they agreed that inclusive education is implemented in their district whereby schools admits CWDs and those who cannot fit in mainstream classes, are handled separately in special classes and others are given remedial lessons after normal school time. CWDs who are taught in special classes meet with other children during other school activities like sports time, lunch time and after classes.

3.23.3 Theme 4: what are the solutions to the challenges identified.

SPWO proposed that the government should introduce a component in the UPE capitation grant to provide lunch at school for primary pupils and sanitary pads especially for girls in the upper classes of primary school. According to SCDO, there should be sensitisation by all stake holders on the rights of CWDs especially in schools in order to change the negative attitude that the public has towards CWDs.

3.24 Summary of the data collected from respondents from district authorities.

As seen from the data collected from district authorities, challenges involved in ensuring inclusive education for CWDs include among others, lack of cooperation between the technical staff and political leaders of the district, lack of coordination between departments supposed to protect the rights of CWDs, negative towards education of CWDs by both technical and political leadership of the district, lack of trained teachers to handle CWDs in schools, child labour, inadequate funds allocated to CWDs, unfavourable personnel policies and lack of disability user friendly sanitary facilities in schools.

4 CHAPTER FOUR

4.1 Discussion of the findings.

In this chapter, discussion of the findings based on the data collected, relevant recommendations for safeguarding the right to education of CWDs in Uganda and conclusion are presented.

The findings revealed that there are some indirect costs which parents incur if they are to send their CWDs to school. These include, money for wheelchairs for physically disabled children, Braille machines and papers for blind children, school uniforms, meals, stationary together with provision of labour for the construction of school facilities. Many CWDs fail to enroll because their parents cannot afford to pay these indirect schools costs, mainly because they live in extreme poverty.

According to the parents, the government has failed to put in place a system which would make it possible for CWDs to access primary education without putting a burden on the already scarce financial resources at the household level. Therefore, in the absence of primary education which can be obtained at zero cost by CWDs, it may be difficult to require parents to comply with laws and policies that are intended to ensure that CWDs are enrolled in primary schools as stated in the Education Act. This finding is not different from the findings of the study carried by Zuze and Leibbrandt in 2011, in this study, private costs in government aided schools were seen as hindrance to access to education by vulnerable children.¹⁷⁹

The results from the study revealed that many households in Kabale district are extremely poor which results into parents and caregivers forcing their children, including CWDs, to go into child labour. This includes working for money in tea plantations, stone quarries, timber cutting and digging in other people's gardens. This is mostly done during planting and harvesting seasons thus affecting their school attendance since it is done during school time. In most cases, this work is also very hard compared to the age of these children.

The findings show that mainstream schools lack individual education plans which should be applied while teaching CWDs. Mainstream schools in Kabale district use the general curriculum which disadvantages CWDs especially slow learners because they cannot learn

¹⁷⁹ Zuze and Leibbrandt , Free education and social inequality in Ugandan primary schools, 2011, p.176.

at their pace and according to their interest and ability. Therefore, the education provided to most of the CWDs in mainstream schools does not address their needs.

According to the findings, mainstream schools which CWDs attend lack almost all teaching and learning materials which are supposed to make the teachers' job easier and the learners' life in school better, thus improving the learning outcomes of the learners. For example, children with reading difficulties found in some schools were not provided with the Braille reading books and machines to help them take notes, which makes their life very difficult in mainstream schools.

The study discovered that there is lack of understanding of the needs of CWDs by education personnel, this was mainly because of lack of teachers trained in special needs education as majority of the teachers in mainstream schools had no training in special needs education. This was worsened by lack of community health personnel and educational psychologists. There is no school which employed any of these personnel. This means that there is no regular use of simple assessment tools and teachers are not aware of the potential and needs of CWDs in their classes, especially children with multiple disabilities. Hence CWDs attend mainstream schools, but without getting effective teaching. This finding is in line with Diana Shaw's study in 2013 which revealed that the absence of these personnel negatively affects the education of CWDs.¹⁸⁰

It was also revealed that mainstream schools lack sanitary facilities especially latrines which are user friendly to CWDs. This is a major challenge for CWDs, some children cannot use toilets at school the whole day which affects their school attendance. From my observation, even toilets which are adapted to make them accesible, are not maintained thus making it difficult for children to use them especially those who crawl. Disabled girls who have reached puberty stage cannot access sanitary pads because both the parents and schools cannot afford them, this greatly affects their stay in school.

