REPORT ON POST- PRIMARY EDUCATIONAL OPPORTUNITIES FOR OLDERCHILDREN AND YOUTH WITH DISABILITIES IN TORORO DISTRICT: NEEDS ASSESSMENT

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BACKGROUND INFORMATION

The plight of persons with disabilities remains an enormous challenge in developing countries. Uganda Government introduced Community Based Rehabilitation (CBR), as a service strategy to reach more people with Disabilities. Although Ministry of Gender Labour and Social Development (MGLSD), is the line ministry of implementation of CBR, there have been collaborative efforts with Ministries of Health and Education, Organisations of people with disabilities and other Non Governmental Organisations. The Uganda CBR programme has received tremendous support from the Government and the Norwegian Association of the disabled (NAD). CBR efforts have been placed in advocating for integration of persons with disabilities in society. CBR's main impetus has been on children with disabilities. Tororo District, the proposed project area, in Eastern Uganda has adopted the CBR concept, which has resulted in increased consciousness regarding disability issues.

The project on post primary education opportunities for older children and youth with disabilities in Tororo district was proposed in 2002 but did not take off until 2003.

The objectives for which the project was established included:

- To raise awareness on the educational needs of older children and youth with disabilities;
- To build institutional capacity of secondary schools and vocational institutions to create an enabling environment for older children and youth with disabilities;
- To promote inclusion of older children and youth with disabilities into secondary and vocational institutions;
- To facilitate older persons and youth with disabilities who have dropped out of school to acquire employable skills;
- To promote policies on inclusive education to cater for older children and youth with disabilities; and
- To promote educational opportunities for youth who are outside the formal education

This report focused on carrying out a needs assessment in order to have adequate information on building capacities of post-primary institutions to create an enabling environment for youth with disabilities.

PURPOSE
The study sought to understand perceptions of youth with disabilities and their and their service providers on what they believed was good post primary education, identify barriers and how they could be overcome in Tororo.

Specific Objectives
- Examine the perception of youth with disabilities, their families and service-providers in regard to post primary education.
- Make a situational analysis of the environment in post primary institutions.
- Draw conclusions and recommendation for the OD project.

Survey sample:
The needs survey was conducted in the four counties of Tororo namely: West Budama, Tororo, Bunyole, and the Municipality. One secondary school and vocational/technical institute was randomly selected from which participants were drawn. Distribution of research participants by number and gender is presented in the table below:

Participant Description	Number	Gender distribution	
		Female	Male
Youth with disabilities	27	7	20
Teachers and instructors/head of departments	26	2	24
Parents/Guardians	4	1	3
Head teachers and Principals	8	1	7
District Policy makers/implementers	2	1	1
Total	**45**	**12**	**33**

A total number of 45 participants including the District rehabilitation Officer and the Project Co-ordinator (Older Children and Youth with Disabilities) were involved and distributed as reflected in the above table. They included; older children / Youth with disabilities, parents of children with disabilities, Head teachers of secondary schools & Principals of Technical/vocational institutes, secondary school teachers and instructors in charge of counselling & guidance or students' welfare.

Method (s) of collecting data

The principle methods of collecting data were:

- Interviews;
- Observations; and
- Documentary Review

Interviews took mainly two forms namely; individual face –to-face and focus group discussions. The main themes on which discussions were based included:

- Level of enrolment of older children and youth with disabilities;
- Any physical, information and attitudinal barriers existing with the project area;
- Suggestions on how best the project for Older Children and youths with disabilities Project can effectively be implemented; and
- Existing professional support available to teachers/instructors and their older children with disabilities;

Observations as a method generated information relating to:

- Number of classrooms constructed;
- Size of classrooms including their lighting and entrances and exits;
- Quality and quantity of furniture including adaptations made in relation to particular disabilities;
- Accessibility of all school structures such as offices, toilets, kitchen, school compound, libraries, canteens;
- Availability of special equipment depending on the nature and severity of impairments to youth with disabilities;
- Availability of modified curricula documents/ guidelines made to accommodate
- individual learning needs of older children and youth with disabilities i.e. including practical subjects not traditionally offered by conventional secondary schools, excluding aspects not considered vital in the life of the learners among others;
- Distance from home to school and means of transport used by students; and
- Accessibility of public facilities within localities e.g. churches, hospital/clinics, local administration offices, public libraries, water sources among others

Documentary Review

Documents relevant to project development and monitoring mechanism were reviewed for supplementary information and verification purposes. The main documents reviewed were the OD project logic frame and reports. project proposal was unavailable for consultation at the time although it would have been a vital tool in comparing the original ideas, the implementation process and what has been achieved so far.

Instruments/Tools

Interview guides and an observation schedules were developed for gathering information. In addition, a still camera, tape recorder and a laptop computer were used during data collection and presenting.

Procedure for data collection and analysis: The following procedure was adopted for fieldwork:
- Preliminary discussions with the DRO and OD project co-ordinator to streamline the sample and data collection process;
- Actual data collection;
- Transcription of tape recorded data and photographic processing;
- Data organisation into relevant themes; and
- Data analysis and draft report writing

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Results of the study

Table 1:   **Level of enrolment of older children and youth with disabilities**

Code of Institution	Level	Total enrolment	No. of Students with disabilities	Gender distribution	
				Female	Male
A	Sec.	1670	1	-	1
B	Voc.	168	4	-	4
C	Sec	135	2	1	1
D		200 (approx)	2	1	1
E	Sec. Tech.	358	3	2	1
F	Sec.	197	1	-	1
H	Sec	Unsure	5 *	2	3
G	Techn.	381	9	6	3
	Total	3109	27	12	15

Key: Sec. =   Secondary School   Techn. = Technical School
     Voc. = Vocational School   * No. stablished through observation

An analysis of table 1 indicates that despite reasonably high enrolments in the sampled institutions, enrolment of older children with disabilities is very low. In addition the table shows that female and male older children with disabilities nearly have an equal share in the enrolment structure with males taking a slightly bigger number. According to the table, one Head teacher did not know the total enrolment of his students, and therefore no specific figures were recorded. There was no specific question to follow-up the reasons for the low enrolment of youth with disabilities in post primary institutions. The implications for the results in this aspect are discussed in the discussion section.

Table 2:   **Nature of disabilities catered for in post primary institutions**

In response to **" what special needs do the youth with disabilities exhibit?"** the following responses were given;

(i)   *"I don't hear well"*
(ii)   *" I do not see well"*
(iii)   *" The boy I think it is polio. The other boy in S.1, it is the chest, then the S.4 boy it is sickle cell"*
(iv)   *" The boy is lame in the leg. The other one is a girl who has difficulty with hearing"*
(v)   *" ...the problem is with the legs. The legs are short" We have a similar case in another department. Still it is lameness ...of the legs".*
(vi)   *...this year, we have one with the disability of the arm".*

(vii) *" I have seen students with lame legs, some who are partially deaf and some with visual impairments"*

(viii) *" For me this leg is shorter than this one".*

(ix) *" ... we may not know some of these disabilities. In certain areas, we think someone has got a disability when naturally it is not a disability. First of all we have to find out whom the definition of disability covers. [...]. In fact all the 9 students we have, it is on the limbs".*

(x) *" we have some who are lame. We call them mild, partially lame but walking. We do not have one with a wheelchair". We have some who complain of problems with ears."*

(xi) *My problem is of handling things. Fingers are short."*

(xii) *Me I do not understand well when teachers are teaching. I often request teachers to repeat for me".*

(xiii) *For me this left eye does not see at all. I only use one. [...] it is a cataract".*

According the Management Information System (MIS, 2002) guidelines, the disabilities experienced by the youth in Tororo are summarised as below;

- Moving difficulties;
- Hearing difficulties;
- Learning difficulty;
- Seeing difficulties;
- Poor health i.e. sickle cell anaemia; and
- Pain

The above summary shows that four main categories of impairments/disabilities were exhibited among older children with disabilities in Tororo district post-primary institutions. Those with moving difficulties were easier to accept, followed by hearing impairment. Learning difficulties and seeing difficulties were mentioned least. Three respondents were not specific about the nature of impairments their students experienced. A closer analysis based on observations and focus group discussions indicated that most of the disabilities were mild. Out of the twelve youth with movement-related difficulties reported, only one required and was using a wheelchair. The rest had either shorter limbs, or being short for age among others. The same scenario applied to other impairments. The youth with ill -health experienced conditions such as sickle-cell anaemia, a cataract, and pain in eyes. Those with hearing impairment complained of inconsistencies in ability to hear well. Those with visual impairment expressed that they experienced low vision and failure to see clearly from the chalkboard. The only student who acknowledged having learning difficulties claimed that she required repetition from the teachers in order to grasp the taught concepts better. Notwithstanding the limitation of the sample size, results have far reaching implications on teaching students with more pronounced disabilities in post secondary institutions. See a discussion in the next section.

Criteria for recruiting of older children in Post -primary institutions

Institutional administrators and heads of departments mainly answered the question relating to recruitment of youth with disabilities. In response to what criteria is followed when recruiting students with disabilities in post primary institutions, some of the responses were as follows:

(i) *" we do not have any special criteria. We just do it like any other student. [...]"*.

(ii) *" It was by chance"*.

(iii) *" ...after a medical check-up. In addition, they should certify the entry requirements. They are not given free marks for being disabled. The must have passed [...]"*.

(iv) *" First of all they must have applied, then interviewed. On passing the interviews is when we admit them. [...] most especially the disabled ones, we could ask them that you have chosen this course but will be able to do part of the outside activities like slashing, cleaning dormitories. They promise that they are free to do any work.*

(v) *"We have a form where they indicate that they have a disability"*

(vi) *" They just come in like other students, paying registration money of 3,500/=*

(vii) *" we have been looking at their performance, level of understanding, the skills"*

(viii) *" we have a specific procedure. We have a form. [...] we call it a verification form. [...]. It gives a number of things, but then it specifically comes out to find an area whether somebody has any disability and when we notice this one, we give priority. [...] if a student has a disability he quickly gets a higher mark"*.

(ix) *" In fact we donot have any specific criteria. We just admit so long as you qualify say, in this year, our cut off point has been 28. They just enrol on merit"*.

(x) *" They were just exposed to the same competition just like just the others"*.

Responses indicate that majority of youth with disabilities entered post primary institutions on merit. That is to say, no special consideration was made. The only isolated considerations were to consider some with special talents such as football, being selected using a form with a provision for disability and passing a selection oral interview.

The results in this respect have practical connotations if they are to remain the basis for further recruitment of students with various degrees of severity of impairment in post primary institutions. For details, see a relevant section in the discussion.

Training background for staff working with older children with disabilities

In response to the question " Do staff working directly with youth with disabilities have background training in special needs education?" the following responses were recorded;

(i)   " no".
(ii)   " never. They don't have. So it is just out of interest, reading some news papers about the disabled"
(iii)   "not as yet"
(iv)   " incidentally we don't have any that have undertaken courses in special needs education"
(v)   " not really. Except last term your office (DRO's) invited us for a one day workshop and I sent some teachers there".
(vi)   "No. There was ...an invitation from the district rehabilitation officer, but unfortunately it coincided with our end of term. So we did not send any teacher there because we were in exams ".

The above responses indicate that in all the sampled institutions, there was no single staff for a formal qualification in special needs education other than their initial training. In addition all staff were not adequately exposed to information relating to working with youth with disabilities. One the other hand, responses show that the office of the District Rehabilitation Officer was endeavouring to create awareness among teachers in post primary institutions about issues relating to persons with disabilities. Nonetheless, the fact remains that capacity building for staff working in post primary institutions deserves due attention. See next section for a discussion.

Nature of physical, information, and attitudinal barriers

Physical barriers existing in post-primary institutions where children with disabilities are enrolled

A number of respondents identified what they considered physical barriers for children with disabilities. The responses were as follows:

(i)   " we are lacking where we are sleeping"
(ii)   " I face the problem of walking. I don't move well and when walking I feel the back paining me when I move so much"

(iii)   " In our course we lack equipment"
(iv)   " For us we lack materials for practical work such [...],labour, measuring tape, trowel plus wires"
(v)   I my classroom ...I have a platform which cannot be accessed by a wheelchair"
(vi)   "[...] we don't have facilities for them. We don't have these ramps. Unfortunately (those constructed by the OD project) were not constructed to all classes".
(vii)   "The students who have their homes a bit distant are a challenge. I do not expect a child on a wheelchair to be able to move 3-4 miles early in the morning and be in time so we might need hostels"

(viii)	*The library is on he second flour and I have to reach it by crawling. So I only borrow a book once in two weeks"*
(ix)	*" The only problem there is with sitting that is, one desk on which we sit five students, with the disabled ones we have to sit only two, because some may have sticks [clutches]. Even when doing practicals, we need to give them more space".*
(x)	*" Basically, in the workshops, [...] we need some sawing machines"*
(xi)	*" We are lacking where we are sleeping, actually it is not okay. Even me I do not have a bed".*
(xii)	*"In fact the pit latrines are not enough. You have to line up and they are all full. Imagine all of us girls lining up for one pit latrine".*