The research study revealed that some parent's attitude and behavior have a negative impact on education of CWDs. Some parents get distraught after having CWDs, because the public considers disability as curse to a family and the community at large. Parents lock CWDs indoors and hide them away from the public, for fear of being condemned by the public. This has affected the education of CWDs, since they are denied a chance to go to school by their parents and the local council officials cannot easily trace CWDs who remain out of school.

¹⁸⁰ Shaw, Inclusive Education: An Introduction, 2013, p.24.

The field-research discovered that there is no cooperation between schools and the local communities especially the local councils. This was revealed by teachers who said that they lack support from local communities especially in encouraging parents to enroll their CWDs in schools and tracing CWDs who have dropped out of school. This shows that teachers shoulder a large burden of responsibility because they almost work alone. This is a challenge to the education of CWDs, especially when we consider the large classes and the diversity that teachers handle in classrooms, thus having no time to follow each and every case. Similarly, UNESCO (1994) pointed out that the goal for successful inclusion of children requires co-operation of all the teachers, peers and communities.¹⁸¹

There is a challenge of large class sizes and a low student teacher ratio. This reduces the morale for teaching, in some cases, it leads to branding of CWDs as slow learners and offering no encouragement to learn at their own pace. The research revealed that teachers administer corporal punishments to CWDs for what is perceived to be poor performance in class and late coming to school which further contributes to CWDs losing morale for attending school.

There are wider accessibility issues, since many CWDs travel long distances to and from school. This is worsened by lack of adequate transportation, difficult terrain and poor quality of community access roads, which make many schools in the area inaccessible by CWDs. This becomes more difficult for girls with disability who are kept at home because their parents fear for their safety and security, they fear being sexually assaulted when traveling to and from school because of long distances. This finding is in line with Diana Shaw's in 2013 which showed that accessibility issues greatly hinder CWDs from enjoying their right to primary education.¹⁸²

The findings revealed that in implementation of inclusive education, the district concentrates on the few mainstream schools where special units are established to take care of CWDs, especially those with severe disabilities. The district puts much emphasis on these schools at the expense of other mainstream schools thus, denying many CWDs in different parts of the district the chance to receive appropriate education in mainstream schools. It was also discovered that the district still supports a special school for the blind, namely Hornby junior primary school, at the expense of mainstream schools.

¹⁸¹ UNESCO, The Salamanca Statement and Framework for Action on Special Needs Education, 1994.

¹⁸² Shaw, 2013, p.22

The attitude of parents towards inclusive education varied according to the degree and type of disability, with parents being less positive towards the inclusion of children with severe disabilities than inclusion of children with minor disabilities. Parents' willingness to enroll CWDs in mainstream schools is affected by the degree of disability, they still believe that children with severe disabilities cannot effectively be handled in mainstream schools in the district. This finding is in line with Forlins' finding in 1995 where it was discovered that stakeholders belief in inclusive education is influenced by the degree and type of disability.¹⁸³

The findings indicate that parents in Kabale district are slightly more likely to support than to oppose inclusive education and parents are significantly more willing than unwilling to send their CWDs to schools with non-disabled children. This positive attitude indicates that the majority of the parents in Kabale district are ready to support the implementation of inclusive education in primary schools under UPE program in the the district.

4.2 Recommendations.

It is only after adequately addressing the challenges identified above that CWDs will be able to start and stay in schools and the UPE program will become truly universal, free and compulsory for all children of school going age in Uganda. Based on my field-research and analysis of the challenges relating to ensuring inclusive education for CWDs. I suggest the following recommendations for safeguarding the right to primary education of CWDs in Uganda.

The local government should ensure that ramps are placed in all the buildings which have no ramps, especially the old buildings that were constructed before the PWDs Act was enacted. It should become mandatory for new buildings to be built with ramps in order to create physically accessible schools. This is also supported by the CRC and ESCR committees' recommendations which emphasized that public buildings including schools and their facilities should comply with international specifications for physical access of CWDs.¹⁸⁴ This should be supplemented by creating sustainable community transport system between home and school. This can be done by allocating sufficient Community Road Access funds to lower local governments, so that these roads are worked on and CWDs have easy access to schools.