An analysis of the responses shows three main physical barriers which form critical barriers to the education of older children with disabilities in post primary institutions. At least staff and students in all institutions acknowledged the fact that school premises were inaccessible for students with mobility difficulties particularly those using wheelchairs. The issue of long distances was cited in two institutions. These were day secondary schools where all students were expected to commute from home on daily basis. The issue of inadequate and inappropriate furniture although it was mentioned by one respondent, it was noted in all the sampled institutions. The new constructed ramps were not evenly distributed to all structures and the doors to classrooms were not adjusted to accommodate wheel chair passage. Lack of adequate physical facilities in most of the sampled institutions is an issue, which equally needs careful examination.
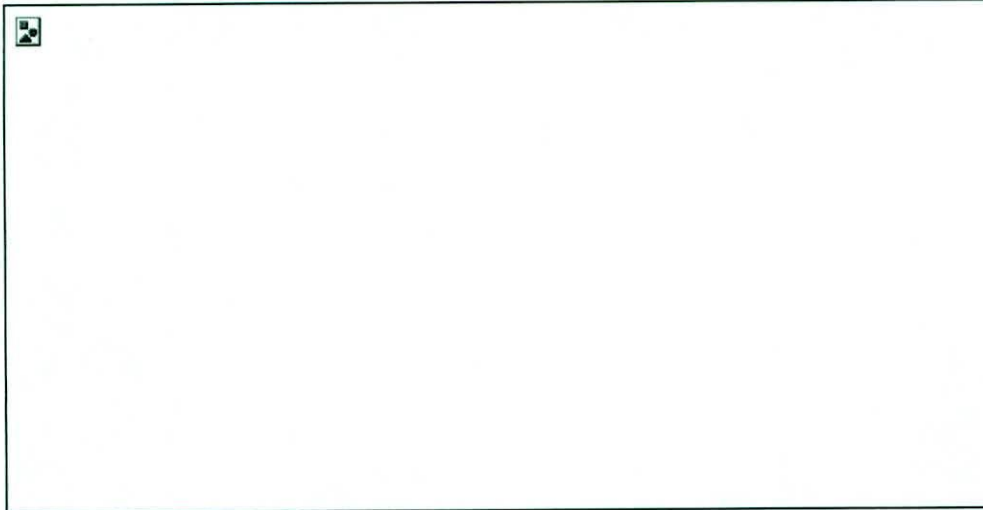
Photo2: The O.D project co-ordinator and the Headteacher of a secondary school overseeing one of the newly constructed ramps accessing the urinals (see arrow)

A critical analysis of the physical environment of the sampled institutions indicated that ramp construction did not take into consideration the already existing physical structures. In all cases, ramps were by far wider than the entrances. The issue of uneven distribution of ramps is illustrated in phonograph 3.
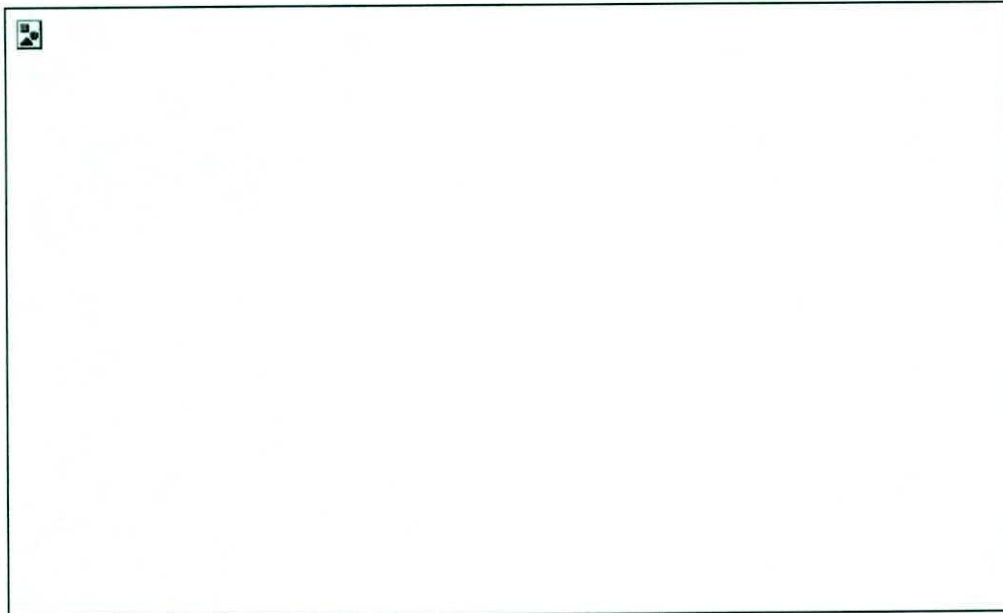

Photo 3: Male bathrooms (formally pit latrines) with neither a pathway nor wheelchair access

The two photographs 2 and 3 illustrate deficiencies in ramp construction and absence of ramps respectively, and are evidence worth noting before the project is fully implemented. For a discussion on possible approach to the physical accessibility issue see the relevant section in the discussion and recommendations respectively.

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Information barriers existing in post-primary institutions where children with disabilities are enrolled

In reaction to the question of challenges related to information relevant to working with youth with disabilities, the following responses were recorded:

(i) *" that one (lack of educational materials) has been a general problem even for these other normal ones because for us we rarely receive educational materials from the ministry. In most cases we have to buy. [...]"*

(ii) *"[...] there is no special equipment for the disabled".*

(iii) *"We have no trained teachers to train them yet it is very necessary"*

(iv) *"[...] if is dealing with a large number, unless you have a special teacher for that [student with disability]. It may be difficult for the same teacher let us say handling 50-60 students to also give special attention to those ones [students with disabilities]"*

(v) *" There is no direct professional support from outside. However, there is sharing of information among colleagues. [...] we share information about individual students during leisure time. Also parents give us information on individual students. They inform us during admission which information is past down to staff."*

(vi) *" [...] there is need to know how to deal with them depending on their state of disability. We need to be trained in techniques of how to handle these people."*

(vii) *" Yes there are some difficulties for instance lack of guidance. Like this girl (one with hearing impairment who had not reported back for first term) I have a fear she might have dropped out of school because of teachers who can deal with them."*

(viii) *" I have never been to any doctor for checking my painful eye."*

An analysis of the responses shows that the main information barriers relate to four aspects as follows:

- Lack of relevant knowledge and skills of helping students with disabilities by staff;
- Lack of textbooks and other reading materials;
- Lack of adequate and appropriate equipment to use during practical lessons and assistive devices/media for those with more serious impairments such as those who are blind or deaf; and
- Lack of information about existing support services in the district

The four barriers cited by the respondents need to be addressed in order for the proposed project to succeed.

Attitudinal barriers existing in post-primary institutions where children with disabilities are enrolled

Attitudinal barriers were examined from the perspective of how administrators, staff (both teaching and non teaching) and peers reacted towards youth with disabilities. Also related perceptions of the youth with disabilities themselves were examined.

Some of responses were as follows:

(i)   *"Fellow peers without disability have been positive of course supporting them- actually helping them directly".*

(ii)   *"They do not actually confuse me but they just help me."*

(iii)   *" I don't have any specific reaction. What I have seen is that they (instructors) are helpful ...to them especially I workshops."*

(iv)   *" For us staff members, we encourage them. Every body at least comes up to help."*

(v)   *" they have been taking them as students anyway like any other student. We have not been separating them. [...] No special consideration."*

(vi)   There has been some kind of undermining them. But when undermined, they become determined and promise the can perform better than them (students without disabilities)."