¹⁸³ Forlin, Educators' beliefs about inclusive practices in Western Australia, 1995.

¹⁸⁴ CRC General Comment 9. para 40 & 65. ESCR committee, Concluding observations on the initial report of Uganda, 2015, para 36.

Many programs which have been initiated by the previous government try to meet immediate needs of CWDs, for example by providing textbooks, school fees, furniture and some assistive devices. However, it has proved to be very difficult to run such programs in the long run without external support which is usually unreliable. Therefore supporting households where CWDs come from, in broader sense both economically and psycho-socially should be encouraged because, it will be more effective, affordable and sustainable in the long run. According to Simmons and Alon, the long term social economic stability of CWDs' households is a significant determinant of their success in education.¹⁸⁵ The household's economic instability also results into child labour and therefore economic programs aimed at improving the economic status of households may also be an effective means of addressing the challenge of child labour.

The government should provide lunch at schools for pupils, school uniform, sanitary pads for girls in upper classes and transport for CWDs, if CWDs who are out of school and those attending primary schools especially the ones from poverty stricken house holds are to benefit from the UPE program. The provision of these goods and services by the government will make a significant contribution to the education of CWDs, in addition to the removal of school fees and payment of teacher's salaries by the state which is already being implemented.

The government should introduce affirmative action for CWDs in all schools and other educational institutions so as to create equal grounds for them to enjoy the right to education. This can be effected by admitting CWDs on government sponsorship and provide them with assistive devices to enable them to learn effectively in mainstream schools. The government should also set out the method of implementing the PWDs Act, for example by setting aside a special budget in the ministry of education which can be used to implement affirmative action for CWDs in all schools and other educational institutions.

Government through local governments should carry out awareness raising activities on the importance and need to utilize of the Education Act and PWD Act. This should focus on both indirect and direct beneficiaries, especially parents, CWDs and teachers and all other stakeholders because the findings from this study showed that there is ignorance about the laws and policies that protect the rights of CWDs and the right of CWDs to primary education in particular.

¹⁸⁵ Simmons & Alon, Promoting Education for Vulnerable Children by Supporting Families, 2015.

Government through the parliament should amend the Education Act and PWD Act to provide for compulsory recruitment of social workers. Social workers can provide professional information to parents of CWDs, regarding their disabled children's conditions, for example information about available services for CWDs in the community, information on social skills, education strategy, and behavior management. This encourages early intervention, especially for CWDs who are usually kept indoors at a young age and denied chance to go to school. Some other research has showed that the more relevant information parents have, the better equipped they will be to meet their children's special needs.¹⁸⁶ This should be supplemented by putting in place some sanctions for parents and care givers who hold their CWDs at home without taking them to school. The law should also be amended to allow mandatory recruitment and deployment of special needs education teachers in every primary school by local governments in an effort to promote inclusive education.

Government through the ministry of education should include a compulsory module on teaching CWDs in the curriculum of teacher training courses. Teachers who are already out of teacher training institutions and those already in service, in-service and pre-service teacher trainings should be conducted through short-term workshops led by teacher training institutions. These teachers then can return and spread the inclusive education message to other teachers who are already in service. This is supported by the CRC and ESCR Committees' recommendation for modification in the training program for teachers and other personnel in the education system if the philosophy of inclusive education is to be implemented.¹⁸⁷ This should be supplemented by improving the conditions of service for teachers, especially those deployed in remote areas by for example providing housing near schools and provision of meals at schools. This can work as an incentive especially to teachers in hard to reach areas which form the largest part of Kabale district. Some other research has indicated that better teacher housing and high standards of living improve teacher's morale.¹⁸⁸ Therefore it is my suggestion, that this can also best work in Kabale district.

Schools should use child to child clubs to fight stigmatisation of CWDs, both in schools and the community at large. Child to child clubs is a methodology that helps children learn

¹⁸⁶ Al-Daihani & Al-Ateeqi, Parents of CWDs in Kuwait, 2015, p.132.