(vii)   *" ...we involve them in most of the activities, especially drama. [...].Usually what we do, we give these disabled students priority to choose out of the games that they prefer."*

(viii) *" [...] For example in senior one we tell them(students with disabilities) if one has a problem like not hearing or long sighted, to sit where you can see or hear properly"*

(ix)   *" No special consideration given to them. The disabled students we have here are very bright."*

(x)   *... when some one is tired they can ignore you because it will just be a disturbance [...]".*

(xi)   *" [...] we teach grown-ups who don't have the mentality of teasing others. So sometimes they sympathise with them, even others reach the extent of lifting for them heavy loads".*

(xii)   *" some times fellow students abuse us with stupid words. They are negative sometimes."*

(xiii) *Generally fellow students have been positive. [...] when we recently constructed ramps they were very grateful ...and suggested that each classroom should have one."*

(xiv)   *For one student with a hearing problem, we give her a front seat. Even after the lesson we can help her where she has not understood. We may even invite the parents of these disabled students and discuss with them the health of their children."*

(xv)   *" Me I can think that we can have categories of impairments. Those, which are severe, I feel they should be put in separate institutions, although that is a disadvantage. Also as much as possible, I would like these people to appear to feel normal and be able to feel they can compete on equal ground level." On the other hand, if we are to mix them up in normal schools, it comprises the staffing and even giving the appropriate assistance to those people. [...] In an area like Bunyole, we have like 10 schools. We could have a school gazetted ...to handle that (students with severe impairments)."*

(xvi)　[...] if possible, government can also come up to support in form of school fees because those are some of the things which have made some of the students and remain in the villages just because parents out there think they (students with disabilities) are useless much as they may be brain workers but they are just ignored."

(xvii)　"when it comes to examinations they need theirs. [...] the time given to them should not be the same like the normal ones."

(xviii)　" ...those who are not disabled when they leave the institute they find they can start on their own very quickly but the people with disabilities do not quickly start on their own."

(xix)　"I think there should be a policy especially when it comes to exams."

(xx)　"I think it would be good to study together without making any differences may be in confidence (building) and exposure to learning opportunities with others who are not disabled."

(xxi)　"I think inclusive education will be a good trend and move because these disabled are not completely incapacitated. It does not mean they are unable [...] they may be good people to the nation."

(xxii)　" I really don't know even how to handle such a case because I was not trained to make signs. [...] I would just advise the administration or parent to take him to the right place."

In summary the key issues that emerge from the sampled responses include:

- Both teachers and fellow students showing sympathy by helping students with disabilities to carry out most tasks;
- Teachers ignoring the needs of learners especially those who are slow at learning;
- Parents not willing to pay school fees for students with disabilities;
- A feeling that students with disabilities should study freely;
- Fellow students using abusive words/phrases when referring to students with disabilities and bullying them;
- Teachers/instructors appreciating the needs of students with disabilities and giving appropriate help whenever required;
- Youth with disabilities feeling shy and withdrawing from peers;
- A feeling by some institutional administrators that students/youth with severe disabilities be taught in separate institutions where their needs may be better provided for;
- A feeling that students with more complicated disabilities should be educated in their own institutions;
- An expression that the principle of inclusive education is applicable in post-primary institutions; and
- Despite supporting the idea of inclusive education, majority expressed reservations relating to the need to equip all institutions with necessary infrastructure to ease the well being of students with disabilities.

A closer analysis of responses shows that in most cases fellow peers and staff sympathise with students with disabilities. Responses further indicate that parents of students were unwillingness to pay school fees whilst majority of teachers/instructors appreciate the needs of students with disabilities. Other reactions towards youth with disabilities were the tendency for teachers to ignore less capable students and the use

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of inappropriate language by students without disabilities when referring to peers with disabilities with occasional bullying. Generally results indicate an expression of both positive and negative attitudes, which need to be addressed if harmony and reconciliation of the two learner-groups are to prevail in post primary institutions.

Suggestions towards making post-primary institutions conducive for older pupils with disabilities

A number of responses regarding how best youth with disabilities may be effectively supported in the sampled post-primary institutions were recorded. They include:

(i) *" I think there is need to bring trained teachers for that particular student (one with a disability."*

(ii) *... some (stakeholders) are corrupt. There was some money sent for us students with disabilities but mine never reached."*

(iii) *" I think they should renovate our classrooms because they are full of dust, and the dinning even dormitories. We don't have beds we sleep down. Even they build another toilet because the one we have is full."*

(iv) *" Apart from the facilities, may be techniques or more training and sensitisation for the teachers to handle more such cases and may be directly sponsor them."*

(v) *" We beg the Government to come in so that we recruit these people (youth) with disabilities."*

(vi) *" If possible Government should make students with disabilities a priority. For instance meeting accommodation needs, giving them machines during training and on completion of their courses."*

(vii) *"the project should assist these students so that they can continue with their studies to the highest level possible."*

In summary the main suggestions relate to:

- Increase in accessibility of institutional structures;

- Training staff in techniques of working with students with disabilities;

- Provision of scholastic materials/ equipment which meet the learning needs of older persons with disabilities; and

- Increasing public awareness about courses that are offered by vocational/technical institutions which students with disabilities may easily access

- Ministry of education and sports to develop policies guidelines in favour of students with disabilities

The implications for the above results are presented in the discussion section.

DISCUSSION OF RESULTS

This part of the report is a discussion of results as presented in the previous section. The main themes on which the discussion is based are:

- Level of enrolment of older children and youth with disabilities in post primary institutions;
- Nature of disabilities catered for in the sampled post primary institutions;
- The criteria for recruitment of students with disabilities in post primary institutions;
- Training background for staff working with youth with disabilities;
- The nature of physical, information and attitudinal barriers which exist in the sampled schools; and
- Support available towards youth with disabilities and staff working directly with them.
- Suggestions towards making post-primary institutions conducive for youth with disabilities

Enrolment of older children and youth with disabilities in post-primary institutions

As revealed by the findings of this study, enrolment of older children with disabilities was very low compared to the general enrolment in the eight sampled post-primary institutions. In relation to the current trends in the provision of education to learners with disabilities in Uganda, the finding was not surprising. It should be appreciated that since 1988, there have been concerted efforts by both governments and Non-Governmental Organisations (N.G.O s) to develop special needs education in Uganda. However, the bias has been on primary than post-primary education. This is illustrated clearly in the area of manpower development. Substantial amounts of money have been spent to train both primary school teachers and teacher trainers in the field of special needs education through the former Uganda National Institute of Special Education (UNISE) now Kyambogo University. Related progress has been made in the area early identification, assessment, referral, placement and follow-up of children with special learning needs. The Educational Assessment and Resource Services (EARS) of Ministry of education and sports has implemented this nation-wide district programme since 1992. No specific formal training course has ever been organised in Uganda to address the training needs of teachers working in post-primary institutions.

Ministry of Education and Sports (MoE&S) identified several barriers affecting children's attendance into schools. These include; poverty, ill-health and malnutrition, cultural attitudes, long distances between schools and homes, gender disparity, use of corporal punishments by teachers, differences in geographical isolation, wars and insecurity, inadequate and inappropriate infrastructure, fear of examination, overage of learners, the desire to work by school children and severity of disabilities. Wanabi (2000) notes that 4.7% drop out rate of children with disabilities are due to inaccessible classrooms and inadequate lighting. Many respondents in Tororo district echoed similar barriers as those of the ministry of education and sports as being responsible for the low enrolment of youth with disabilities.