¹⁸⁷ CRC General Comment 9, para 65& 67. ESCR Committee, General Comment 5, para 35. ESCR committee, Concluding observations on the initial report of Uganda, 2015, para 36.

¹⁸⁸ Policy and Operations Evaluation Department (IOB), Primary Education in Uganda, 2008, p.176.

from each other and bring what they learn back to their homes and communities, this is because children are believed to be effective agents of change.¹⁸⁹ In these clubs, both disabled and non-disabled children share, learn, play and voice their opinions together, this bridges the gap between CWDs and non disabled children in schools and communities that usually causes stigmatisation of CWDs.¹⁹⁰ Therefore if this is implemented, it will enable the non-disabled children to understand the needs and abilities of CWDs and provide them with an equal opportunity to participate in all activities in the school and the community with out discrimination. In these clubs, children learn through fun and then progress from there to consider larger issues like learning sign language in order to communicate with their deaf peers. This method has worked well in India, especially in helping CWDs with speech and hearing impairment.¹⁹¹ Therefore my suggestion is that it can also be applied in Uganda.

Both the central and local government should fulfill their constitutional mandate of allocating at least 10 % of the education budget to special needs education, if CWDs are to fully enjoy their right to primary education. This is because many of the services supposed to be provided to CWDs depend on the resources allocated to schools by both the central and local governments. This is in line with CRC comment's recommendation which emphasized that, it is the state's ultimate responsibility to allocate adequate funds to CWDs with guidelines for service delivery.¹⁹² Therefore, it is my suggestion that it is only after fulfilling this mandate that the Kabale district local government and the Ugandan government can prove their commitment to special needs education and inclusive education in particular.

4.3 Conclusion.

Since 1997, the country's expenditure on education has greatly improved. However, special needs education section remains marginalised in terms of resources, both human and financial, at the central and the local government levels. Whereas the enrollment of non disabled children has greatly increased since the introduction of UPE program in 1997, the enrolment of CWDs has not significantly changed and many CWDs remain out of school. Those in mainstream schools are studying under difficult conditions. This is mainly because mainstream schools are not well financed and adequately staffed to cater for

¹⁸⁹ Shaw, 2013, p.20.

¹⁹⁰ Shaw, 2013, p.20.

¹⁹¹ Shaw, 2013, p..21.

¹⁹² CRC General Comment 9. para 20.

CWDs and weak policies and laws that protect the right to education of CWDs. Decentralisation of management of primary education to the district local governments has improved the general management of primary education. However, CWDs have not benefited much from this arrangement, because special needs education under local governments still greatly depends on central government, both in terms of finances, and in terms of general policies and human resources.

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6 ANNEX 1. FOCUS GROUP DISCUSSION GUIDE FOR CWDs AND NON-DISABLED CHILDREN

1. What is your understanding of the term disability?
2. What type of disabilities are common in your school.
3. Are children with disabilities attending the same classes with non disabled children?
4. Which special facilities for children with disabilities do you have in your school.
5. What attitude do non-disabled children have towards children with disabilities in school?
6. How does the relationship between you and your fellow peers who are non – disabled affect your stay in school?
7. How do you relate to each other as children with disabilities?

8. Do teachers offer adequate information to progress to the next class?
9. Do you have teachers who are trained in Special Needs Education.
10. Are your special needs addressed by the teachers?
11. Do children with disabilities (boys and girls) receive the same amount of attention from teachers?
12. How long does it take you to move from your home to school?
13. Do you know any children with disabilities who are not attending school and why they are not attending school?
14. Do you know any children with disabilities that have dropped out of school and why they dropped out ?
15. What should be done so that they attend and finish primary school?
16. In your view, are there parents ready to enroll them again in school if the conditions are improved?
17. In general what can be done so that you enjoy your stay in school?