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Nature of disabilities catered for in the sampled post-primary institutions;
As indicated by the results, respondents were familiar with the traditional impairments
i.e. physical, visual impairments and learning difficulties. The fact that physical
impairment was ranked high among the disabilities students experienced in the
sampled school, is a common phenomenon even among disability activists. The rank
order in this study is contrary to that of ministry of Education and Sports (MoE&S) on
number of children with disabilities in primary schools by grade.

According to Ministry of Education and Sports, children with hearing impairment
were the majority (27.93%), followed by those with mental retardation/ learning
difficult (26.24%), those with visual impairment (23.28%) and lastly physical
impairment (22.55%). On the other hand, it should be noted that impairment subjects
different pressures on each individual learner. It is important to appreciate the fact
that whilst the child is still young mobility is the main challenge but as it gets older
more demands on cognitive and sensory performance are required. No wonder, a
child with a significant degree of sensory loss or cognitive damage is likely to drop
out of the school hence paving a way for those with physical related difficulties to
continue with education. With appropriate support, majority ~~accorded to~~ students
with sensory and physical impairments, ~~they~~ can achieve greater heights in their
educational endeavours.

In light of the nature of disabilities, the creation of ramps as an initial intervention
viz-avis the quality of ramps constructed by the OD project was a justified
undertaking. However, for purpose of equity in educational service delivery, efforts
should be made to redefine the concept of disability and to take into consideration the
different needs of each category of disability. The traditional categories of disability/
impairment are rather too restricted and may be a basis to deny some learners their
rightful services. As observed else where in Uganda, there is a tendency by health and
community development workers and associations for and of persons with disabilities
to have biased attitudes towards persons with physical disabilities and consequently,
their services are a little more developed compared to their counterparts experiencing
other impairments. The Tororo youth project should strive to desist from this potential
temptation of sidelining some impairment categories.

The factors that impinge on widening the categorisation system such as staff
development, resource provision, curriculum modification and education policy
reforms need to be addressed. The key stakeholders should be vigilant in pursuing
national strategies in tackling the issues relevant to meeting the diverse needs of
persons with disabilities including the youth.

The criteria for recruitment of students with disabilities in post-primary institutions;

Results showed that majority of older students with disabilities do access post-primary education on merit. This means that, the student must have satisfied the national section criteria i.e. passing the Primary Leaving Examination (PLE) and or Uganda School of Education respectively. The other three forms of criteria namely using a formal selection form, having a special talent and passing a selection were scarcely used. This reflects a general trend of lack of affirmative action to give educational opportunities to marginalised groups of students including those with disabilities.

Much as government put in place some few concessions to enable students with disabilities at primary school level, the gap is still very wide. According to UNEB examination regulations (2003), candidates with disabilities were accorded 30 minutes extra time to children who were registered as having a disability. As an affirmative action, in 2003 UNEB through technical support from the Early Childhood Learning and Assessment Centre extended additional concessions to a pupil with Dyslexia a specific learning difficulty. These concessions included among others:

- Using a special examination reader
- Use of a tape recorder with accompanying audio cassettes for recording the candidate's responses to examination questions
- Using a separate examination room to reduce interference from the examination reader.

It is however noted that pursuing new special needs-related examination concessions like those above in post-primary institutions may be a daunting task for the Tororo Youth Project. This is because of two main factors namely; the marked differences between primary and post-primary education in terms of; philosophy, curriculum goals, content, methodologies and assessment procedures and being a new innovation. The fact is that government of Uganda has had no specific policy of special needs education in post-primary institutions. On the other it should be appreciated that, there is a general constitutional provision that " all persons of Uganda have a right to education and that government will take affirmative action to ensure equalisation of opportunities for the educationally disadvantaged" (see Article 30). This positive political climate should be exploited to the maximum by the Tororo youth with disabilities project stakeholders. At a more practical level, major reforms need to be made in post-primary institutions if more youth with disabilities have to enjoy the same right to education like their ordinary counterparts.

Training background for staff working with youth with disabilities

As revealed by the results, most staff working directly with older students with disabilities did not posses additional training from their pre-service qualifications. Only one teacher interviewed had attended a one-day sensitisation workshop.

Given the wide range of disabilities which older students exhibit, there is an urgent need for staff to be up-graded in disability specific content areas. The government strategic plan does not seem to reflect the future support for youth with disabilities in post-primary institutions. Emphasis is put on the Universal Primary Education (for details see a report on Basic Education Policy and Costed Framework for Educationally Disadvantaged Children, 2002). Also, there is a growing tendency for most teachers in Uganda to prefer vertical than horizontal modes of training. In reality teachers opt for courses which guarantee higher ranks in job profiles, job security and better pay.

The fact that majority of the youth with disabilities experienced mild degrees of impairments/disabilities has positive implications. In the first place, it means that teachers in Tororo may initially just require support with general awareness on issues of good classroom management including effective communication and principles of inclusive education. The fact that the office of the District Rehabilitation Officer (DRO) was organising sensitisation workshops, is an opportunity which should be maximised. For best results, workshop- organisation should where possible take into consideration the needs of participants. By so doing, more teachers will be willing to attend sensitisation seminars. Also heads of institutions may co-operate more in disability-related issues.

On the other hand however, there is need to level the ground for youth with more severe disabilities that may soon join post-primary institutions through the Universal Primary Education (UPE). In fact many teachers and heads of institutions that were interviewed were sceptical about enrolling students with more pronounced disabilities such as those who are deaf, blind and severely mentally retarded. On a positive note, despite lack of training and a supportive environment, majority of teachers was willing to take up formal training in aspects such as sign language and Braille if availed with opportunities and financially supported.

It should be noted that there is significant commitment on part of the stakeholders for the Tororo older children and youth with disabilities project to build institutional capacities of staff of both secondary and vocational institutions. According to the project logical framework (2003-2005), several training opportunities will be available for teachers working in both secondary and vocational institutions. On the other hand, it is important to appreciate that availability of financial and other logistical support may be the determining factors in the success of the project.

The nature of physical, information and attitudinal barriers which exist in the sampled schools

Physical barriers

As revealed by the results, inaccessibility to institutional structures such as classrooms, libraries, toilets, kitchen and dormitories particularly for students using wheelchairs was a main barrier. Notwithstanding the fact that there were very few students using wheelchairs, this is an issue, which needs to be carefully examined.

The fact that there is acknowledgement on part of youth with disabilities and staff that ramps had been constructed to ease accessibility to classrooms is a clear sign of a commitment by the project implementers. On the other hand, it is also important to appreciate the feeling of discontentment that ramps were not evenly distributed to all school structures. In all the cases no student with disabilities was consulted prior to constructing the ramps. For maximum utilisation of the scarce resources, the disability slogan " **nothing for us without us**" should be respected. In this way more cost effective and user friendly environmental adaptations will be achieved. The theoretical commitment as enshrined in the logical framework for the post-primary educational opportunities for older children and youth with disabilities project in Tororo is a glaring hope. However, like the case for training for staff, a lot of commitment on part of the project stakeholders needs to be exercised. Although few persons are identified in the document as core implementers of inclusion i.e. Special needs Co-ordinators, District Rehabilitation Officer (DRO), a more multi -sectoral team including youth with disabilities themselves should be engaged to monitor the project implementation process.

At least as observed in several places, ramps constructed revealed a lot of technical loopholes. For example, despite being newly constructed, some ramps were peeling off at the edges and in some cases they were too stiff for the wheelchair. In almost all cases ramps giving access to classrooms and toilets needed to be widened so that a wheelchair could pass through (see photograph 2). When the project is fully implemented, the issue of access doors needs to be considered so that persons using wheelchairs do not have to get off at entrances to crawl down to their final destination. The above scenario in itself causes a lot of skepticism on part of stakeholders who are meant to supervise and maintain whatever infrastructures are put in place.

The issue of long distances covered by students is an issue, which deserves great attention. Based on the one home visit the research team undertook, the home was approximately six kilometres from school and the student did not have any means of transport. Being with a physical disability, he complained that he always experienced pain and also arrives late at school. In addition, it was noted that the road was in very bad condition with a lot of ditches and bush on either side. The homesteads were very isolated i.e. a quarter to a half a kilometre apart. This pauses a lot of potential threat to older students with disabilities especially those using wheelchairs and the girl child who may be disturbed by men luring them into unwanted sex or being raped.

Information barriers

On the aspect of information barriers, results clearly showed that lack of relevant information regarding older children with disabilities nearly all staff acknowledged that they lacked the necessary knowledge and skills of helping students with disabilities. The finding is not a surprise given the fact that all respondents interviewed except one had received information on supporting persons with disabilities. Whilst considering the finding it is it is important to understand it from a wider perspective. As noted in the section of staff training background, the mode of training need to be given a deeper thought for better results. The Older children and Youth with disabilities project logical framework highlights a lot of sensitisation plans but these need to be qualified. Mere creation of awareness on inclusive education principles may be too simplistic if older children with more difficulties like those who are deaf, blind or multiple learning difficulties are to benefit from the current examination oriented educational system. Issues relating to who should be trained, where training should take place, for how long and the level of content need to be resolved prior to full implementation of the project. Experience has shown that as inclusive education gains momentum, quality in service delivery is compromised. It is therefore important to safeguard against this potential shortcoming during the actual project implementation process.

As for lack of appropriate equipment needed during practical lessons and textbooks, there is need to appreciate the logistics involved. For Tororo post-primary institutions, most youth with disabilities required ordinary equipment used by ordinary peers. Much as it was easy to use the ordinary stock for older students with disabilities with mild impairments, the case for those who may be blind, deaf or multiple impairment could be different. In terms of cost for example, the cost of Perkins Braille is approximately Ug. Shs. 500,000 (Five hundred thousand shillings), a ream of Braille paper (200 sheets) at Ug. Shs. 20,000 (twenty thousand shillings), a hand frame A4 Ug. Shs. 20,000 (Twenty thousand shillings). For the locally produced Hearing Aids in the case of children with hard of hearing the cost is Ug. Shs. 350,000 (Three hundred thousand shillings) for behind – the – hear and body worn respectively. For deaf students, there is also need to consider paying sign language interpreters and sign language manuals for those students who are deaf. For those with multiple learning difficulties there may be additional modifications of the curricular to make it more practical if they are additional modifications of the curricular to make it more practical if they are to benefit.

It should be observed that the assumption that Tororo local government would spearhead the financing of planned activities in respect to equipment and assistive devices is totally unrealistic and may result into failure. This is an area, which will continue to require external support until when sustainability structures are well consolidated.

Information Barriers

As revealed by the study, there was lack of information among respondents about available support services such as Clinics, Ear, nose and throat services. To the researcher, this was rather a surprising finding. The fact that in the district there is a well-established Educational Assessment and Resource Services/ Special Educational department of ministry of education and sports together with a Community Based Rehabilitation Programme co-ordinated by the office of the District Rehabilitation Officer DRO) a higher level of awareness was expected. This however was not the case. For example during two focus group discussions with older students with disabilities one from secondary and the other from a technical school, presented medical conditions like cataracts, painful ears and itching eyes but they claimed that they did not know where to go for help.

On the other hand it should be appreciated that failure to go for appropriate services could have been prompted by lack of financial support. As one student put it:

" For some we lost our parents. We are using our own means."

For such a student, he or she may not view removal of a cataract as a priority. Rather looking for school fees may be top on the agenda. Indeed one student had persisted with a cataract since he was in primary school and during the time of the study he was in his second year in a technical school in Tororo.
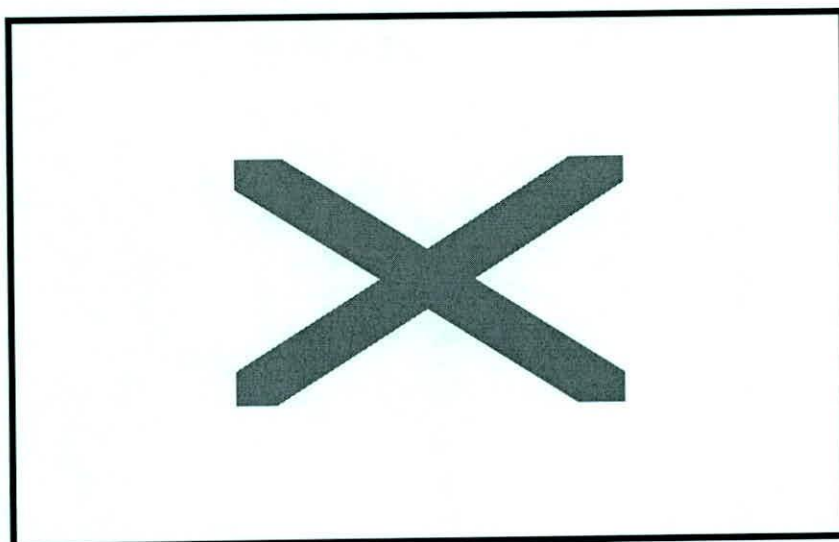
Photo 4 A student with a cataract working on his mock exam block-laying model

To students in similar circumstances, a careful identification system needs to be adopted so that they benefit from the proposed needy scheme of the project.

By and large, in order to realise the targeted level of sensitisation for the different stakeholders, more realistic approaches exploring a variety of different information channels need to be sought.

Attitudinal Barriers

Generally, results indicated that both positive and negative attitudes prevailed in the sampled post-primary institutions. Both staff and older children with disabilities expressed feelings of contempt and dissatisfaction with the way older children and youth with disabilities were treated. An analysis of responses reflects a mixture of sources of reactions on which attitudes were based. The sources include lack of sensitisation on part of both teachers and students, lack of experience working or staying with persons with disabilities and general up bringing on part of students.

There were responses, which signalled positive reactions among older children with disabilities.