7 ANNEX 2. INTERVIEW GUIDE FOR TEACHERS

1. What is your understanding of the term disability?
2. What types of disabilities your pupils have?
3. How many children with disabilities are in your school
4. How many children with disabilities are in your class?
5. How do you deal with these diversities in the classroom?
6. In your opinion what do you understand by the term Inclusive Education?
7. Is inclusive education implemented in your school, how?
8. What is your opinion about the idea of teaching CWDs alongside normal peers?
9. What is your experience in teaching in such an environment?
10. Mention the challenges that you face while instructing CWDs alongside their peers who are not disabled?
11. What challenges do children with disabilities face in school?
12. Are you trained in Special Needs Education? And if not how do you cope.
13. What percentage of the school budget is allocated to special needs education?
14. Has the introduction of Universal Primary Education programme benefited CWDs?
15. Do you get support from your fellow teachers, parents and local government in providing education to CWDs.
16. Which laws and policies have been put in place to support education of CWDs
17. Are these laws and policies being enforced? Which particular sections of the laws and policies do you think are not being followed
18. In your view what extra laws and policies should be put in place so that children with disabilities can enjoy their right to primary education?

19. What do you think generally can be done to the educational system as a whole to improve on the learning conditions of children with disabilities?

8 ANNEX 3. INTERVIEW GUIDE FOR PARENTS AND CARE GIVERS OF CWDS

1. What is your understanding of the term disability?
2. What is your relationship with the child?
3. Which type of disability does your child suffer from?
4. How does the disability affect his/her access to primary education?
5. what is your understanding of the term inclusive education.
6. What is your opinion about inclusive education (sending every child of the same age to the same class no matter their individual learning problems)?
7. Do you support the practice of inclusive education.
8. What prompted you to enroll your child in a regular school?
9. What impression do you have so far, seeing your child with special needs learning alongside with the other pupils who are not disabled?
10. What changes have you observed since your child was enrolled in a mainstream school?
11. what challenges do you face in educating your child with disability in a mainstream school?
12. Which interventions have been implemented in your district to make CWDs access primary education?
13. Has the introduction of UPE program benefited children with disabilities in your area?
14. Which school related challenges affect access to primary education by CWDs?
15. What support do you think the school needs to put in place in order to meet the learning needs of CWDs?
16. Which laws and policies have been put in place to support access to primary education by children with disabilities?
17. Are these laws and policies being enforced? Which particular sections of the laws and policies you think are not being followed
18. In your view what extra laws and policies should be put in place so that children with disabilities can enjoy their right to primary education?
19. What do you think the government can do in order to improve on the learning conditions of children with disabilities?

9 ANNEX 4. INTERVIEW GUIDE FOR DISTRICT AUTHORITIES

1. What is your understanding of the term disability?

2. what is your understanding of the term inclusive education?
3. What types of disabilities are common in Kabale district?
4. Which types of disabilities do children in UPE schools have in the district?
5. How many children with disabilities are in the district?
6. How many children with disabilities are enrolled in primary schools in the district?
7. Is inclusive education implemented in the district? How is it implemented.
8. Which challenges affect CWDs in accessing primary education in the district
9. Which challenges does Kabale district local government face in providing primary education to children with disabilities?
10. Is there any training offered in Special Needs Education to teachers in the district?
11. How many Special Needs Education teachers do you have in the district?
12. Is the number of special Needs Education teachers sufficient? If no what is preventing their recruitment?
13. What measures have been employed by the district to improve access to primary education by CWDs?
14. What percentage of the current district education department budget is allocated to Special Needs Education?
15. Which school related challenges affect access to primary education by CWDs?
16. what specific plans does your department has to promote primary education of CWDs?
17. Has UPE program benefited children with disabilities?
18. Which laws and policies are in place to support primary education of CWDs?
19. Are these laws and policies being implemented? Which particular sections of the law are not being followed and why?
20. Which extra laws and policies should be put in place to enable children with disabilities enjoy their right to primary education?
21. What can be done to improve the enrollment, retention and completion rates of CWDs in primary schools in the district?

10 ANNEX 5. PHOTOGRAPHS SHOWING SOME OF FACILITIES USED BY CWDS IN SCHOOLS I VISITED.

Twin desks used by CWDs at Kitanga primary school.



one of the sanitary facilities at Rukiga Primary school.



some of the class rooms with stairs at Nyakigugwe primary school



11 ANNEX 6. THE MAP OF KABALE DISTRICT