They included:
- *" I have never seen any abusing of any kind. [...] in fact only helping and supporting." (Head teacher of a secondary school)*
- *" What I have seen is that they (staff) are helpful especially in workshops." (Teacher/ instructor – vocational institute)*
- *" When it comes to practical they help me. They give me helpers to lift things." (Student with disability)*
- *" For me every teacher knows my problem, so during class hours they make sure I have understood that thing." (Student with disability)*

On the other hand there were negative responses. These included:

- *" They take a chance for example when asked a question and you fail to answer quickly, (they say) that those disabled cannot do any thing." (Students focus group discussion)*
- *" They some times they use stupid words such as akinihero-meaning 'deaf'.*
  They are negative sometimes." (Student with disability)

The above responses need to be interpreted from a realistic perspective. They are by no means an exaggeration of an ideal situation in Uganda. The positive responses reflect the increasing awareness among different stakeholders through affirmative inclusive policies and programmes publicised through government statutes, Non-governmental organisations, mass media and positive cultural practices. On the other hand, negative responses reflect a need for sensitisation strategies that target ordinary older children but also state desperateness. It is important to appreciate that in a situation where there are no support services such as medical, psychological, educational and social support, one is bout to become desperate. Therefore, whilst considering the issue of sensitisation, efforts should be made to ensure that support services are equally developed. Without these, sensitisation workshops may become fruitless. As regards sensitisation, issues such as people-first language, individual differences peer-tutoring and inclusive education practices need to be addressed. The available community development workers at a sub-county level should be fully engaged in awareness raising campaigns and lobbying for material support.

Support available to youth with disabilities and their parents, and staff working directly with them.

Results revealed that a wide range of support services to staff and students, they were all informal. Given the fact that there were no organised structures through which support was extended, quality assurance was difficult to guarantee. In fact parents' contributions being ranked high is a positive but limited given the unstable and varied socio-economic status of individual families.

Indeed, most students and the two guardians interviewed expressed difficulties in sustaining their children's school obligations. As one grand father stated:

" nina obuzibu bungi kuludda lwakasente sifuna kamala.
Era nemumaka gange enimiro gyenina temala kubanga nagitundako nfunemu akasente mperere omwana ono.[…] nina obuzibu ngokwambala kwomwana ngagenda kussomero, nebikozesebwa"

Translated as:

> "I experience a lot of difficulties especially on the side of the finances. I don't get enough. Even in my entire family, the land I have is not even enough because I sold part of it to settle the child's school fees. I have other problems like raising money for the child's uniforms and buying scholastic materials."

The guardian's sentiments signal important caution whilst considering community participation in the proposed older children's project.

On the side of the colleagues reinforcing each other's experiences, it is a positive move. However, it should be appreciated as discussed earlier that the training and working experiences of each member of staff vary significantly. With such a wide variation in the acknowledge and skills possessed by staff members, whose training was more general and not disability-specific, which leaves a lot to be to be desired if this alternative is to be utilised as a major support system to supporting older children with disabilities.

The sensitisation workshops although most institutions in the sample had not felt their impact, should be with a lot of optimism since where ever they have been carefully planned and implemented, tangible results have always been realised. The planning phase should involve consulting participants on the aspects, which are significant to their day-to-day work experiences.

The participation by the local NGOs like FIDA, which sponsors one child with disabilities in a vocational institute, need to be explored. For effective lobbying it may be necessary to provide more detailed profiles of each child indicating specific needs than a blanket request. At the same time there is need to be cautious on part of programme managers to safeguard against any tendencies of misallocation of resources. As one student observed:

> "[…] There was some money meant for us students with disabilities which came from one NGO, but until now that money I have not received" […]

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Although the student's sentiments were not followed up further for specific details they highlight the need to formalise all the existing support systems so that there can be specific monitoring and accountability on part of service providers and recipients.

In relation to the Older Children and youth with disabilities project in Tororo, there is a lot of prospect if all plans as proposed in the project's logical framework are implemented.

Suggestions towards making post-primary institutions conducive for older children and youth with disabilities

As presented in the result section, suggestions put forward relate to increased accessibility, training of staff working directly with youth with disabilities and provision of appropriate educational materials. Also, there is need to increase public awareness about the courses offered by vocational and technical institutions. In addition respondents suggested that there was need for policy guidelines to promote the rights of youth with disabilities.

It should be acknowledged that the logical framework for the Post-Primary educational opportunities for older children and youth with disabilities' project in Tororo district covers all the suggestions. However, the assumptions on which the project success was based may present another challenge. Factors beyond the project's operational powers such as availability of funds to execute project activities, central government carrying out regular support supervision and willingness of post-primary institutions enrolling youth with disabilities cannot be guaranteed.

The fact that attitudinal change takes along time to be realised, implementing inclusive practices may be a daunting task. Any attempts to take short- cuts may result into unwarranted frustrations on part of project stakeholders. Implementing the youth with disabilities project in Tororo should be seen as a process not a one-off event. The other challenge will be to get the co-operation of other stakeholders in other sectors. There is likelihood that there will be a clash of interests between participating sectors. It is therefore important that throughout the project implementation process all identified stakeholders play active roles no matter the significance of their stake.

The prevailing political will from the central to the village levels is a great potential for the project's sustainability. The main challenges foreseen in implementing the project include; resource mobilisation, agitating for policy reforms relevant for older children and youth with disabilities, net-working with other stakeholders and establishing support structures to meet the health, educational, employment, social and welfare needs of the project beneficiaries.

CONCLUSION AND RECOMMEDATIONS

CONCLUSION

This study was conducted to understand the perception of youth with disabilities, their families and service providers in regard to post-primary education. The study has revealed in general terms that stakeholders i.e. heads of post-primary institutions, parents, the OD project managers including the older children with disabilities that inclusion is a desired ideal. However, the findings strongly indicate that there are major physical, financial, technical, attitudinal and policy adjustments that have to be made prior to full implementation of the Older Children/Youth's project in Tororo district.

RECOMMEDATIONS

1. Not withstanding the good intentions of the project and availability of financial resources, there is need to streamline the administration of the Older person's project so that each of the key players i.e. policy makers, project managers and implementers, and the older children with disabilities themselves know exactly the specific roles for each partners. This will ensure transparency and avoid any possible conflicts among all those concerned.

2. The disability categorisation system and assessment procedure adopted by the Ministry of Gender, Labour and Social Development (CBR Management Information System, 2002) should be popularised in the post-primary institutions since it provides more insights into what would traditionally be ignored. The approach should be a practical one involving participants in sharing information and carrying out practical assessments or implementing selected projects with youth with disabilities.

3. Education being a right as enshrined in the Constitution of the Republic of Uganda, there is need on part of the Project Coordinator in consultation with the Local Education Authorities to pursue affirmative actions on matters relating to recruitment of older children with disabilities. The current recruitment procedure into post-primary institutions still and will continue to segregate many potential older children with disabilities.

4. Initially there may be need to establish pilot inclusive post-primary institutions preferably one technical and one secondary school in each of the four counties. Thereafter having gained some experiences, more institutions could be facilitated to implement inclusive education practices.

5. There is need for even distribution of ramps so that walkways and all physically infrastructures are accessible. Prior to ramp construction, there is need for dialogue between those contacted to do the construction, ramp-users and other stakeholders.

6. For youth who are blind and deaf, there is need to procure assistive devices such as Perkins Braillers and introduction of sign language interpreters. For youths who find it hard to hear and it so happened that they are the majority, there is need to

set aside enough money to secure hearing moulds. However, prior to preparing final procurement proposals, there will be need to conduct an identification exercise to establish the number of students requiring devices.

7. As a short-term strategy, the project development staffs need to work closely with Kyambogo University- faculty of Special Needs Education and Rehabilitation to develop short proficiency courses in the areas such as sign language and teaching Braille.

8. There is need for the project steering committee to ~~procure~~ pursue relevant policies and guidelines with the Ministry of Education and Sports on aspects such as examination concessions, use of assistive devices in case of students with learning difficulties, choice of courses, entry requirements among others.

9. Given the unique circumstances of many youth with disabilities, there is need to establish special sheltered workshops near ordinary post- primary institutions where youths with disabilities can be accommodated and supported to do non traditional courses meant for their independent life.

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Interview Guide 1: Head teachers/Heads of Technical-Vocational Institutes

Introduction.

Dear Head teacher,

Iam undertaking a needs assessment survey intended to identity the potential and challenges of the OD proposed project to facilitate the inclusion of older children and youth with disabilities in Tororo District.

I kindly request you be honest with me while responding to the interview so that all the ideas can be preserved for later analysis and reporting. All information shall be treated with absolute confidentiality.

Thank you.

1. Question 1 How many students do you have in the school/college?

2. How many of these are boys and girls?

3. Do you have among the students those with impairments/disabilities? If so, how many are they?

4. In which classes/forms are students with disabilities?

5. What disabilities do the students have?

6. What criteria do you use in recruiting students with disabilities in your school/college?

7. How many teacher/instructors do you have on staff?

8. Who are the staff involved in working with students with disabilities and what is their training background?

9. What are the general staff reactions towards students with disabilities in the school/institute?

10. In which ways do your staff and the school/institute authorities try to help students with disabilities fit better in the school environment?

11. What special considerations do you make to enable students with disabilities learn better during class activities or while taking examinations?

12. What challenges if any do you as an administrator face in meeting the needs of students with disabilities in your school/institute?

13. In your opinion, how do you think the needs of students with disabilities should best be met in ordinary secondary schools?

Thank you so much for your time and information provided.

Interview Guide 2: Teachers/instructors

Introduction.

Dear teacher/instructor,

I am undertaking a needs assessment survey intended to identity the potential and challenges of the OD proposed project to facilitate the inclusion of older children and youth with disabilities in Tororo District.

I kindly request you be honest with me while responding to the interview so that all the ideas can be preserved for later analysis and reporting. All information shall be treated with absolute confidentiality.
Thank you.

1. How many students do you have in class?

2. How many of these are boys and girls?

3. Do you have students with impairments/disabilities in your class/stream? If so, how many are they?

5. What disabilities do the students experience?

6. How do students with disabilities admitted in your class?

7. What professional support do you receive to help you with the needs of students with disabilities from:

    a. The head teacher/principal
    b. District Inspector of schools
    c. EARS/SNE staff
    d. DRO
    e. OD project coordinator
    f. Colleagues
    g. Others

8. What materials/special equipment do you have do you have to help students with disabilities?

9. What are the general reactions of ordinary students towards their peers with disabilities in the class and during outside activities?

10. In which ways do you as teachers and the school/institute authorities try to help students with disabilities fit better in the school environment?

11. What special considerations do you make to enable students with disabilities learn better during class activities or while taking examinations?

12. What challenges if any do you as a teacher/instructor face in meeting the needs of students with disabilities in your class?

13. As a teacher/instructor, what sort of help would you require to enable you teach better students with disabilities in your class?

14. In your opinion, how do you think the needs of students with disabilities should best be met in ordinary secondary/vocational schools?

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Thank you so much for your time and information provided.

Interview Guide 3: Parents/Guardians of Older Children with Disabilities

Introduction.

Dear parent/Guardian,

I am undertaking a needs assessment survey intended to identity the potential and challenges of the OD proposed project to facilitate the inclusion of older children and youths with disabilities in Tororo District.

I kindly request you to be honest with me while responding to the interview questions. I can assure you that all the information through our interview shall be treated with absolute confidentiality. I would further request you that I use a tape recorder so that all the ideas can be preserved for later analysis and reporting.

Thank you.

1. How old is your son/daughter with disability?

2. What disability/impairment does she/he experience?

3. In which class is your child?

4. How has been your son/daughter's performance in school?

5. What challenges do you experience while supporting your child to get secondary education?

6. What support do get to help you with your son/daughter's education from:

    a. The head teacher/principal
    b. District Inspector of schools
    c. EARS/SNE staff
    d. DRO
    e. OD project coordinator
    f. Fellow parents/relatives
    g. Others

7. In which ways should parents of older children with disabilities be supported in order to educate their children in ordinary secondary schools/vocational institutes?

8. In your opinion, how do you think the needs of students with disabilities should best be met in ordinary secondary/vocational schools?

Thank you so much for your time and information provided.

Interview Guide 4: Students with Disabilities in secondary /vocational schools

Student's code: [ ]   **School/Institute:** [ ]

Dear Student,

I am undertaking a needs assessment survey intended to identity the potential and challenges of the OD proposed project meant to facilitate the inclusion of older children and youths with disabilities in Tororo District.

I kindly request you to be honest with me while responding to the interview questions. I can assure you that all the information relating to our interview shall be treated with absolute confidentiality. I would further request you that I use a tape recorder so that all the ideas can be preserved for later analysis and reporting.

Thank you.

1. How old are you?

2. To which school/institute do you go?

3. In form/class are you?

4. How do you go/come to school every school day?

5. Generally how do you find your studies?

6. What problems do you face as student with disability while at school?

7. In which ways do your teachers and the school/institute authorities try to help you fit better in the school environment?

8. What special considerations do your teachers make to enable you learning better during class activities or while taking examinations?

9. What special equipment do you still require to learn better in your current school/institute?

10. Generally how do your fellow students, teachers and the school administration react towards you as a student with disability?

11. In which ways do you think your school/institute may be modified to make it suitable for all students with disabilities?

Thank you once again for your time and information provided.

Observation schedule for secondary school/vocational institutes

School/Institute Code: [ ] Name: [ ]

No. of classrooms: [ ]

Size of classrooms: [ ]

Type of furniture used: [ ]

Suitability of furniture in relation to students with disabilities:

Yes	No

Accessibility of :

- ❑ Offices

- ❑ Classrooms

- ❑ Toilets/Bathrooms

- ❑ School compound

- ❑ School library

- ❑ Kitchen

- ❑ Play fields

- ❑ Other study centres

Available special equipment for students with disabilities

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Means of transport used by students

Maximum and minimum distances covered by students with disabilities